KIPP Public Schools
NORTHERN CALIFORNIA

September 21, 2026

David Weekly
President, Board of Education
Redwood City School District
750 Bradford Street
Redwood City, CA 94603

Re: Charter Renewal Petition for KIPP Excelencia Community Prep

Dear President Weekly,

We write with deep respect and enthusiasm to submit the charter renewal petition for KIPP Excelencia Community Prep to Redwood City School District. KIPP Public Schools Northern California deems the renewal petition to be complete and respectfully submits it for your consideration.

Since its founding, KIPP Excelencia Community Prep has been proud to serve the students and families of the Redwood City community. Our school is grounded in the belief that every child deserves access to an excellent education, and we are committed to working alongside Redwood City School District to ensure that vision is realized.

Since our last charter renewal, our students are showing growth across multiple academic indicators, and we are continuing to provide holistic support to our families. We remain focused on improving early literacy outcomes, ensuring every student is in school every day, and fostering a joyful, inclusive school culture.

We are honored to be part of Redwood City's public school ecosystem and to partner with Redwood City School District in serving students. We look forward to continuing our work together in support of a renewed future for KIPP Excelencia Community Prep.

CERTIFICATION OF COMPLETE CHARTER PETITION:

Education Code Section 47605(b)

A charter petition is deemed received by the governing board of the school district on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The following certification is submitted in compliance with Education Code Section 47605(b).

No later than 60 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of KIPP Excelencia Community Prep, and that I am competent and qualified to certify to the facts herein;

2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;

3. That I make this certification for purposes of Education Code Section 47605(b) only; and

4. That I deem the charter petition to be complete.

* * *

We look forward to working with the District during consideration of the charter renewal petition. Please do not hesitate to contact Mackenzie Hennessy, Director of Policy, Advocacy, and Community Engagement, at mackenzie.hennessy@kippnorcal.org should you have questions regarding this submission.

Sincerely,

Beth Thompson

Beth Thompson
CEO & Founder, KIPP Public Schools Northern California
Date: September 21, 2026

KIPP Excelencia Community Preparatory
Charter Renewal Petition

Submitted to
Redwood City School District
September 21, 2026

For the term
July 1, 2027 through June 30, 2032

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AFFIRMATIONS AND DECLARATION

KIPP Excelencia Community Preparatory ("KIPP Excelencia" or the "Charter School"), operated by KIPP Bay Area Schools, now doing business as KIPP Public Schools Northern California ("KIPP Northern California" or "KIPP NorCal"), located within the boundaries of the Redwood City School District ("RCSD" or the "District"), will follow any and all federal, state, and local laws and regulations that apply to KIPP Excelencia, including but not limited to:

- KIPP Excelencia 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 Excelencia 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(d)(1)]
- KIPP Excelencia shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- KIPP Excelencia shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- KIPP Excelencia 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- KIPP Excelencia shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- KIPP Excelencia 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 Excelencia shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- KIPP Excelencia 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(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(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(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- KIPP Excelencia 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(e)(1)]
- If a pupil is expelled or leaves KIPP Excelencia 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(e)(3)]

- KIPP Excelencia 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 Excelencia. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- KIPP Excelencia 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 Excelencia shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- KIPP Excelencia 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 Northern California declares that it shall be deemed the exclusive public school employer of the employees of KIPP Excelencia for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- KIPP Excelencia shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- KIPP Excelencia shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- KIPP Excelencia shall at all times maintain all necessary and appropriate insurance coverage.
- KIPP Excelencia shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq*. ("CPRA").
- KIPP Excelencia shall comply with the Family Educational Rights and Privacy Act, 20 U.S. C. Section 1232g, 34 CFR Part 99 ("FERPA").
- KIPP Excelencia shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq*. ("Brown Act").
- KIPP Excelencia shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. ("Section 1090").
- KIPP Excelencia shall comply with the Political Reform Act, Government Code Section 81000, *et seq*. ("PRA").
- KIPP Excelencia shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

INTRODUCTION

KIPP Excelencia Community Prep is proud to be part of the Redwood City School District community. Since opening, KIPP Excelencia has served Redwood City students and families with a rigorous, joyful, and supportive academic program rooted in high expectations, strong relationships, and a deep belief in what all students can achieve.

KIPP Excelencia is a community school serving a high-needs student population. Our students and families bring tremendous strengths, and our school is designed to meet their needs through strong academics, social-emotional support, family partnership, and a safe and inclusive learning environment. We are proud that KIPP Excelencia is not only serving students with significant needs, but also producing excellent results.

Through our partnership with Redwood City School District, the KIPP Foundation, and KIPP Northern California, KIPP Excelencia has implemented a school model focused on excellent teaching, strong school leadership, character development, and preparation for college and a choice-filled life. Our core values of zest, grit, curiosity, gratitude, and love guide how students, families, and staff work together each day.

KIPP Excelencia prepares Redwood City students to thrive in rigorous academic settings and to succeed in high school, college, and beyond. Our students build the academic skills, confidence, leadership, and sense of responsibility needed to advocate for themselves, contribute to their communities, and pursue their goals.

The KIPP Excelencia experience extends beyond academics. Students are supported to become responsible, resourceful, and compassionate members of their community. They learn to speak their minds clearly, listen deeply, serve others, and take pride in both their accomplishments and their growth.

KIPP Excelencia is grateful for its continued partnership with Redwood City School District. We are proud to serve Redwood City families, proud of the results our students are achieving, and eager to continue working together to ensure all students have access to an excellent public education.

Highlights Over Prior Charter Term

Serving a High-Needs Student Population

- KIPP Excelencia serves a high-needs student population. In 2025–26, approximately 96% of students identified as Latinx, 56% were English Learners, and 89% were socioeconomically disadvantaged.
- KIPP Excelencia has maintained inclusive practices for students receiving special education services, with almost 80% of those students participating in the general education setting for 80% or more of the school day during the charter term.

Academic Growth and Long-Term Student Outcomes

- Students who have been enrolled at KIPP Excelencia for two or more years consistently outperform newer students on SBAC assessments, demonstrating the positive long-term impact of the Charter School's academic program and support systems.
- In 2024–25, students enrolled for two or more years achieved higher proficiency rates than students enrolled for fewer than two years in both English Language Arts ("ELA"), 38.9% compared to 16.5%, and Math, 35.4% compared to 19.5%.
- KIPP Excelencia demonstrated strong English Learner outcomes during the charter term. In 2024–25, 54.3% of English Learners made progress on the English Learner Progress Indicator, exceeding the statewide average. Long-term English Learners also outperformed the statewide average in English Learner progress.

Strong Culture, Attendance, and Student Belonging

- The Charter School has maintained a strong focus on social-emotional learning, restorative practices, and positive school culture.
- Student retention remained strong throughout the charter term: 91.7% in 2024-25 and projected to reach 93% for 2025-26.
- Chronic absenteeism improved significantly, declining from 61.9% in 2021–22 to 20.9% in 2024–25.
- Suspension rates declined from 6.2% in 2022–23 to 3.1% in 2024–25, reflecting the effectiveness of the Charter School's culture and behavior support systems.
- Student culture survey results consistently indicate that students feel safe, supported, and that they belong at KIPP Excelencia.

Organizational and Financial Health

- KIPP Excelencia has maintained strong organizational and financial health throughout the charter term.

Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the Charter School on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system for evaluating charter schools' performance based on Dashboard data and metrics as compared to the state average for all students and for subgroups. The California Department of Education ("CDE") decided to evaluate all charter schools against the legal definitions for renewal performance categories, and to place charter schools in renewal tracks annually, making that report available to the public. Renewal tracks most recently came back online following publication of the 2025 Dashboard, and the CDE released the performance category data file in January 2026, updated in April 2026. **According to the law and this file, KIPP Excelencia is in the middle-performing category for renewal this year.** We present evidence and data below to demonstrate that KIPP Excelencia is meeting the renewal criteria for a five-year renewal.

Middle Performing Category Criteria

Pursuant to Education Code Section 47607.2:

> (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and
> performance of all subgroups of pupils served by the charter school on the state indicators included on the [Dashboard] and
> the performance of the charter school on the local indicators included on the [Dashboard].
>
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
>
> (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
>
> (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
>
> (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
>
> (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

Dashboard Academic Indicators: ELA, Math, English Learner Progress Indicator

This section analyzes KIPP Excelencia's performance on the Dashboard academic indicators—English Language Arts, Mathematics, and the English Learner Progress Indicator ("ELPI")—in comparison to the District and the State of California ("State"). In accordance with Education Code Section 47607.2, this analysis examines both

schoolwide results and the performance of all numerically significant student subgroups on the state indicators adopted under Section 52064.5, with primary weight given to academic performance. We include all subgroups KIPP Excelencia has at least 30 students in, which includes Latinx (Hispanic), Socioeconomically Disadvantaged ("SED"), English Learners ("EL"), and Special Education ("SPED").

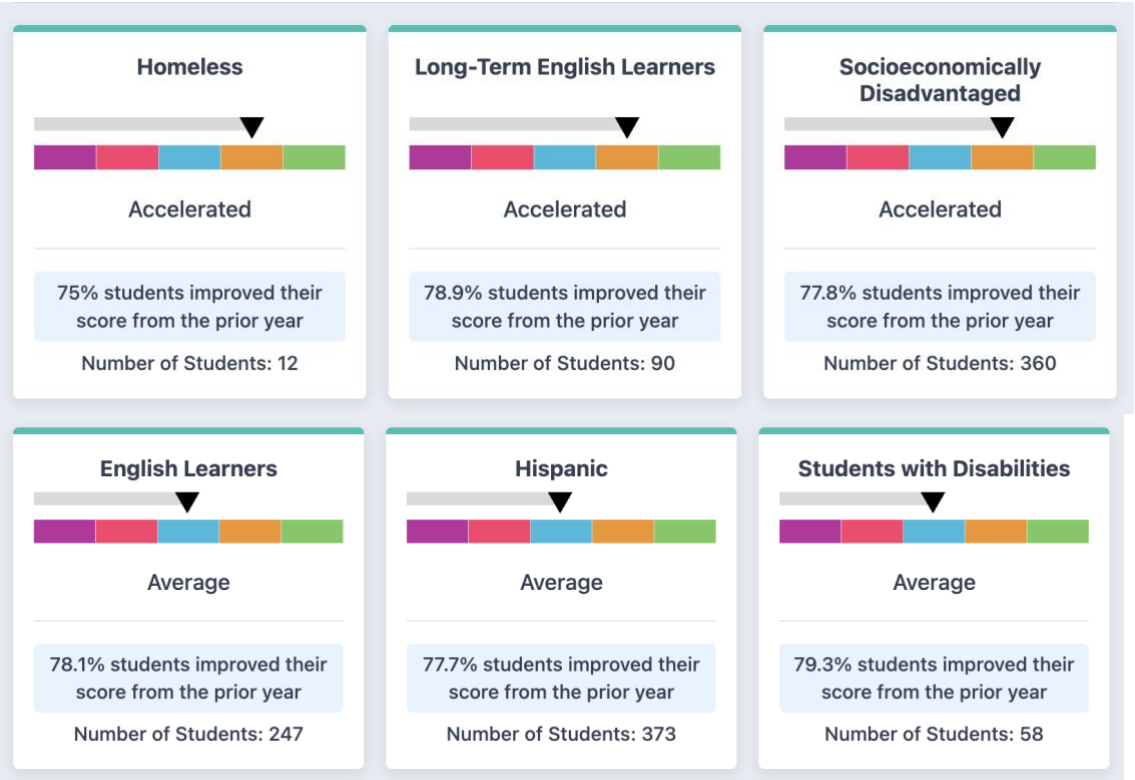
SBAC English Language Arts Data and Analysis

- KIPP Excelencia's strongest outcomes in ELA are for our subgroups, specifically our Latinx, socioeconomically disadvantaged, and English Learner students. Over the past four years, KIPP Excelencia has outperformed the District in ELA for all three subgroups across the past four years, with one exception in 2024 for English Learners. We are proud that historically underperforming subgroups are performing closer to standard under our school model, and we are dedicated to continuing to see student growth. These results are reported below in Table 1.
- For the first time, the 2025 Dashboard reports growth data that measures year-to-year improvement in students' assessment scores, showing the percentage of students improving from the prior year. KIPP Excelencia achieved Accelerated growth for three subgroups: Homeless students (75%), Socioeconomically Disadvantaged (77.8%), and Long-Term English Learner students (78.9%). The Charter School also achieved Average growth for the following subgroups, with over three-quarters of these students showing growth compared to last year: English Learners (78.1%), Latinx (77.7%), and Students with Disabilities (79.3%). This data is shown below in Figure 1.

Table 1: SBAC ELA Distance from Standard Compared to the District and State, 2022-2025

	2021-2022			2022-2023			2023-2024			2024-2025		
	KIPP Excelencia	**RCSD**	**State**	**KIPP Excelencia**	**RCSD**	**State**	**KIPP Excelencia**	**RCSD**	**State**	**KIPP Excelencia**	**RCSD**	**State**
All Students	-38.6	-14.5	-12.2	-48.8	-12.3	-13.6	-47.5	-16.8	-13.2	-40.8	-5.7	-8.1
Latinx	-40.2	-50.6	-38.6	-50.4	-54.9	-40.2	-48.4	-61.7	-39.4	-41.4	-49.6	-33.7
SED	-42.2	-57.1	-41.4	-52.1	-58.7	-42.6	-52.4	-69.8	-40.9	-44.5	-55.1	-35.3
EL	-62.5	-75.9	-61.2	-88.5	-82.1	-67.7	-85.2	-91	-67.6	-66.8	-76.1	-59.9
SPED	-100.2	-93.6	-97.3	-107.6	-90.4	-96.3	-116.3	-98.8	-95.6	-95.9	-94.7	-89.4

Figure 1: Percentage of students showing improvement in their ELA scores from 2023-24 to 2024-25



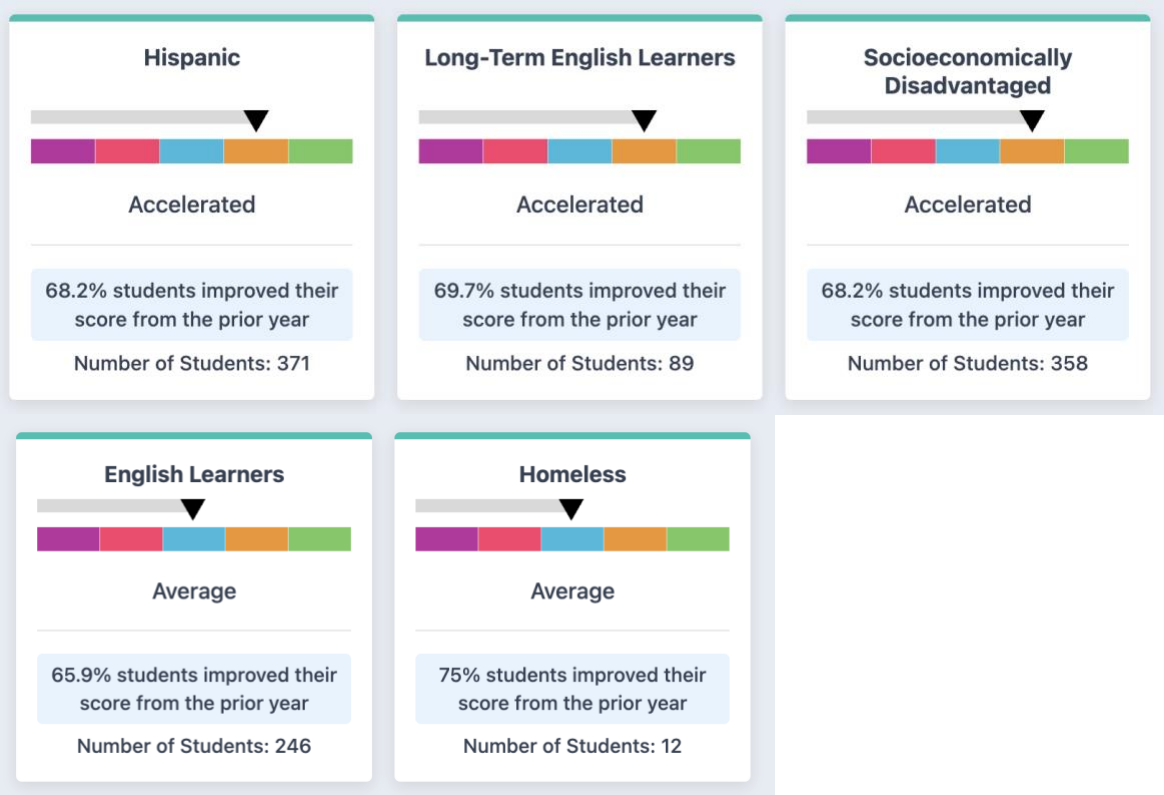
SBAC Math Data and Analysis

- The same pattern holds true for Math. KIPP Excelencia's strongest outcomes in Math are for our subgroups, specifically our Latinx, socio-economically disadvantaged, and English Learner students. Over the past four years, KIPP Excelencia has outperformed the District overall in Math for these three subgroups for all four years. These results are reported below in Table 2.
- KIPP Excelencia also saw Accelerated growth in Math for three subgroups in 2025: Latinx (68.2%), Long-Term English Learners (69.7%), and Socioeconomically Disadvantaged (68.2%). The Charter School also achieved Average growth for two subgroups: English Learners (65.9%) and Homeless students (75%).

Table 2: SBAC Math Distance from Standard Compared to the District and State, 2022-2025

	2021-2022			2022-2023			2023-2024			2024-2025		
	KIPP Excelencia	RCSD	State	KIPP Excelencia	RCSD	State	KIPP Excelencia	RCSD	State	KIPP Excelencia	RCSD	State
All Students	-76	-40	-51.7	-68.5	-35.9	-49.1	-73	-40.5	-47.6	-62.6	-31.9	-42.4
Latinx	-77.5	-82.9	-83.4	-69.8	-85	-80.8	-74	-91.1	-79.2	-63.3	-81.3	-73.6
SED	-79.6	-88.5	-84	-70.6	-87.1	-80.8	-76.4	-99.4	-78.2	-66.8	-87.8	-72.9
EL	-91.3	-101	-92	-95.3	-104.5	-93.4	-97.7	-112	-93.4	-87.9	-100.1	-86.1
SPED	-134.4	-116.3	-130.8	-125.6	-110.2	-127.3	-136.4	-116	-124.3	-139.3	-116.8	-120.7

Figure 2: Percentage of students showing improvement in their Math scores from 2023-24 to 2024-25



English Learner Progress Indicator

- Over the past four years, KIPP Excelencia has shown consistent growth on the ELPI indicator, this is extremely important given the 59% of the student population are categorized as English Learners.
- In 2025, Excelencia outperformed the District and the State in percentage of students making progress and the Charter School's highest rate in the past four years, at 54.3%. The Charter School increased by 9.6% overall and for both English Learners (+9.6%) and Long-Term English Learners (+2%).
- KIPP Excelencia focused on English Language Development for Long-term English Learners, with a new curriculum, designated support for newcomers and strengthening Tier 1 instruction through a multi-tiered system of support.

Table 3: English Learner Progress Indicator Comparative Performance

	2021-2022			2022-2023			2023-2024			2024-2025		
	KIPP Excelencia	RCSD	State	KIPP Excelencia	RCSD	State	KIPP Excelencia	RCSD	State	KIPP Excelencia	RCSD	State
ELPI %	49.4%	55.7%	50.3%	36.6%	40.1%	48.7%	44.7%	47.3%	45.7%	54.3%	47.9%	46.4%
Long-Term ELPI %	-	-	-	-	-	-	56.5%	55.5%	45.8%	58.5%	63.5%	49.1%
ELPI Status	Medium	Low	Medium	Red	Red	Yellow	Yellow	Green	Orange	Green	Yellow	Yellow

Dashboard School Culture Indicators: Chronic Absenteeism & Suspension Rates

The two additional indicators KIPP Excelencia has data for on the Dashboard are Suspension and Chronic Absenteeism. The data for these indicators are included in Tables 4 and 5 below.

Chronic absenteeism rates have decreased significantly year-over-year for the past four years, resulting in a 41% decrease. KIPP Excelencia's leadership team has implemented a number of measures to lower these rates and ensure students are in the classroom, including daily phone calls, attendance meetings, instilling the importance of attendance across multiple formats - such as parent education workshops, regular family meetings with chronically absent students, and Individualized Education Program ("IEP") meetings - and positive incentives to celebrate excellent attendance.

Additionally, in the 2022-23 school year, KIPP Excelencia was awarded the Community School Grant by the State of California. With this additional funding, we have a full time Community & Collaborative Support Manager dedicated to providing wraparound supports to families. This includes utilizing community resources to support families so their students are in school, every day. An example of this has been realizing a partnership with SamTrans (San Mateo County's public transit agency) to obtain 400 free, unlimited youth transit passes. Transportation is a key reason families attribute to missing school, so we are hopeful that, by encouraging families to utilize a free public transportation option, our rates will continue to improve.

Table 4: Chronic Absenteeism Rates

	2021-2022	2022-2023	2023-2024	2024-2025
KIPP Excelencia	61.9%	41.2%	23.1%	20.9%
RCSD	27.4%	24.8%	18.4%	17.5%
State	30%	24.3%	18.6%	17.1%

KIPP Excelencia has also improved suspension rates over the past four years. The Charter School has maintained a positive school culture, including implementing a Multi-Tiered System of Supports ("MTSS"). This includes tracking, managing, and performing targeted interventions around student behaviors. Staff are adequately trained and comfortable using restorative practices, and suspensions are utilized only when absolutely necessary. We did see an uptick in rates in 2022-23, however, we have decreased rates in 2023-24 and 2024-25, reaching our lowest rate in the past four years. We will continue to implement restorative practices and behavior supports to increase suspension rates further.

Table 5: Suspension Rates

	2021-2022	2022-2023	2023-2024	2024-2025
KIPP Excelencia	4.8%	6.2%	4%	3.1%
RCSD	2.8%	3.2%	2.5%	1.1%
State	3.1%	3.5%	3.2%	2.9%

We also internally track our student retention rates each year, as outlined in Table 6 below. We have consistently retained roughly 90% of our students year-over-year, demonstrating our commitment to the community, and their satisfaction with our school model. We will continue doing everything we can to keep our students thriving and families satisfied and thus, choosing to continue to enroll at KIPP Excelencia.

Table 6: KIPP Excelencia Student Retention Rate

2021-2022	2022-2023	2023-2024	2024-2025
88%	91%	89%	92%

Verified Data

Verified data is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, which was further updated in May 2023.

mCLASS by Amplify (DIBELS) Data Analysis

In the 2022-23 school year, KIPP Excelencia began administering DIBELS to assess early literacy development in kindergarten through 4th grade students. To bolster our early literacy practices post-pandemic, KIPP Public Schools Northern California partnered with Lit[1] to consult and provide training and implementation support around early literacy. All of our TK-2nd grade teachers and instructional aides engaged in Language Essentials for Teachers of Reading and Spelling ("LETRS") training[2] to build their content knowledge about the science of reading and have been implementing Core Knowledge Language Arts ("CKLA"), which includes Fundations, Heggerty, and Geodes curriculum for explicit phonics instruction, and transitioned to DIBELS for progress monitoring. Additionally, the team uses small group instruction to ensure students of all reading levels are provided targeted instruction.

DIBELS has five growth metric levels (well below average, below average, average, above average, and well above average growth), and we administer DIBELS three times a year, at the Beginning of Year ("BOY"), Middle of Year ("MOY"), and End of Year ("EOY"). The State's Data Use Procedure guidance refers to DIBELS growth metrics as Zones of Growth[3] and explains:

> *"Schools can use Zones of Growth (ZOGs) to evaluate student progress. ZOGs are a feature of mCLASS with DIBELS 8th Edition that help users efficiently compare the reading skill growth of their students over the course of the school year to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. DIBELS 8th Edition ZOGs provide timely information about the rate at which a student's reading skill is growing, and normative information about the extent to which that growth is faster or slower than their peers with similar beginning of year skills. By*

[1] Lit is an Early Literacy consulting group: https://www.google.com/url?q=https://wearelit.org/mission/&sa=D&source=docs&ust=1786565110811884&usg=AOvVaw0ZymFXFXobdYiynNp8NAHX

[2] Information on Language Essentials for Teachers of Reading and Spelling training can be found here: https://www.edweek.org/teaching-learning/letrs-program-teacher-training

[3] See here for DIBELS verified data guidance and data use procedures: https://www.cde.ca.gov/sp/ch/verifdatacrit.asp#datause

comparing how much growth a student has made relative to normed growth trajectories, mCLASS with DIBELS 8th Edition users can make inferences about whether a student is making adequate progress or requires additional support.

…. a score that falls between the 40th and 59th percentile is described as falling within the Average growth zone. Similarly, scores that fall between the 60th and 79th percentile are described as Above Average, whereas scores above the 80th percentile are described as Ambitious."

Zones of Growth Analysis

For the past three years, over 80% of KIPP Excelencia's K-2nd grade students have made average or above average growth in reading, as shown in Figures 3, 4, and 5 below.

- 88% of students made average or above average growth in reading in 2022-23
- 86% made growth in 2023-24
- 84% made growth in 2024-25

Figure 3: SY 2022-23 DIBELS Growth Metric: Whole-School



Figure 4: SY 2023-24 DIBELS Growth Metric: Whole-School



Figure 5: SY 2024-25 DIBELS Growth Metric: Whole-School



Grade level data demonstrates the same growth year over year, as shown in Figures 6, 7, and 8. All three grades demonstrate strong outcomes. In 2022-23, 97% of kindergarten students showed average or above average growth. In 2023-24, 2nd grade had the highest average growth, with 91%. And in 2024-25, 98% of 1st grade students showed average or above average growth.

Figure 6: SY 2022-23 DIBELS Growth Metric: By Grade

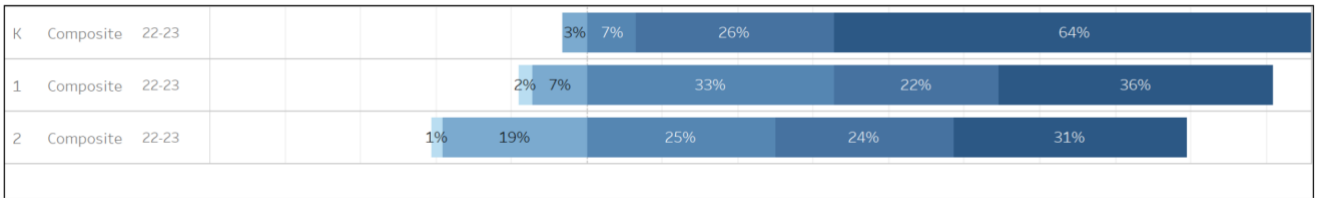


Figure 7: SY 2023-24 DIBELS Growth Metric: By Grade

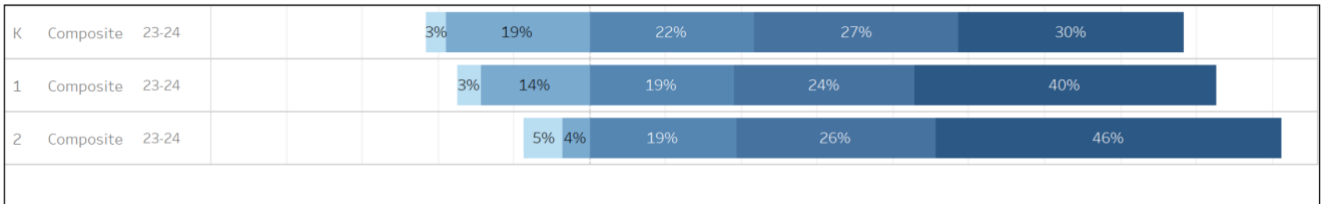
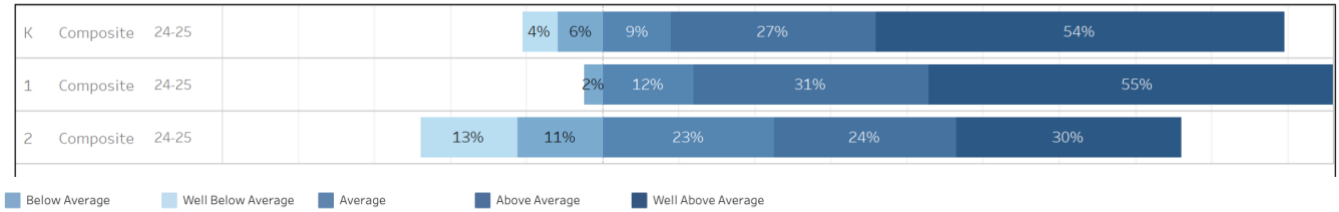


Figure 8: SY 2024-25 DIBELS Growth Metric: By Grade



Composite Performance Over Time

Over the past three years, KIPP Excelencia has seen significant literacy growth for all students in grades K-2 and for each grade from the beginning of the year to the end of the year. In addition to consistently increasing the percentage of students performing at or above proficiency, KIPP Excelencia is also consistently decreasing the percentage of students performing in the well below category. As Figure 9 below illustrates, the percent of students at/above benchmark increased by 43% points, and the percent of students performing well below benchmark decreased by 45% in 2022-23. The same pattern holds true for the following two years overall and by grade level.

Figure 9: SY 2022-23 Percentage Overall and By Grade

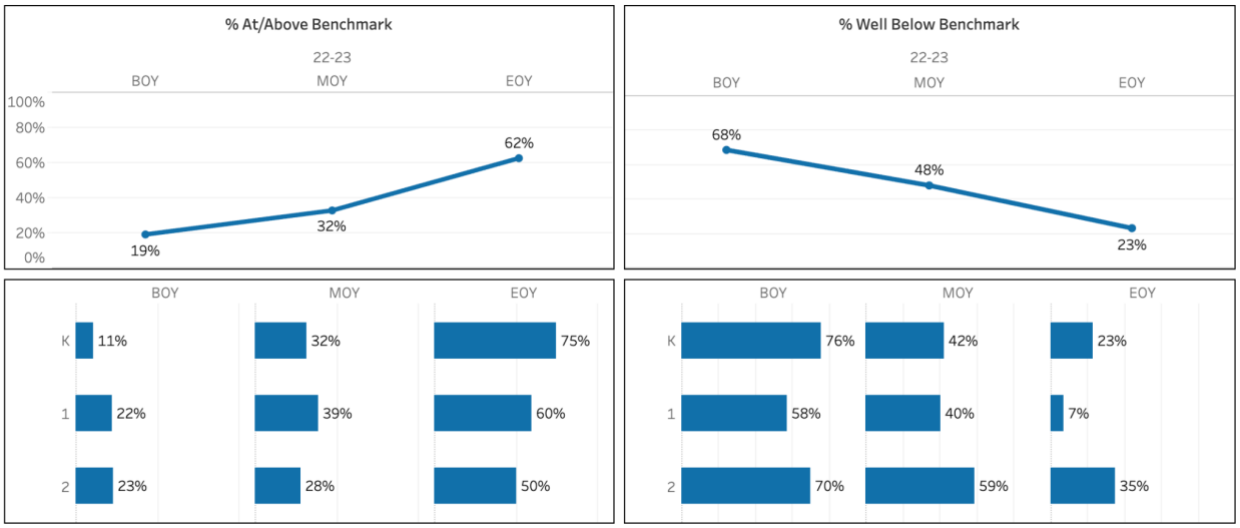


Figure 10: SY 2024-25 Percentage Overall and By Grade

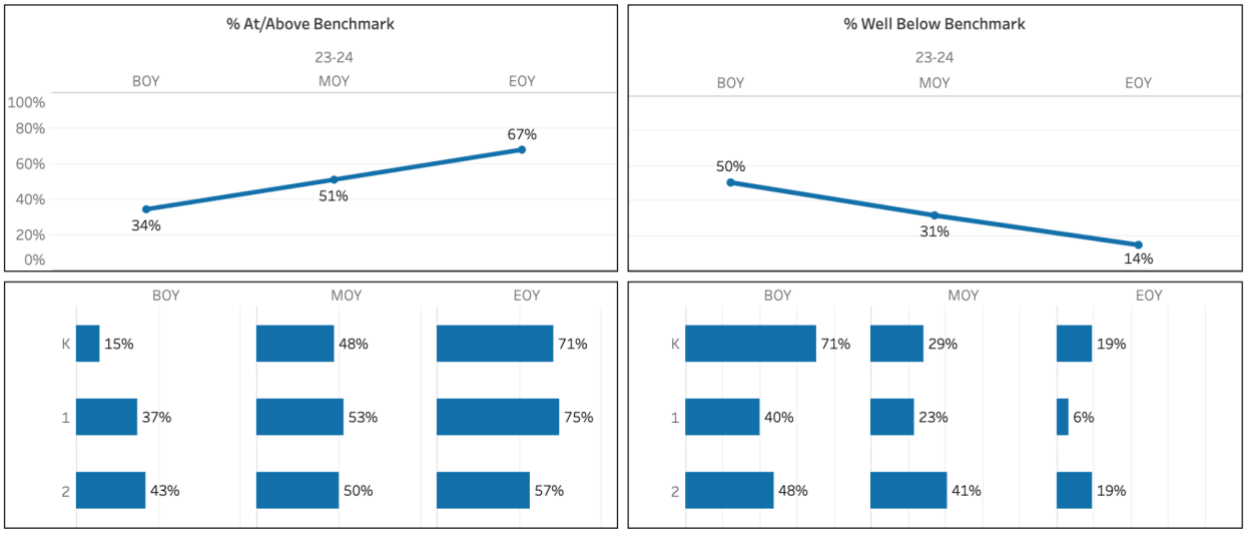
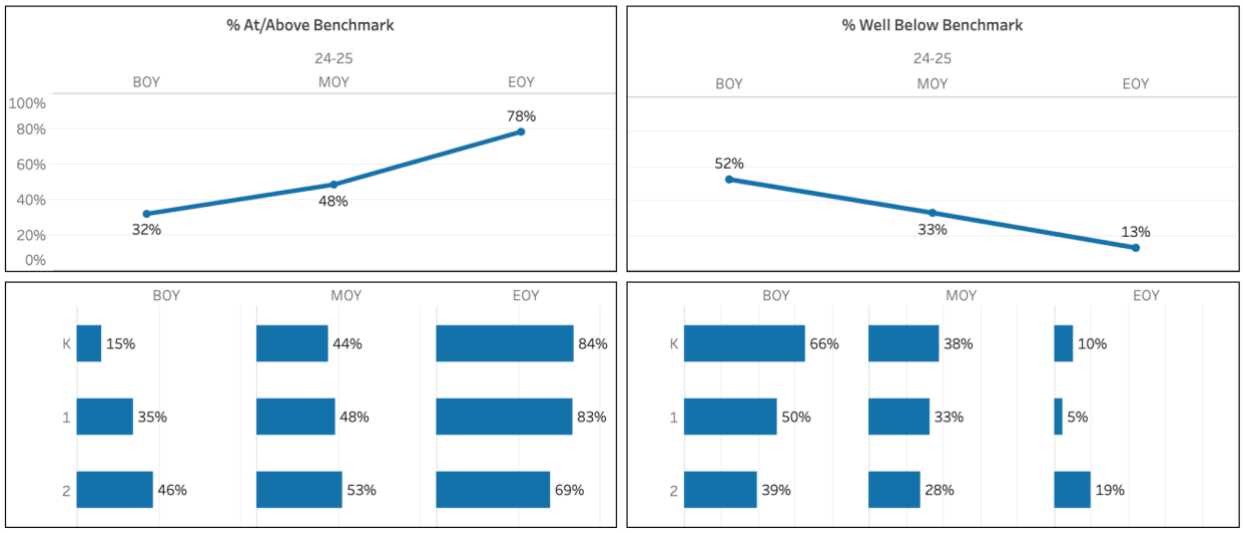


Figure 11: SY 2024-25 Percentage Overall and By Grade



Conclusion

KIPP Excelencia meets the renewal criteria for a middle performing school, based on its strong schoolwide and subgroup performance on the state academic indicators described above, and therefore merits a five-year renewal term. KIPP Excelencia looks forward to continuing to build on this record of academic success and accelerating outcomes for all students. We value our longstanding partnership and trust with parents, the broader community, and the Redwood City School District, and we welcome the shared work ahead in service of our students.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

Mission and Vision

KIPP Excelencia 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 mission of KIPP Excelencia is to inspire and empower all children so that they are successful through college and impact their communities. Our vision statement is as follows:

Excelencia is love. *We are a community of enthusiastic thinkers, readers, creators, and problem solvers. Each day is an opportunity to grow, challenge ourselves, and be kind. Together, we are building an equitable and inclusive team that honors each individual and values teamwork. With our community, we will fulfill our promise of an excellent education for all our students in their journey leading choice filled lives.*

KIPP Excelencia will continue to partner with teachers, parents, community members, and the Redwood City School District to accomplish its mission and to impart upon its students that there are no shortcuts to realizing this goal; rather, hard work and absolute determination are key. At KIPP Excelencia 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 our mission is an unwavering belief that all students in Redwood City 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. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive global 21st century job market. KIPP Excelencia emphasizes the goal of a college education in achieving personal success and creating a life of choices and opportunity.

KIPP Excelencia's mission, vision and values drive everything at the Charter School, from the culture to the academic program. We have a deep and resolute commitment to the Charter School's values, which reflect the values of KIPP Northern California as well as the research done by Martin Seligman on character strengths. 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 in students' lives. At KIPP Excelencia, our values are: Love, Zest, Curiosity, Grit, and Gratitude.

KIPP Excelencia's Track Record of Success

Our Students

During the 2025-26 school year, KIPP Excelencia had 704 students enrolled, of whom 95.7% were Hispanic or Latino, 89.2% qualified as socio-economically disadvantaged, 56.3% were designated English Learners, and 14.5% were students with disabilities.

Table 7: Enrollment by Ethnicity (2025-26)

	African American	American Indian or Alaska Native	Asian	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
KIPP Excelencia	**0.4%**	**0.4%**	**0.1%**	**95.7%**	**1.3%**	**1.4%**	**0.3%**	**0.3%**
RCSD	0.4%	0%	6.5%	62.0%	0.7%	21.7%	7.8%	0%
State	4.8%	0.4%	10.3%	56.0%	0.4%	19.7%	4.9%	1.3%

Table 8: Enrollment by Subgroup (2025-2026)

	English Learners	Foster Youth	Homeless Youth	Students with Disabilities	Socioeconomically Disadvantaged
KIPP Excelencia	**56.3%**	**0%**	**3.0%**	**14.5%**	**89.2%**
RCSD	30.0%	0.1%	6.5%	17.8%	56.7%
State	16.2%	0.5%	3.8%	14.8%	63.1%

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

Students to be Served

Target Student Population

KIPP NorCal 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 98% of students at KIPP NorCal are students of color and 79% meet the eligibility requirements for free or reduced price meals through the federal school lunch program.

KIPP Excelencia serves a similar student population. As mentioned, 92% of KIPP Excelencia's student body was eligible for free and reduced price meals and 99% 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. In keeping with this belief, KIPP Excelencia has created a small, personalized learning environment for its students.

Enrollment

As shown in the table below, KIPP Excelencia is expected to enroll approximately 729-799 students over the next charter term.

Table 9: KIPP Excelencia Projected Student Enrollment by Year

	2027-28	2028-29	2029-30	2030-31	2031-32
Transitional Kindergarten ("TK")	40	40	40	40	40
Kinder	84	84	84	84	84
1st Grade	79	82	82	82	82
2nd Grade	55	77	81	81	81
3rd Grade	72	56	80	81	81
4th Grade	46	74	58	76	77
5th Grade	78	47	75	59	76
6th Grade	96	96	96	96	96
7th Grade	94	94	94	94	94
8th Grade	85	88	88	88	88
Total	**729**	**738**	**778**	**781**	**799**

As a non-selective public school, KIPP Excelencia is tuition-free and will admit any student, regardless of ethnic, socioeconomic or religious background. KIPP Excelencia has worked in tandem with parents, community members, and the Redwood City School District to realize the mission of the Charter School. Each student, teacher and parent is asked to uphold the Charter School's Commitment to Excellence Form, included in KIPP NorCal's Staff Handbook (Appendix 14). The form specifies that the students, parents, and teachers have the desire, discipline and dedication to do everything in their power to support the education of the student.

KIPP Excelencia conducts its lottery in the spring of each year. Any students who are not admitted through the lottery are placed on a waiting list.

Means to Achieve Mission and Vision

KIPP Excelencia achieves its mission and vision through its partnership with the KIPP Foundation and KIPP NorCal, and by implementing our core values. Additionally, KIPP Excelencia students benefit from the KIPP Forward program, which provides ongoing support for current KIPP NorCal students and alumni to succeed in college and lead choice-filled lives.

This support structure has led to demonstrated success at many KIPP schools in the Bay Area, including KIPP Excelencia, and nationally.

Additionally, KIPP Excelencia values our partnerships with the District and with the broader Redwood City 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 Redwood City School District

KIPP Excelencia is proud of its partnership and collaboration with school administrators, teachers, and staff of the Redwood City School District. KIPP Excelencia 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 Redwood City school community.

KIPP Excelencia is committed to further strengthening this partnership to close the achievement gap. In particular, KIPP Excelencia 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 practices, our supports for students with special needs, and our focus on culturally-responsive teaching. Through sharing best practices and visiting schools, KIPP Excelencia hopes to maintain a strong partnership with RCSD that will enhance student achievement.

KIPP Excelencia and the Redwood City Community

KIPP Excelencia aims to continue contributing to positive change in Redwood City 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 Excelencia provides students with opportunities to work closely with prominent leaders in the Redwood City community. As of today, KIPP Excelencia benefits from strong partnerships with: Utah's Educational Savings Plan, Stanford Children's Health Council, the YMCA, PE Plus, Aim High, Planned Parenthood, StarVista, and KIPP Valiant Community Prep.

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. The KIPP Foundation is not a related party to KIPP NorCal. Rather, KIPP NorCal licenses use of its education tools and resources.

The initial KIPP program was founded in 1994 as a special program in a traditional public school in an educationally underserved area of Houston, Texas. KIPP students' accelerated academic achievement fueled the program's expansion. In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding School Leaders to open and operate KIPP schools. Since 1994, KIPP has grown from two teachers in a single classroom to over 220 schools serving nearly 100,000 students across the country, and now operates full kindergarten through twelfth grade systems of schools.

Beyond recruiting and training new School Leaders, the KIPP Foundation supports excellence and sustainability across the network and leading network-wide innovation efforts. The KIPP Foundation provides a variety of supports and services to KIPP schools and regions in areas including technology, finance, corporate governance, operations, communications, marketing, and development.

The School Leaders of KIPP Excelencia benefit from rigorous and innovative leadership and management training provided by the KIPP Foundation.

KIPP Public Schools Northern California

As KIPP continued to grow, the KIPP Foundation encouraged groups of KIPP schools across the country to join together under independent regional organizations, 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 NorCal is the regional charter management organization that holds the charters for KIPP schools across Northern California and is responsible for their operation, sustainability, quality, and growth.

KIPP NorCal 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.

KIPP NorCal's Framework

KIPP Excelencia 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 Peninsula community and the other communities with which they identify.
- Teachers and administrators work together, with their peers in other high-performing public and private elementary and middle schools, and with RCSD 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 in the evening for homework assistance.

KIPP Forward

As part of the KIPP commitment to ensure that its students climb the mountain to and through college, KIPP Public Schools Northern California continues to support students after they leave KIPP high schools through the KIPP Forward program. KIPP Forward is available to all students who graduate from a KIPP High School. The goal of KIPP Forward is for all students to have the access, skills, and resources necessary to navigate through their postsecondary programs into self-sufficient adulthood. The KIPP Forward team provides structured support focused on postsecondary readiness, persistence, and completion for our alumni.

In our region, 50% of all students who have attended a KIPP high school have graduated from a four-year college. This group of KIPP alumni is 95% African American, Asian, or Latino, with more than 88% having qualified for federal free or reduced-price meals. These KIPP alumni have a higher college completion rate than the average of all students across all income levels nationwide (34% percent of all Americans aged 25 to 29 have earned a bachelor's degree or higher[4]). KIPP's college completion rate is more than four times the rate of students from low-income communities across the country (for students from low-income families, only 1 in 10 have earned a bachelor's degree by their mid-20s[5]).

Student Support for High School and College Success

- Postsecondary Program Advising: Ninth through twelfth grade students are provided with college knowledge and academic advising through workshops and meetings. All eleventh and twelfth graders work closely with KIPP Forward Advisors who guide students through the transition to their postsecondary programs – from researching the right postsecondary program match, completing applications and financial aid to accessing scholarships and enrolling in the best fit postsecondary program.

[4] See study here: https://nces.ed.gov/programs/coe/pdf/coe_caa.pdf

[5] See study here: https://www.kipp.org/wp-content/uploads/2016/09/CollegeCompletionReport.pdf

- Alumni Advising: KIPP Forward Alumni Advisors track academic progress, connect students to services on and off campus, and help alumni stay linked to their KIPP family through outreach, events and the network of KIPP schools that span the country.
- KIPP College Savings Program: KIPP's College Savings Program is comprised of three parts: student financial literacy lessons, parent financial empowerment workshops, and enrollment into 529 savings accounts for KIPP Public Schools Northern California students and alumni. Through our partnership with Utah's Educational Savings Plan and the state of California's CalKids college savings program, KIPP students and alumni are eligible to enroll in 529 plans to make saving for college easy, convenient and affordable.
- Internships**:** Summer internships at KIPP Northern California's regional office and with corporate partners.
- Career Preparation**:** Students learn how to build resumes, prepare for interviews, and network with adults.

Connections

- Alumni Database: KIPP Forward tracks student progress and maintains accurate records so we know where our alumni are and where they are headed.
- Communications: Facebook connects students and provides information about college advising and college persistence. KIPP students ("KIPPsters") also receive a KIPP Forward newsletter bi-monthly.
- College Cohorts: KIPP Forward 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 a community college or other school. KIPP NorCal currently has College Cohorts at most major, local universities where KIPP alumni enroll, including San Jose State University, UC Berkeley, San Francisco State University, UC Davis, and others.

College Partnerships

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

In 2018, KIPP shifted its focus to partner with colleges that have a successful track record of supporting and graduating first-generation, low-income students of color and/or institutions that enroll a large number of KIPP alumni year over year. We still continue to partner with over 94 universities, although primarily focus on building new partnerships with the institutions that fit the criteria above.

Today, KIPP has partnerships with 94 universities, both those local to the Bay Area and others around the country. Please see Appendix 1 for a complete list of our current college partnerships across the country. Below is a list of our 12 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 across Northern California.

KIPP's National Track Record of Success

KIPP Excelencia implements the structures and practices outlined throughout Element 1 because it is modeled using best practices from successful KIPP schools that are operating in low-income neighborhoods, both urban and rural, across the country. All KIPP schools are open-enrollment public schools that accept students regardless of previous academic achievement, conduct, socioeconomic background, or disability. KIPP schools are safe, challenging environments that provide students with many educational opportunities and prepare them for college and a career of their choosing. Many students enter KIPP well below grade level. After just a short time at KIPP, these same students are achieving at high levels. KIPP is demonstrating that all students can and will achieve when provided with the necessary support.

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

In September 2015, Mathematica, a policy research institute, 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 impacts over the past decade. Some of the key findings are as follows:

- KIPP elementary schools have positive, statistically significant, and educationally meaningful impacts on three of four measures of reading and mathematics skills (letter-word identification, passage comprehension, and calculation).
- KIPP elementary and middle schools have a positive impact on school satisfaction, particularly among parents. More than three-quarters of KIPP elementary parents in the study rated their child's school as excellent, compared with about half of parents in the control group (those who had applied to KIPP but enrolled elsewhere).
- Parents of students at KIPP elementary schools are 10 percentage points more likely than the comparison group to believe their child is very likely to complete college (81 percent versus 71 percent)
- Consistent with prior research, KIPP middle schools have positive, statistically significant, and educationally meaningful impacts on student achievement in math, reading, science, and social studies. Average impacts of middle schools were positive and statistically significant throughout the 10 years covered by the study.
- 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 who

continue to KIPP high schools from KIPP middle schools, KIPP high schools have positive effects on a variety of college-preparation activities and on the likelihood of applying to college.

In Fall 2023, Mathematica released the latest of their third-party, independent research in a 15-year study of the long-term impacts of attending KIPP schools. The study shows that students who attended and graduated from KIPP were nearly twice as likely to earn their 4-year degrees as their peers who applied to enter through KIPP's open-enrollment, non-selective lottery, but were not chosen in the random lottery[6].

The report found that the college completion rate of KIPP alumni, if extrapolated nationwide, would completely close the degree completion gap for Black students and nearly close the degree completion gap for Latinx students in the United States.

KIPP NorCal's Track Record of Success

KIPP Excelencia has been built upon the track record of success of the 18 KIPP elementary, middle, and high schools currently serving nearly 6,000 students and families throughout the Bay Area, where KIPP NorCal has operated successfully since 2002. KIPP Northern California has now expanded to Stockton, and including that subregion, KIPP currently serves over 7,100 students in 23 schools across Northern California.

An independent study conducted by SRI International published in 2008 found that KIPP NorCal schools have large and statistically significant effects on students' academic achievement. The report also found that KIPP NorCal schools do not attract higher performing students than traditional public schools. In fact, the study found that students with lower prior ELA and math scores on state assessments were more likely to choose KIPP than higher performing students from the same neighborhood.[7]

A major 2023 Stanford University Center for Research on Education Outcomes ("CREDO") report highlighted KIPP Northern California as a "gap-busting" network and found that KIPP NorCal students gained the equivalent of about 80 additional days of learning in math and 70 additional days of learning in reading in one school year compared to their peers in traditional public schools.[8]

While our work continues, we are proud of our results to date. In 2025, the latest publicly available data, students in KIPP NorCal are meeting or exceeding state standards on the California Assessment of Student Performance and Progress's ("CAASPP") SBAC assessments at a rate that is higher than the state average in ELA and in Math. Notably, students attending KIPP NorCal met or exceeded the state average for socioeconomically disadvantaged students by over 10 percentage points on both the SBAC ELA and Math assessments. In 2025, 94% of KIPP Northern California students graduated from high school within four years.

The KIPP Forward College and Career team works hard to support our students in exploring post-secondary paths that are aligned with their purpose and passion. As such, 97% of our seniors in the class of 2025 left high school with a clear post-secondary plan, of which 71% were matriculating to Bachelors degree earning pathways and 26% were matriculating to Associates Degree ("AA") (such as military & Career Technical Education ("CTE") programs); these numbers exceed the national average across all income groups. KIPP

[6] Demers, A., Nichols-Barrer, I., Steele, E., Bartlett, M., & Gleason, P. (2023, September 12). *Long-term impacts of KIPP middle and high schools on college enrollment, persistence, and attainment* [Evaluation brief]. Mathematica. https://www.mathematica.org/publications/long-term-impacts-of-kipp-middle-and-high-schools-on-college-enrollment-persistence-and-attainment

[7] SRI International (2008). *San Francisco Bay Area KIPP Schools: A Study of Early Implementation and Achievement Final Report.* Retrieved from: https://www.sri.com/sites/default/files/publications/sri_reportbayareakippschools_final.pdf

[8] Raymond, M. E., Woodworth, J. L., Lee, W. F., & Bachofer, S. (2023). *As a matter of fact: The National Charter School Study III 2023*. Center for Research on Education Outcomes, Stanford University. https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf

Northern California's college completion rate for all time is 46%. That rate is higher than the national average for all working age people, and it is nearly four times the average for both low-income and first-generation students nationally.

Additionally, KIPP high schools remain committed to Advanced Placement courses and rigorous A-G coursework that prepares students for college. KIPP NorCal embraces an AP for All approach because research shows that taking at least one AP class has a positive effect on college readiness and completion. 93 of the 460 seniors from the Class of 2025 took one or more AP exams during their high school career, and 40% passed at least one exam.

At KIPP NorCal, we commit to serving our students through their K-12 journeys and beyond, as outlined in the *KIPP Forward* section above. At 93%, KIPP NorCal's high school graduation rate exceeds that of the state, both for socioeconomically disadvantaged students and for students of all income levels. Furthermore, KIPP NorCal students are graduating high school prepared for college. Across KIPP NorCal, over 99%[9] of high school graduates are meeting University of California ("UC")/California State University ("CSU") requirements as compared to 50% statewide, and 90% of our alumni have matriculated to a postsecondary program.

Because of the rigor and results of our high schools, in 2025, *U.S. News and World Report* ranked all four eligible KIPP Northern California high schools in the top 16% of all public schools nationally[10]. Our two oldest high schools, KIPP King Collegiate and San Jose Collegiate, were ranked in the top 3% nationally.

It is the same structures and supports that have led to the success of KIPP nationally and within the Bay Area region, in combination with its community and District partnerships, that are enabling KIPP Excelencia to prepare its students to thrive in college and beyond.

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

Becoming a 21st Century Learner

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

- Students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of 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.

[9] Each year, there are typically a small number of students with IEPs for whom the IEP team deems a certificate of completion is the most appropriate educational path.

[10] U.S. News & World Report. (n.d.). *Best high schools rankings overview*. U.S. News & World Report. https://www.usnews.com/education/best-high-schools/rankings-overview

- 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 21st Century Learners through Academic Knowledge and Skills

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement. Our focus at KIPP Excelencia 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 Excelencia 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 21st 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 Excelencia 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 Charter School's values are supported through the student management systems.

The school-wide culture supports and reinforces KIPP Excelencia'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 21st Century Learners through Personalization

Leveraging technology to achieve personalization is a component of enabling high academic achievement at KIPP Excelencia. 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 Excelencia, 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)

A list of instructional technology tools used in the 2025-26 school year includes, DeansList, Securly, IXL, Newsela, Exploring Learning, and Curriculum Associates.

How Learning Best Occurs

KIPP Excelencia 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 Excelencia 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 Excelencia is built upon the following guiding principles of all KIPP schools:

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

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

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

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

- **KIPP Forward:** 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 Excelencia has adopted the Common Core State Standards ("CCSS"). KIPP NorCal's School Leaders – including the School Leaders of KIPP Excelencia – and teachers engage in professional development around the Common Core State Standards. In addition, KIPP NorCal 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 Leaders 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.

In line with our mission to prepare all students for success in college and beyond, KIPP Excelencia has adopted all applicable state content standards, including Common Core State Standards, the Next Generation Science Standards ("NGSS"), English Language Development Standards, History-Social Science Framework, and the remaining State Content Standards (hereinafter, collectively "State Standards") for our students. The State Standards represent the knowledge and skills that prepare students for college and career. KIPP Excelencia is committed to ensuring that our students meet the challenging demands of the State Standards, particularly the Common Core State Standards and Next Generation Science Standards.

KIPP Excelencia 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 Excelencia's intensified pace.

KIPP Excelencia 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 elementary and middle school's blended learning strategy is rooted in the belief that technology enhances teaching and learning, but does not supplant it. KIPP Excelencia'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 Leaders 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 Charter 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 Excelencia 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 Excelencia'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 Excelencia provides the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts, History-Social Science, and Visual-Performing Arts at each grade level.
Together, the State Standards and assessments ensure that our students are ready to take on the rigors of college and future careers.[24] Below is a description of both the CCSS and the NGSS.

<u>Common Core State Standards & NGSS:</u>

- 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 Education Code Section 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 Excelencia is committed to ensuring that our students meet the challenging demands of the Common Core State Standards and Next Generation Science Standards.

<u>Teacher and Staff Support</u>

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 NorCal has invested in the following supports for our staff during the past several years, including at KIPP Excelencia:

- 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 NorCal
- 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 Excelencia, 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.

Personalized Learning

KIPP Excelencia 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 Excelencia'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 Excelencia's primary rationale for pursuing this type of innovation is to better prepare each of our students for success in college completion and beyond.

Remote Instruction

KIPP Excelencia makes every effort to start and end the school year 100% staffed and is committed to providing high-quality, in-person teachers. However, when staffing challenges arise, KIPP Excelencia may employ a California credentialed, remote instructor while searching for a full-time position. KIPP Excelencia recognizes that it is obligated to provide adequate supervision of all instruction to promote student learning and pupil safety, and immediate supervision and control by a credentialed employee as a condition of apportionment. KIPP Excelencia intends to offer classroom instruction in which the teacher participates remotely (i.e., from a remote location via videoconference) and the students are physically in a classroom together under the immediate supervision and control of a KIPP credentialed employee, so the class therefore meets the definition of classroom-based instruction, in compliance with Education Code Section 47612.5(e). The Charter School will certify that remote instruction shall only be provided synchronously by a person holding the credential required for their teaching assignment under California law, and with two-way audio and visual feed between teacher and students. An Assistant Principal or Content Specialist who is a credentialed employee of the Charter School will be assigned as the class's supervisor, and may assign an Instructional Aide to provide additional support in the classroom. All instruction shall meet State Standards.

KIPP Excelencia shall comply with Education Code Section 51744 *et seq.*, for any independent study offered to students, including in the event of an emergency school closure.

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 Excelencia 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 Excelencia experience is based on principles and beliefs that set the foundation for excellent elementary and 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.

<u>Key Practices:</u>

- 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 (e.g., 8th grade team) and department team (e.g., 5th to 8th grade English team) to ensure a coherent 5th to 8th 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 Excelencia 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 Leaders 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 (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 Leaders 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

Learning Best Occurs with a Positive School Culture

At KIPP NorCal, 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 Excelencia's core values, fostering the development of social-emotional competencies, using restorative practices to repair any harm to individuals and to the community when mistakes are made, and utilizing trauma-informed practices.

Table 10: School Culture and Climate

Pathway	Components
Establishing Community Values	● Interactive modeling of the Charter School's values ● Research-based character traits
Social and Emotional Learning ("SEL")	● SEL curriculum ● Shared language ● Values education ● Teaching and learning emotional intelligence
Restorative Practices	● Community circle culture ● Repairing a relationship or situation (restoring the team) ● Proactive and reactive techniques
Trauma-Informed Practices	● Coordination of Services Team ("COST") to support with wrap around services ● Mental health counseling supports ● Professional development on the impact of trauma and strategies to intervene

Establishing Community Values

At KIPP Excelencia, we believe that a positive mindset can transform our students' character and abilities. We believe our students have character strengths that can be leveraged to help them to be successful. For this reason, social-emotional learning and culture and climate-building will be integrated throughout the curriculum.

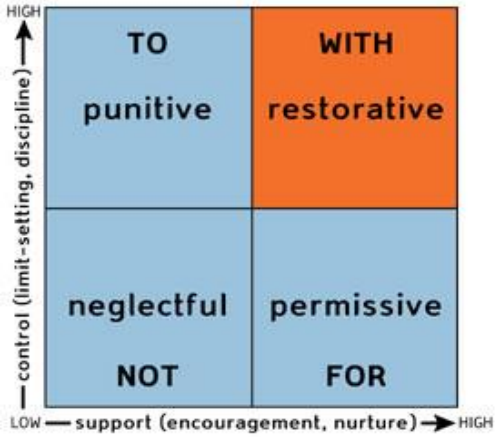
During student orientation, we focus on internalizing school values and essential character traits of all members of our community, both students and staff. We establish rituals, routines, and team-building activities. Our goal as a community is to create a safe, supportive space where students can develop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

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.

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

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

Figure 12: 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 they do not talk during the lesson. As the student explains the importance of being on task, they understand the impact of their choices. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing her or his reflection with classmates. If a seriously harmful decision (i.e. 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 Excelencia use restorative conversations to support students when harm has been done to another member of the school community (i.e., saying something hurtful) or to that student (i.e., giving up on a task). A restorative conversation guides the student to repair the harm and better the situation. The guiding questions for a restorative conversation are:

1. What happened?
2. What were you thinking at the time?

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

Ladder of response

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

Modeling healthy responses

KIPP Excelencia staff 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 Excelencia community:

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

Please refer to Element 9 to learn more about our restorative practices as they relate to discipline.

Trauma-Informed Practices

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

Trauma Informed Practices constitute an intentional approach that takes into consideration the whole picture of KIPP Excelencia community – our learning spaces, how we communicate with one another, how we build relationships, how we intervene when a student shines and when a student demonstrates a need for supports, and how we as adults can support in creating safe and inclusive spaces where students are able to learn. KIPP Excelencia staff receive professional development about the signs and symptoms of traumatic response, potential triggers in the classroom and learning environment, and de-escalation techniques. Some interventions when operating from this lens and approach include: playing calming music when students are participating in independent work time, doing stretch breaks during a longer or more academically rigorous lesson in class, holding emotional support groups or psychoeducation groups which center on a specific theme that relates to a presenting student need (i.e. a social skills group), student-run groups that educate the community on topics of wellness, providing culturally responsive emotional supports through a partnership with a community-based

organization or with an on-site contracted mental health provider, professional development for school teams that cover the importance of self-awareness and identifying one's own triggers, or the establishment of COST Teams – a meeting where interventions are identified to better address the presenting need of the highest-need students.

KIPP Excelencia employs at least one mental health clinician in each of the three schools. Mental Health Clinician to provide on-site culturally responsive and trauma informed mental health and socioemotional support to students on campus. Clinicians provide outreach and education on topics of mental health, substance use, and other wellness subject matters as relevant to the immediate school community.

COST Team

KIPP Excelencia school sites run a Coordination of Services Team structure for managing and integrating various learning supports and resources for students. Through a universal referral system, COST identifies and addresses student needs holistically and ensures that the overall system of support works together effectively.

COST teams include school staff and providers who:

- Create a regular forum for reviewing the needs of individual students and the school overall.
- Collaborate on linking referred students to resources and interventions.
- Support students' academic success and healthy development.

Each week the COST team meets to triage, discuss and address the needs of students requiring support. They collaboratively develop tailored interventions and respond to broader academic and social-emotional trends within the school community.

COST has strengthened the Charter School's ability to support students holistically. COST maximizes and expands available resources, increasing capacity to respond quickly and appropriately to a wide range of student needs. With this enhanced support, more students are able to stay engaged in school and ultimately graduate healthy and successful.

Curriculum and Instruction

As with all effective instructional design, curriculum development at KIPP Excelencia begins with the end in mind: a clear vision of the well-educated KIPP Excelencia graduate. A graduate of KIPP Excelencia will have the necessary habits, skills, and mindsets to successfully navigate their way through high school, college and the world beyond.

Starting with the End in Mind: Ideal KIPP Excelencia Eighth Grader

KIPP Excelencia eighth graders are academic scholars who possess a lifelong love of learning. The academic program at KIPP Excelencia prepares every student for the intensity and rigor of college-preparatory high school academics. To ensure that students have the knowledge and skills to successfully study science in high school, the science department challenges students to engage in rigorous coursework, including writing research papers and participating in science labs. The courses offered at KIPP Excelencia are grounded in rigor and high engagement. The KIPP Excelencia teaching staff creates learning environments that actively engage the student body. KIPP Excelencia hopes that students will leave the 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.

KIPP Excelencia eighth graders are creative and critical thinkers. Students at KIPP Excelencia learn the habits of inquiry which lead to a greater understanding and meaning. By knowing how to ask good questions, pose

arguments, and provide logical and strong reasoning for their opinions, students develop an intellectual curiosity and creativity for all academic disciplines. Students also possess the ability to listen to different arguments and perspectives as a way to guide and form their own opinions and thinking.

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

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

With the ideal KIPP Excelencia 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 Excelencia will meet or exceed the annual instructional minutes requirement of 36,000 minutes (TK-K), 50,400 minutes (grades 1-3), and 54,000 minutes (grades 4-8) as set forth in Education Code Section 47612.5(a)(1). Incidental to instructional minutes, KIPP Excelencia 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 2 for the most recent school calendar and bell schedule. The school calendar and bell schedule may be updated periodically throughout the year.

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 Excelencia's extended day model by signing the "Commitment to Excellence" form. KIPP Excelencia utilizes an extended day and year model not only for academic remediation and acceleration, but also to broaden student opportunities and experiences. Examples include:

Summer School Program

KIPP Excelencia 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 Excelencia and at the best high schools and

colleges in the country.

Instructional Day

More time on task is central to the success of KIPP Excelencia 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 Excelencia 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 behind grade-level according to the DIBELS literacy 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 sample courses for study for KIPP Excelencia students, as well as a typical student schedule.

Table 11: KIPP Excelencia Sample Kindergarten Student Schedule

Kindergarten		
Time	**Length**	**Session Name**
7:40-8:00	20	Arrival & Breakfast
8:00-8:15	15	Morning Meeting
8:15-9:15	60	Eureka Math Rotations
9:15-9:30	15	Snack & Play Recess
9:30-10:30	30	CKLA Skills
10:30-10:45	15	Lunch

10:50-11:10	20	Recess
11:40-12:40	60	English Language Development
12:40-1:00	20	CKLA Literacy Rotations
1:00-1:50	50	Excellence
1:50-2:00	10	Snack & Play Recess
2:00:2:25	35	Literacy Rotations
2:25-2:40	15	Intervention
2:40-2:50	10	Play Based Centers
2:50-3:00	10	Gratitude Circle
3:00-3:15	15	Dismissal

Table 12: KIPP Excelencia Sample 3rd Grade Student Schedule

3rd Grade		
Time	**Length**	**Session Name**
7:40-8:00	20	Arrival & Breakfast
8:00-8:15	15	Morning Meeting
8:15-9:45	90	Eureka Squared Math
9:45-9:55	10	Snack & Play Recess
9:55-10:25	30	English Language Development
10:25-10:45	20	Math Intervention
10:45-11:35	50	Excellence
11:35-11:50	15	Fishtank Launch
11:50-12:05	15	Lunch
12:05-12:10	5	Transition
12:10-12:30	20	Recess
12:30-1:50	80	Fishtank

1:50-2:00	10	Snack & Play Recess
2:00-2:45	45	Intervention
2:45-3:00	15	Gratitude Circle
3:00-3:15	15	Dismissal

Table 13: KIPP Excelencia Sample 6th Grade Student Schedule

6th Grade		
Time	**Length**	**Session Name**
8:00-8:15	15	Advisory
8:15-9:35	80	First Block
9:35-9:45	10	Morning Recess
9:45-11:05	80	Second Block
11:05-11:35	30	English Language Development
11:35:11:45	10	Lunch
11:45-12:05	20	Afternoon Recess
12:05-1:25	80	Third Block
1:25-2:05	40	Excellence
2:05-3:25	80	Fourth Block
3:25-3:30	5	Dismissal

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

For ELA, Math, and Science, we use a standardized curriculum across all KIPP NorCal schools. For other subjects, school staff will use 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 14: Using the Backward Approach to Design a Course

Steps	Resources/Documents
1. Departmental Philosophy	Crafting a Departmental Philosophy document
2. Introductory Course Description	Information to include: Focus of content and knowledge and skills, why we study this, your approach to the discipline.
3. Enduring Understandings for the Course	*Understanding By Design*, Module 5
4. Essential Questions for the Course	*Understanding By Design*, Module 6
5. Clustering of Standards into Units	Tactile approach: Cut standards into strips and cluster them; then paste on sheets of paper under descriptive headings. Visual approach: Cut and paste the standards document; add unit headings.
6. Sequence and Spiral with Units	Sequence and Spiral Introduction and Template
7. Unit Exam	*Creating a Unit Exam/Internalize a unit exam*
8. First Unit(s) Design(s)	Unit Plan Template
9. First Unit Calendar	Approximate a time frame for topics and activities in the unit(s) for the first unit

Repeat steps 7-9 for remaining units.

Core Academic Departments

A sample scope and sequence for the core curriculum at KIPP Excelencia, which includes CKLA Skills for Foundational Literacy, Eureka Math Squared for Math and Fishtank for ELA, is provided as Appendix 3.

Science

The KIPP Excelencia 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, 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 will provide the students of KIPP Excelencia with the knowledge and skills they need to excel in college preparatory mathematics. KIPP Excelencia K-8 students will learn number sense, patterns and relationships, how to use data, tables, graphs, and charts, and learn to apply this knowledge to their everyday lives. The math program focuses on problem solving as well as on reinforcing basic math skills to the point of mastery.

KIPP Excelencia uses an innovative method of teaching that involves chanting, rapping, and singing in order to make sure that students will have the basic skills, such as multiplication tables and two-digit division, necessary to learn grade-level material. Students will develop a strong number sense that leads to the development of conceptual understanding and problem solving skills. The math program at KIPP Excelencia utilizes technology and provide students with personalized and differentiated learning so they can demonstrate mastery of the Common Core State Standards.

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 Excelencia students work together to revise, edit, and present papers and other research-based presentations. Students whose skills need remediation receive extra support during a 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 Excelencia 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 reading. Novels include The *Seedfolks* (5th grade), *The Giver* (6th grade), *The House on Mango Street* (7th grade), and *Animal Farm* (8th grade).

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 Excelencia aligns with KIPP NorCal's History-Social Science vision:

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

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

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

In order to be fully prepared for excellent high schools and colleges, students need 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.

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

Visual and Performing Arts

All students participate in a non-core curriculum Visual Arts class and Music class. Additionally, KIPP Excelencia teachers strive to incorporate all learning styles and modalities into each lesson, providing ample opportunity for students to use artistic creativity and expression.

Transitional Kindergarten

KIPP Excelencia offers Transitional Kindergarten. The TK curriculum (*The Creative Curriculum for Transitional Kindergarten: California*) is a modified curriculum that is age and developmentally appropriate. The TK curriculum is aligned to the California Preschools Learning Foundations as developed by the California Department of Education. The TK classroom emphasizes station-based and individualized learning throughout the school day, as well as hands-on experiential learning. Using data to determine each student's skills, the teachers in the TK classroom work with small groups of students to meet them at their instructional level and support their individual growth. The Charter School shall comply with all requirements for TK, including classroom size, adult to student ratios and teacher qualifications, as set forth in Education Code Section 48000(g).

The academic goals for TK align with preparing scholars for success in the kindergarten classroom the following year. KIPP Excelencia TK teachers have the appropriate credentials to work with this age group. KIPP Excelencia shall adhere to legal requirements for teacher credentials and staffing specific to TK, as they may change from time to time.

Kindergarten

All incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

Instructional Methods

KIPP Excelencia's School Leaders and administrators work with teachers to develop instructional methods that maximize student learning. Students acquire the knowledge and skills needed to pursue academic excellence, as

well as the ability to apply, synthesize, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP Excelencia does not subscribe to only one approach. As previously mentioned, KIPP NorCal 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.

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

Teachers at KIPP Excelencia differentiate instruction for students at all levels of learning. Students whose needs are not met through these traditional teaching methods 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 KIPP Excelencia 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 regularly in order to gauge whether the student is mastering the objectives throughout the year.

The program design of KIPP Excelencia 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 given extra help in their specific areas of concern. Students who continue to struggle may be provided with additional supports from outside sources.

In addition to progress reports, in-class tests and teacher observations, students' SBAC and DIBELS scores, and where applicable, the English Language Proficiency Assessments for California ("ELPAC") test scores are taken into account for promotional purposes.

Students with Special Needs

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

KIPP Excelencia welcomes students with special needs. KIPP Excelencia recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the Redwood City School District and/or a Special Education Local Plan Area ("SELPA") to ensure that a Free, Appropriate Public Education ("FAPE") is provided to all students with exceptional needs.

KIPP Excelencia'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 IEPs, are met. The special education staff meets regularly for professional and program development and to share best practices for supporting special education students.

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

Academically Low-Achieving Students

Identification and Assessment

KIPP Excelencia uses a variety of methods, including parent and teacher referrals, as well as diagnostic data like DIBELS and i-Ready and benchmark assessments, standardized tests, state and national assessments (including the CAASPP) and other methods to identify students who are most in need of additional support. Students who do not progress academically are referred to the COST team. After a student is referred, the team analyzes data and works with classroom teachers to implement tier 2 interventions and begins collecting additional data. If little or no progress is made with interventions in place, students are referred to a Student Success Team ("SST") for further evaluation and support.

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 Leaders, and a KIPP Excelencia staff member, are responsible for identifying the student's needs and developing a plan to enable that student to be successful. Student response to general education interventions is tracked and interventions are modified as necessary to support individual students' progress. Students who do not make expected gains despite carefully designed, individualized interventions will be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An IEP will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student's progress and how they can best support their development.

Intervention

In class, teachers use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students will spend more time learning in smaller group environments. The Charter School will utilize a combination of differentiated small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level. In addition, teachers will be available to help students with homework by phone in the evenings and on weekends. Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of need.

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

KIPP Excelencia regularly monitors student progress through curriculum-based assessments and makes adjustments to interventions as appropriate.

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 these methods, a request for a Student Success Team may be offered when expected progress is not demonstrated within the appropriate time period.

Academically High-Achieving Students

All courses 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 Excelencia 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, KIPP Excelencia does not offer a formal, separate program for academically high-achieving students. However, as described, KIPP Excelencia equips teachers with the necessary tools to enable high-achieving students to continue advancing.

We believe that strong family communication is essential to our children's success. One method of communicating academic success to families is through progress reports. The purpose of progress reports is to help share information with families about what their child has mastered and what their child needs more support on; they are not part of the student's formal academic record or final grade. Progress reports are available for families to view online through Deanslist, Powerschool and/or the Illuminate parent portal.

Special Education

General Assurances and Overview

KIPP Excelencia embraces its responsibility to enroll and support all students who qualify for enrollment, and pledges to ensure that a FAPE is provided to all students with exceptional needs. The Charter School will comply with all applicable state and federal laws in serving students with exceptional needs, including, but not limited to, Section 504, the ADA and the IDEA, and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR"). The language in this section is intended to provide a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code Section 47605(c).

KIPP Excelencia shall be its own local educational agency ("LEA") and shall be a member of the San Mateo County Charter SELPA, in conformity with Education Code Section 47641(a). As a member of the San Mateo County Charter SELPA, KIPP Excelencia 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 Excelencia agrees to follow policies and procedures of the San Mateo County Charter SELPA and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. KIPP Excelencia 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 student records. KIPP Excelencia is in good standing with the San Mateo County Charter SELPA, as documented in Appendix 4. KIPP Excelencia 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 Excelencia will participate in internal validation review.

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

Services for Students Under the "IDEA"

KIPP Excelencia 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 their circumstances in accordance with IDEA, Education Code requirements, and SELPA policies and practices.

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

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

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

Staffing

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

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

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

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

Identification and Referral

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

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

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

Assessments

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

As an independent LEA for special education purposes, then, in the event that KIPP Excelencia receives a written request for evaluation, it will be solely responsible for working with parents/guardians to address the request and shall follow SELPA policies, procedures, and timelines. The Charter School shall respond to a written request for assessment within fifteen (15) days with a written Assessment plan if the Charter School concludes that an assessment is appropriate. If the Charter School concludes that an assessment is not appropriate, the Charter School shall respond within fifteen (15) days with a Prior Written Notice. Upon receipt of the consented Assessment Plan, the Charter School shall conduct an evaluation and hold an IEP meeting within sixty (60) days, not including school breaks greater than five (5) days, of receipt of the parent’s/guardian’s written consent for assessment. Parents/guardians shall be informed that special education and related services are provided at no cost to them. A staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and

services will include, but not limited to:

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

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

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

the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Interpretation will be provided in the parent's preferred language when requested.

IEP Development

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

IEP Implementation and Review

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

KIPP Excelencia 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 Excelencia shall provide all home-school coordination and information exchange. KIPP Excelencia shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

KIPP Excelencia shall be responsible for conducting IEP reviews and determining necessary supports, services, and placements, in accordance with SELPA policies and all applicable laws. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting their needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed to determine continuing eligibility and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

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

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, KIPP Excelencia will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

IEP Meetings

KIPP Excelencia shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. KIPP Excelencia shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or KIPP Excelencia 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 general education classroom; a parent/guardian; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at KIPP Excelencia and/or about the student. KIPP Excelencia shall arrange

for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

KIPP Excelencia will provide an interpreter at IEP meetings if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure their participation using other methods, such as conferencing by telephone or meeting at the parent's home.

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

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for their 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 their circumstances
- IEP meetings will be held according to the following schedule:
- Yearly to review the student's progress toward their annual goals and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's eligibility and progress

- After the student has received a formal assessment or reassessment
- When an Individual Transition Plan ("ITP") is required at the appropriate age
- If a meeting is required to determine if a student's conduct was a manifestation of their disability
- If the parent or guardian has requested a review of the student's progress

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

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

For students transferring to KIPP Excelencia with an IEP from outside of California during the same academic year, KIPP Excelencia 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 Excelencia 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 Excelencia, and develops a new IEP, if appropriate that is consistent with federal and state law. KIPP Excelencia will cooperate with the District regarding sharing information as required by Education Code Section 47604.3.

Mental Health

Whenever necessary, as evidenced by student need, parent/guardian referral or recommendation of a mental health provider on staff, an assessment plan to determine eligibility for Educationally Related Mental Health Services ("ERMHS"), will be offered to the parent/guardian for consent. If eligible, the student will be provided

ERMHS as part of their IEP supports and services.

Professional Development for KIPP Excelencia Staff

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

Non-Public School Placements/Non-Public Agencies

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

Non-discrimination

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

Reporting

KIPP Excelencia, in collaboration with the SELPA, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the general education 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 Excelencia 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 Excelencia. 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 Excelencia 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 Excelencia is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. KIPP Excelencia 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 Excelencia 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 Excelencia has adopted 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 Excelencia shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. KIPP Excelencia's policies shall ensure that the employee(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that they are assigned to investigate.

KIPP Excelencia 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 the 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 Excelencia 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 Excelencia 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 Excelencia shall defend the case.

Complaint Procedures

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

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

KIPP Excelencia recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of KIPP Excelencia. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

A 504 team will be assembled by the School Leader and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services or accommodations is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation: Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills

The final determination of whether the student is eligible for services or accommodations under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to

them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

English Learners

KIPP Excelencia will comply with all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual parent notification and consultation, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. KIPP Excelencia will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. KIPP Excelencia will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

The Charter School recognizes the importance of valuing students' native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum, enrichment programs, and culturally responsive pedagogy.

Students at KIPP Excelencia with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the Charter School's services and teaching methods that support English language development in each of the four domains: listening, reading, writing, and speaking. KIPP Excelencia will have the necessary supports to ensure that regardless of English proficiency, all EL students are included in curricular and extra-curricular activities. The Charter School will also make certain that EL students are not assigned to special education because of their lack of English proficiency.

KIPP Excelencia will directly provide or make referrals to appropriate support services that may be needed by EL students in order to achieve and maintain a satisfactory level of academic performance. Students will receive designated and integrated ELD instruction across all content areas. Additionally, services may include push-in supports, individual counseling, group counseling, home visits, and parental counseling.

Identification of English Learners

As part of the enrollment process, the Charter School will administer a home language survey to students new to a California public school. For students who are not new to the state public school system, we will determine

their EL classification (English Learner; Reclassified Fluent English Proficient, Initial Fluent English Proficient, or English only) based on prior records.

If a primary language other than English is indicated for one of the first three questions on the home language survey, the student must take the Initial ELPAC within 30 calendar days of enrollment. If a primary language other than English appears only in response to the fourth question, the school team may administer the Initial ELPAC based on their observation of the student's language proficiency.

In accordance with Education Code Section 48985, the HLS must be translated whenever 15 percent or more of students at a school speak a common language other than English. At KIPP Northern California, translated HLS forms are available in English, Spanish, and Vietnamese to reflect the most common home languages across our schools.

Based on Initial ELPAC results, students are classified as either Initial Fluent English Proficient ("IFEP"), meaning they have demonstrated English proficiency on Initial ELPAC and enter the mainstream instructional program, or as English learners who require language support. ELs are then placed in the appropriate Designated ELD class and provided language support aligned to their needs.

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

KIPP Excelencia 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 consulted during 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.

Instructional Programming for English Learners

Our driving instructional goals for ELD programming are:

- All English Learners are reclassified in a timely manner (<6 years) and are academically successful in grade-level classes.
- All English Learners receive high quality daily Designated and Integrated ELD.
- All of its students leave the Charter School proficient in the English language and with pride and support for their home language.

In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. Based on a substantial research base proving the benefits of a Structured English Immersion ("SEI") program, KIPP Excelencia implements a comprehensive structured immersion program for its EL students. KIPP Excelencia's SEI program is designed to ensure that ELs

are reclassified in a timely manner and that all ELs receive high-quality Designated and Integrated ELD aligned to the California ELD Standards.

In Structured English Immersion, instruction is delivered in English with intentional and integrated scaffolds, such as visuals, sentence starters, structured conversations, and targeted vocabulary, to make academic content accessible while accelerating English development. In this model, all students receive instruction based on grade-level curricula aligned to State Standards and College and Career Readiness Standards. In addition to receiving this Integrated ELD instruction, ELs are rostered into a Tier 1 beginner, intermediate or advanced Designated ELD class based on their English proficiency.

Students who demonstrate proficiency in English upon enrollment (IFEPs) or who have successfully reclassified (RFEPs) participate in mainstream English instruction. These students engage in the full academic program with continued monitoring and support as needed. Across all settings, placement decisions are informed by ELPAC scores, years in U.S. schools, teacher input, classroom performance, and parent preference.

Designated ELD

KIPP Excelencia's focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. The ELD teacher provides lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn academic English at the level of a native speaker. Over the course of the required curricular sequence, students are taught language objectives aligned with academic language functions, while also building academic vocabulary, reading comprehension, and writing skills.

Here are the principles that guide our designated ELD instruction:

- **Academic language functions:**
    - Most of our ELs are not new to the country and are highly proficient in social varieties of English. Our focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. ELD teachers provide explicit and targeted instruction on the most critical academic language functions that students will need to access grade-level content.
- **Structured Conversations:**
    - Oral language practice is the primary focus of designated ELD. Classes are structured so that teachers provide mini lessons and then students have the majority of class time to practice speaking in Academic English in complete sentences. Structured student talk routines are encouraged to ensure the oral language practice is targeted. At the conclusion of every class, students have the opportunity to show mastery of the day's language objective in writing and to reflect on how the designated ELD content relates to their other classes. This reflection is critical in building student metalinguistic awareness and to support them in building interdisciplinary connections.
- **Data-driven instruction:**
    - ELD teachers provide consistent feedback to students on their progress and to collaborate closely with other teachers and Ed Specialists to support overall student growth. Feedback is critical for ELs, especially LTELs.
    - Using Ellevation, our regional multilingual learner data platform, we analyze longitudinal ELPAC and Smarter Balanced scores, along with DIBELS and i-Ready math interim to progress monitor ELs' performance. In addition, teachers use ELD curricular assessments and the state provided ELPAC interims to monitor language acquisition throughout the year.

Integrated ELD

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

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

- *Exposure to Various Learning Modalities:* Exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.
- *Cooperative Learning:* Student participation in small-group and partner learning activities that promote positive interactions. Through shared learning activities, students benefit from observing learning strategies used by their peers and the opportunity to engage in low-stakes verbal interactions, which promote natural and meaningful communication.
- *Academic Language Scaffolding:* The step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and supporting language output with sentence starters and explicit vocabulary instruction.
- *Maximizing Comprehensible Input and Output:* In order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output by: 1) using backwards design to address cognitive and linguistic demands, 2) creating opportunities for students to learn content and functional language through instruction, 3) incorporating frequent structured student talk, 4) interactive reading and note taking, 5) academic writing support, and 6) using assessments to refine instruction. Staff are trained in various teaching strategies such as scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

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

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

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

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

At KIPP Excelencia, all teachers will receive professional development on communicating with students designated as EL, techniques for detecting whether a student has English language gaps, and providing supports for English Learners as outlined above. Furthermore, KIPP Excelencia will provide staff with specialized curricular materials to enable EL students to achieve proficiency.

Monitoring and Re-Designation of EL Students

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

Upon a student's reaching proficiency in the English language, programming and language support will no longer be required. However, the student will be monitored to ensure they are making academic progress in alignment with their peers. If students fail to meet parity, then they may be provided additional academic services and interventions. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, the following criteria:

1. Assessment of language proficiency using an objective assessment instrument including Summative ELPAC or Summative Alternate ELPAC
2. Observation and Evaluation by 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 language proficiency and access to the curriculum
3. Parental consultation, achieved through notice to parents or guardians of the language reclassification and opportunities for parents to provide their input during the reclassification process.
4. Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

Prior to reclassification, all parents/guardians will receive a reclassification meeting notification letter and be consulted on possible re-designation to Fluent English Proficient based on their child's English proficiency and academic achievement. Progress of students who have been re-designated will be monitored for four years.

KIPP Excelencia 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, KIPP Excelencia will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

KIPP Excelencia will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be assessed according to the Child Find/identification requirements described in the Special Education section above. Just as all students who are classified as EL students are as fully integrated as possible into the programs of KIPP Excelencia, so are students with disabilities. EL students with IEPs will be given the necessary materials, mandated services, and equipment to support their learning. The Charter School's extended day and year model allows for significant time for staff to work in a variety of settings with English Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP. For EL students with moderate/severe disabilities, we administer the Alternate ELPAC as their annual assessment. In addition, we have modified criteria for reclassification which take their IEP goals and alternate assessment performance into consideration.

Monitoring and Evaluation of Program Effectiveness

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

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

English Learner Advisory Committee

The Charter School will maintain an English Learner Advisory Committee ("ELAC"), which will be responsible for advising the School Leaders and staff on programs and services for ELs and the KIPP Family Council on the development of the School Wide Plan and the Charter School's annual update to the Local Control and Accountability Plan ("LCAP").

The ELAC will be comprised of parents of ELs—at a rate that is at least the same as the percentage of EL students based on the total student population—and other parents/guardians, Charter School staff and/or community members.

Annual Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of KIPP Excelencia's annual goals, actions, and measurable outcomes, both schoolwide and for each subgroup of students, in and aligned 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. 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 13, is the most recent LCAP, which is also on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

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

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Commitment to KIPP's educational philosophy empowers KIPP Excelencia students to achieve the following measurable student outcome goals. The following is true of our goals:

- Goals are explicitly aligned with the Charter School's definition of what it means to be a 21st century learner, the Charter School's mission, 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 Leaders at KIPP Excelencia work with KIPP NorCal's regional academics team to set goals for our students and our Charter School community that enable our students to become life-long 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 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the LCAP provides a reasonably comprehensive description of KIPP Excelencia's annual goals, actions, measurable student outcomes, and methods of measurement (both school-wide and for subgroups), in and aligned with 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 Excelencia shall submit its LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. Please refer to Appendix 13 for the most recent LCAP for KIPP Excelencia. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled board meeting. 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.

See below for an outline of the Goals and Measurable Student Outcomes, in alignment with the Local Control and Accountability Plan.

Student Outcome Goals

As referenced above, KIPP Excelencia has included, as Appendix 13, its most recent LCAP. Also included in Table 15, below, which outlines a simplified set of measurable student outcomes and targets, which operate as exit outcomes.

KIPP Excelencia'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 Excelencia at the school site.

Table 15: Measurable Student Outcomes

LCAP Goal 1: All students will achieve academically | State Priorities: #4, #8
Measurable Student Outcomes
• ELA: Obtain Green or Above on the Dashboard • Math: Obtain Green or Above on the Dashboard • Science: Maintain Green or Above on the Dashboard • ELPI: Maintain Green or Above on the Dashboard • Improve Multilingual Learner Reclassification Rate
LCAP Goal 2: All students and families will be engaged with the school community | State Priorities: #3, #5, #6
Measurable Student Outcomes
• Chronic Absenteeism: Obtain Yellow or Above on the Dashboard • Suspensions: Obtain Green or Above on the Dashboard • Increase Average Daily Attendance • Increase Student Emotional Safety • Increase School Family Culture Index
LCAP Goal 3: All students will have the spaces, resources, and opportunities to achieve | State Priorities: #1, #2, #7
Measurable Student Outcomes
• Teacher Instructional Practice: My school is committed to improving my instructional practice. • Rigorous Academic Curriculum: My school implements a rigorous academic curriculum. • Teacher Credentialing (Clear Credential Rate) • Course Access: Full and rigorous schedule for all students

- Facilities Condition

Table 16: Subgroup LCAP Goals

Student Group	ELPI	Chronic Absence	Suspension	ELA	Math
All Students	NA	Improve to GREEN or better on the Dashboard, 3% decrease YoY	Improve to GREEN or better on the Dashboard, 0.3% decrease YoY	Increase to GREEN or better on the Dashboard, 8-pt DFP increase YoY	Increase to GREEN or better on the Dashboard, 8-pt DFP increase YoY
English Learners	Maintain GREEN or better on the Dashboard, 2% improvement YoY	Improve to GREEN or better on the Dashboard, 2% decrease YoY	Maintain GREEN or better on the Dashboard, within 0.2% YoY	Increase to GREEN or better on the Dashboard, 13-pt DFP increase YoY	Increase to GREEN or better on the Dashboard, 13-pt DFP increase YoY
Long-Term English Learners	Maintain GREEN or better on the Dashboard, within 2% YoY	Improve to GREEN or better on the Dashboard, 2% decrease YoY	Improve to GREEN or better on the Dashboard, within 0.4% decrease YoY	Increase to GREEN or better on the Dashboard, 14-pt DFP increase YoY	Increase to YELLOW or better on the Dashboard, 9-pt DFP increase YoY
Socioeconomically Disadvantaged	NA	Improve to GREEN or better on the Dashboard, 2% decrease YoY	Improve to GREEN or better on the Dashboard, within 0.3% decrease YoY	Increase to GREEN or better on the Dashboard, 8-pt DFP increase YoY	Increase to GREEN or better on the Dashboard, 9-pt DFP increase YoY
Students with Disabilities	NA	Improve to GREEN or better on the Dashboard, 4% decrease YoY	Improve to GREEN or better on the Dashboard,	Increase to YELLOW or better on the	Increase to YELLOW or better on the

			within 0.3% decrease YoY	Dashboard, 6-pt DFP increase YoY	Dashboard, 9-pt DFP increase YoY
Latinx Students	NA	Improve to GREEN or better on the Dashboard, 2% decrease YoY	Improve to GREEN or better on the Dashboard, within 0.3% decrease YoY	Increase to GREEN or better on the Dashboard, 8-pt DFP increase YoY	Increase to GREEN of better on the Dashboard, 8-pt DFP increase YoY
Black or African American	NA	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30
Asian	NA	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30
Pacific Islander	NA	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30
Students Experiencing Housing Instability	NA	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30

Life-Long Skills

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

Social Skills

All students will develop specific social skills 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

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

High-Quality Educational Program

KIPP Excelencia provides a meaningful and challenging college preparatory experience to its students by setting a high bar for rigor, encouraging curiosity, and nurturing self-confidence through academic pursuit and achievement. KIPP Excelencia instills in students the belief that they can attend college and provides them the tools that will set them on the path to college.

Fiscally Sound Business and Management Structure

KIPP Excelencia's business management structure is paramount to the success of the Charter School. KIPP NorCal's expert staff, overseen by the Audit and Risk Management Committee of the Board of Directors, provides professional financial management for KIPP Excelencia. 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

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 NorCal's Policy, Advocacy and Community Engagement Team and KIPP Excelencia 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 Council ("KFC") 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 celebrations and Morning Cafecitos with the Principal. Please see Element 4 for additional details for engaging families and the broader community at KIPP Excelencia.

Community Involvement

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

ELEMENT 3: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

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

KIPP Excelencia affirms that, to the extent practicable, the method for measuring pupil outcomes for the state priorities shall be consistent with the way information is reported on a School Accountability Report Card ("SARC"). Specific methods of measurement are identified for each student outcome in Element 2.

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

KIPP Excelencia'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 Excelencia's performance levels with those of other high-performing schools and appropriately prioritize areas for growth, codify best practices, develop meaningful professional development for teachers, and keep our promises to students and families.

- **Assessment is more than tests.** Effective assessment includes systems and processes for analysis and action, including clear roles and responsibilities, aligned calendars with data days, protocols for looking at student work, data-driven instruction, and data-driven decision making. Schools need structures that enable teachers to swiftly analyze and respond to data.

Assessment of Mastery and Growth: The climb to college-readiness

The specific assessments that KIPP Excelencia utilizes can be considered as two measures of progress leading to the same summit: college readiness.

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

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

The two measures are inherently related, as rigorous efforts on the standards mastery path pay off in the form of substantial growth and ultimate college-ready achievement, whereas milestone growth checks inform

whether our curricular and instructional choices are paying off over time.

Assessment of Student Outcome Goals

An effective assessment strategy includes measures of both standards mastery and growth at various levels of granularity. When measuring mastery, we assess students' absolute performance against college-ready standards using criterion-referenced tests. When measuring growth, we assess the progression of student learning over time using norm-referenced tests (in which students are compared to their peers), with the end goal of having students make better-than-average growth each year in order to climb to college readiness levels. Both forms of assessment are essential to form a holistic sense of a student's learning and college readiness.

Figure 13 below outlines the assessments that will be used to measure growth and standards mastery. As seen below, SBAC, CAST, and ACT assessments are used to measure both growth and standards mastery.

Figure 13: KIPP NorCal Assessment Structure

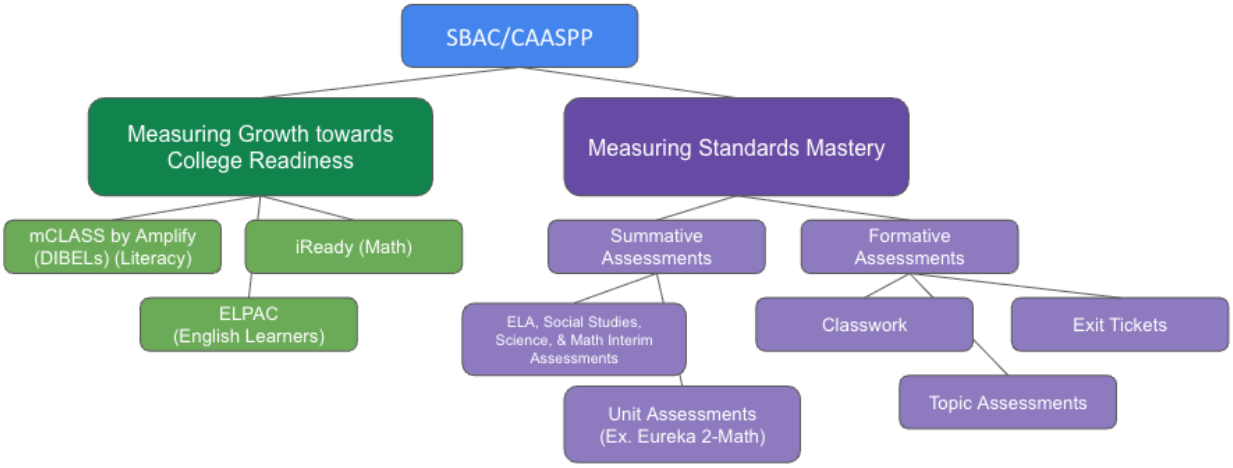


Table 17 shows the frequency each assessment at KIPP Excelencia will be administered.

Table 17: Assessment Frequency

Assessment	Grade Level	Frequency
DIBELS	5-8	3x/year
i-Ready	5-8	3x/year
CAASPP	5-8	1x/year
CAST	5, 8	1x/year
ELPAC	5-8, as needed	1x/year
California Alternate Assessments ("CAA")	5-8, as needed	1x/year
Interim assessments	5-8	2-4x/year
Unit/module assessments	5-8	~6x/year
Exit tickets/quizzes	5-8	Daily or weekly
Physical Fitness Test	5, 7	1x/year

KIPP Excelencia believes in administering a balanced system of assessments, so that:

- School Leaders will be able to monitor students' progress towards CCSS and NGSS mastery and SBAC/CAST and/or ACT readiness at set, strategic intervals
- Teachers will be able to identify students' strengths and weaknesses to adjust curriculum and instruction at set, strategic intervals
- Regional Leaders will be able to assess the effectiveness of instructional programs and provide timely differentiated support to schools
- Regional Leaders, School Leaders, and teachers will be able to develop a common high bar (language, values, etc.) for curriculum and instruction

In keeping with this theory of action, KIPP Excelencia will administer a variety of assessment types, including: screening, diagnostic, formative, benchmark/interim, summative, and others. Descriptions of these assessment types are included in Table 18 below.

Table 18: Overview of Assessment Types at KIPP Excelencia

Type of Assessment	Purpose of Assessment	Examples
Screening	• Determine whether or not students are at or below grade level; these are generally quick and easy to administer and give a snapshot of a student knowledge and skills • Guide decisions about intervention placement (i.e. 15 students in the 1st quartile need intervention class)	• DIBELS • i-Ready • ELPAC initial
Diagnostic	• Identify students' strengths and weaknesses in order to determine appropriate intervention or enrichment support (i.e. 3 students in the intervention class need to develop their understanding of place value)	• DIBELS • i-Ready • Teacher-Created
Formative	• Provide teachers regular information so they can modify teaching and learning activities to improve student achievement	• Classroom, teacher-created assessments, including exit tickets • Interim Assessments • Fishtank checkpoints and Eureka Squared Math mid-module assessments
Benchmark / Interim	• Monitor student progress toward mastering grade-level Common Core or College and Career Readiness Standards • Provide data that can be communicated to a variety of stakeholders (i.e. parents, community members, Board members, etc.) • Provide Charter School and regional leaders access to a common source of student achievement data that can	• DIBELS • i-Ready • SBAC IABs • Math and ELA SBAC ICAs • Science interims (5-8)

	be aggregated or disaggregated to reveal trends and patterns in student performance, identify best practices, or signal the need for additional resources to specific content areas, grade levels, or student groups	
Summative	● Determine mastery of grade level State Standards or College and Career Readiness Standards ● Provide data that can be communicated to a variety of stakeholders (i.e. parents, community members, Board members, etc.) ● Provide Charter School and regional leaders access to a common source of student achievement data that can be aggregated or disaggregated to reveal trends and patterns in student performance, identify best practices, or signal the need for additional resources to specific content areas, grade levels, or student groups	● End of unit/module assessments ● SBAC ● DIBELS ● i-Ready ● ELPAC

Assessment of Student Outcome Goals

Student Assessment and Data Driven Instruction

KIPP Excelencia teachers and leaders use data to drive decision making on a daily basis. The DIBELS and iReady assessments are 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 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 their coach for a data conference to reflect on student achievement, the data analysis, and the action plan. During this data conference, the coach may push for clarity, serve as a thought partner, or guide the discussion depending on the teacher's skillset. After the data conference, the coach 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 Excelencia 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 Excelencia, carefully selected curricula and high quality instruction are two key components to meeting the rigor demanded by the State Standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based 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 Excelencia 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 in the top quartile, the bottom quartile, or somewhere in between. It is crucial that the KIPP Excelencia 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 Excelencia 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 19: Structures for Responding to Data

Frequency	Assessment	Response Structure
Ongoing	Exit tickets, curriculum-based assessments	One-on-one and grade level meetings—leadership meets with appropriate teachers and grade levels to support and hold accountable.
3x/year	DIBELS	Teachers analyze the data with grade level teams and the support of administrators in order to review students' reading growth and determine shifts to reading instruction including whole class instruction, guided reading groups, interventions, and personalized learning.
8-10 week Cycles	Interim and/or module assessments	In-depth data analysis with coach and/or content team. Planned responses for what to re-teach as well as any interventions that are needed.

3x/year	i-Ready	Professional development time is reserved to step back and analyze growth and achievement according to i-Ready goals.
Annual	CAASPP	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.

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 Excelencia collects, analyzes, and reports student data and performance by subject and grade level. The data will also be disaggregated annually in KIPP NorCal'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 Excelencia staff also participate in regional professional development days, taking place several times throughout the school year, where all KIPP NorCal 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 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 NorCal 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 Excelencia 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 DIBELS and i-Ready 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 Excelencia 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 Excelencia 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 Excelencia and, ultimately, in college and beyond.

Classroom, School-wide, and Region-wide Assessment

KIPP Excelencia staff is held accountable for assessing students, classrooms, and the Charter School as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation is ongoing, with individual classroom and school-wide performance assessments occurring year-round. Measures of classroom and school-wide assessment are tied to KIPP NorCal's six essential questions. This framework is used to assess whether our schools, regions and national network are effectively serving the broader KIPP mission. The following performance indicators are reviewed on a regular basis by the KIPP NorCal Regional Leadership Team and the KIPP NorCal Board to assess the health of the Charter School.

Table 20: Six Essential Questions and Performance Indicators

KIPP NorCal's Six Essential Questions	Performance Indicator
Q1: Who is our student community?	● Enrollment ● % students who qualify for FRPM ● % students with an IEP ● % English Learners
Q2: Are we creating positive school cultures where students stay and thrive?	● Student retention ● Chronic absenteeism ● Suspension rate ● Middle to high school matriculation ● Students who feel they belong ● % of parents who would recommend KIPP

Q3: Are our students progressing and achieving academically?	● Student outcomes on DIBELS and i-Ready assessments ● Student outcomes on SBAC assessments ● High school students, grades 10-12, taking, passing AP Exams ● Student outcomes on ACT (11th grade)
Q4: Are our students prepared to lead choice filled lives?	● High school graduation rate ● College matriculation ● College persistence rate ● Estimated college completion rate ● Actual college completion rate
Q5: Are we building a diverse and inclusive people model?	● Teacher retention ● Non-teacher staff retention ● Percentage of staff and percentage of leadership who identify as people of color ● Variance in promotion and retention by race/gender ● Percentage of staff that agree to the following statement on The New Teacher Project ("TNTP") survey: My school/region has an inclusive culture where staff from diverse backgrounds and perspectives can excel
Q6: Are we building a responsible financial model?	● Schools meeting enrollment target ● Attendance rate ● Cash as % of annual expenses ● Operating cash flow ● Philanthropy Raised/Target

Stakeholder feedback and satisfaction is a critical input into our school and regional evaluations. KIPP Excelencia benefits from two stakeholder surveys. The KIPP Foundation has partnered with 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 restorative 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 evaluations for KIPP Excelencia leadership and KIPP NorCal's regional leadership.

Additional Accountability Provision

KIPP Excelencia is accountable to multiple constituencies: students and their families, the KIPP NorCal Board of Directors, the KIPP Foundation, the Redwood City 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 Excelencia and KIPP NorCal staff complete a cycle of inquiry in which all collected student data including test scores, daily attendance records, examples of student work and student/parent surveys are evaluated, strengths and weaknesses are identified, and a course for school wide improvement and growth is charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure KIPP Excelencia 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 Excelencia's success in seeing students graduate from college.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Legal Structure

The Charter School will continue to be a directly funded independent charter school, and will be operated by KIPP NorCal, a non-profit public benefit corporation registered in the state of California, whose sole member is the KIPP Foundation. KIPP NorCal is accountable to the District for the implementation of KIPP Excelencia's charter. KIPP NorCal ensures that KIPP Excelencia adheres to the proven success of the KIPP model and to this charter, and that KIPP Excelencia has the resources and support necessary to be successful. The KIPP NorCal Board of Directors ("Board") is the governing board of KIPP Excelencia.

KIPP Excelencia 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(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Please refer to Appendices 5, 6 and 7 for the organizational documents of KIPP NorCal, including the Articles of Incorporation, Bylaws, and Conflict of Interest Code.

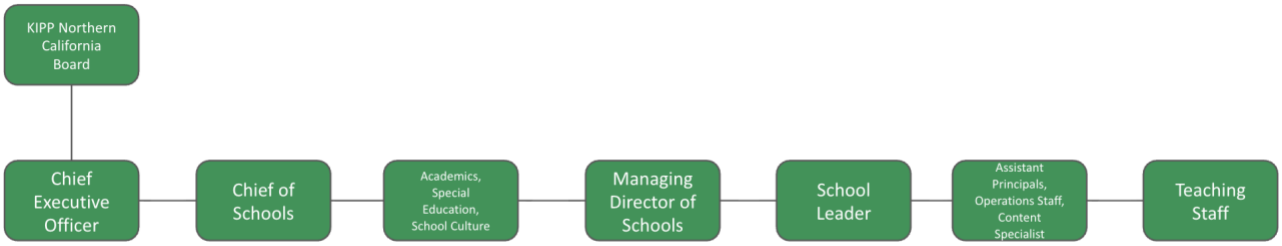
Governance Structure

The governance structure of KIPP NorCal serves three primary objectives:

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

On the next page is an organizational chart of KIPP Excelencia's governance structure.

Figure 14: KIPP Excelencia Management Structure



Board of Directors

The KIPP NorCal Board of Directors is the governing body of KIPP Excelencia. Please see Appendices 8 and 9 for the Board's job description and list of Board Members with their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Excelencia rest with the KIPP NorCal's Board of Directors. The Board works closely with its Chief Executive Officer ("CEO") and the School Leader of KIPP Excelencia to implement KIPP's educational philosophy.

Composition of KIPP NorCal's Board of Directors

KIPP NorCal's Board of Directors holds public meetings in accordance with the Brown Act and Education Code Section 47604.1(c). Board members support the mission of KIPP NorCal and serve voluntarily. KIPP NorCal seeks to ensure that its Board members represent a broad area of expertise and a cross-section of the community at large. KIPP NorCal aims to have Board Members with expertise in real estate, nonprofit work, law, finance, management, and philanthropy.

KIPP NorCal's Board is currently composed of 20 directors, consistent with its bylaws, which allows for no less than 15 and no more than 27 directors. Board members are elected to serve three-year terms and may serve up to three consecutive terms. In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Charter School may designate an additional director to ensure the Board is maintained with an odd number of directors. In 2022, the KIPP NorCal Board added two KIPP Public Schools Northern California parents to the Board and plan to continue having parents sit on the Board to increase equity and have our families involved at every level of our governance structure. We also have two KIPP alumni sitting on our board.

Board Recruitment Process

The KIPP NorCal Board recruiting process includes the following actions:

- Identification of a prospective Board Member and completion of a nomination form.
- Cultivation of prospective Board members.
- The Board's Governance Committee reviews nominations quarterly and assess prospective members based on their ability to meet KIPP's strategic goals and maintain KIPP NorCal's best-in-class Board.
- The Governance Advisory Council and Committee cultivates prospective Board Members in the following ways:

- Shares information concerning the history and future plans of KIPP NorCal including specific information regarding the Board and its role in the governance and support of KIPP NorCal (e.g. Board Member roles and responsibilities, meeting schedule, committee structure, etc.).
- Prospective Board Member visits one or more schools operated by KIPP NorCal.
- Prospective Board Member meets with Chief Executive Officer of KIPP NorCal.
- Prospective Board Member interviews with the Governance Committee Member.
- Prospective Board Member interviews with Board Chairperson.
- Governance Committee presents a formal recommendation to the full Board of KIPP NorCal.
- Board votes on prospective candidate(s).
- Board Chairperson meets with candidate and extends offer to join KIPP NorCal Board of Directors.

Board Selection Process

KIPP NorCal's executive team will work closely with the Board of Directors to ensure that Board Members fully support the Charter School's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

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

New members of the Board of Directors or members seeking another term are chosen through a re-appointment process.

Roles and Responsibilities of Board Members

The KIPP NorCal Board of Directors' primary responsibility is to help set policies and guide the executive team and School Leaders of KIPP NorCal. The Board is empowered to:

- Ensure that KIPP Excelencia adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP NorCal policies.
- Hold the School Leader of KIPP Excelencia and the Chief Executive Officer of KIPP NorCal accountable for the academic and fiscal performance of the Charter School.
- Provide support to KIPP Excelencia for additional fund-raising, marketing and other services as needs arise.
- Advocate on behalf of KIPP Excelencia 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 the success of the Charter School.
- Define and refine KIPP NorCal's mission, vision, and strategic direction.
- Recruit, support, and evaluate the Chief Executive Officer of KIPP NorCal.
- Ensure effective organizational capacity and planning.

- Ensure adequate resources and the effective management of those resources.
- Enhance the organization's public standing.
- Ensure fiscal, legal and ethical integrity and maintain accountability.
- Recruit and orient new Board Members.
- Assess Board performance.
- Attend trainings with topics to include, at minimum, ethics (AB 2158/1234), conflicts of interest and the Brown Act.
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.

Board Meetings

The KIPP NorCal Board of Directors meets at least quarterly. Meeting notices and agendas are posted publicly at school sites as well as on KIPP NorCal's website, in compliance with the requirements of the Brown Act. Approved minutes from the previous Board meetings will be available in the administrative office. The Board Secretary will be responsible for recording governing board actions.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act. The Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, which shall be updated with any charter school-specific conflict of interest laws or regulations. Please see Appendix 7 for the most current KIPP NorCal Conflict of Interest Code.

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 the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

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

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual Board members on their responsibilities with topics to include, at minimum, conflicts of interest, ethics (AB 2158), school finance (AB 640), child abuse and neglect reporting, and the Brown Act.

Pursuant to Education Code Section 47604.1(c)(4)(A)-(B), the KIPP NorCal Board of Directors shall meet within the physical boundaries of the county in which the greatest number of students enrolled in those charter schools managed by KIPP NorCal reside, and a two-way teleconference location shall be established at each KIPP NorCal school site. In addition, pursuant to Section 47604.1(c)(4)(C), the KIPP NorCal Board shall audio record, video record, or both, all Board meetings and post the recordings on its website.

Board Committees

The KIPP NorCal Board includes several committees and advisory councils designed to enhance the operation of the Board and provide additional oversight. Membership on Board committees is limited to members of the full Board of KIPP NorCal; however, non-board members may serve as advisors to Board committees. Committees of the Board include:

- **Finance and Investment Advisory Council**. The Finance and Investment Advisory Council 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.
- **Facilities Advisory Council** The Facilities Advisory Council assists and supports staff with KIPP NorCal's facility needs, operations and planning.
- **Governance Advisory Council**. The Governance Advisory Council ensures the health and effectiveness of the full Board and the work it performs for the organization. The committee focuses on Board evaluation, composition, recruiting, nominating, training and education.
- **Audit and Risk Management Committee**. 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.
- **Development Advisory Council.** The Development Advisory Council assists and supports staff with KIPP NorCal's ongoing fundraising strategy, planning, and execution, including event support for annual events.
- **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 Council/Committee.** The Executive Council / 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 NorCal Board may also use, from time to time, ad hoc committees as well as CEO advisory task forces to help with specific issues or projects.

KIPP NorCal officials have and exercise the right to regularly inspect and evaluate the operations and performance of KIPP Excelencia to ensure that the Charter School's educational programs are closely monitored and maintain KIPP standards.

Role and Responsibilities of the Chief Executive Officer in Governance

The Chief Executive Officer of KIPP NorCal is accountable directly to the Board of Directors for the performance of the KIPP NorCal region and the schools within it. The Chief Executive Officer's primary goal is to ensure the high quality, strategic growth and operational sustainability of KIPP schools in their region. Key responsibilities include:

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

Engaging Parents and the Community

Parent and Family Engagement

KIPP Excelencia 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 Excelencia involves parents and families as key stakeholders in the Charter School. KIPP Excelencia 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 Council ("KFC"), parent-teacher conferences, report card pick up, parent night and newsletters, local field trips, and a variety of school events each year. KIPP Excelencia parents are encouraged to join the KFC, a direct forum for the School Leader and families to engage in ongoing collaboration to ensure the success of the Charter School. The KFC 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 NorCal leadership, or via the KFC. 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 Excelencia 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.

KIPP Family Council

More formally, parents and guardians are encouraged to join the Charter School's KIPP Family Council. KFC meetings are held quarterly, providing a dynamic forum for families to actively participate in shaping the Charter School's direction. Meetings not only offer opportunities to discuss important school matters, but will also feature community-specific resources to better connect and support our families. School teams bring in local partners and experts to share valuable information and services tailored to the community's needs. Families are encouraged to provide feedback on their experience, access helpful resources, and collaborate with staff to ensure student success. 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 Excelencia 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 for acceptance to, or continued enrollment at the Charter School.

KIPP Excelencia will voluntarily establish a KFC as its chosen method of meeting federal requirements applicable to Title I recipients, as well as to meet Local Control and Accountability Plan requirements. The KFC will operate while KIPP Excelencia receives Title I funds.

Community Engagement

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

KIPP Excelencia 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 NorCal's management team and/or Board of Directors 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 are submitted to the Board up to one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent Board meeting. Emergency issues are dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every

effort is made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the School Leader or other responsible party to act upon the complaint and report to the Board. The Board of Directors shall as necessary render its determination in writing.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Teacher Certification

KIPP Excelencia conforms to the legal requirement of Education Code Section 47605(l)(1), and shall ensure that KIPP Excelencia teachers hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers shall hold the CTC-recognized EL authorization required for their assignment.

Certified teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. The School Leader, together with the Human Resources team at KIPP NorCal, monitors the credentials and ensures teachers hold their certification(s). KIPP NorCal may also employ or retain non-certificated instructional support staff at the Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the Charter School's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments.

KIPP Excelencia will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.
KIPP Excelencia will be a School of Choice and no employee will be required to be employed. KIPP Excelencia 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 Excelencia.

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 Charter School's professional development days. Additionally, all staff must meet any additional guidelines and standards set by KIPP Excelencia and KIPP NorCal.

All KIPP Excelencia faculty will commit to:

- Abide by applicable federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and

property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in the Charter School's charter.
- File necessary reports of child abuse.
- Adhere to all guidelines in KIPP NorCal's Staff Handbook (Appendix 14) and KIPP Excelencia's Team and Family Handbook (Appendix 15).
- Unquestioned integrity and commitment to KIPP NorCal 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.

The following detail the roles, responsibilities, and qualifications of KIPP Excelencia's leadership team:

School Leader

Reporting to a Managing Director of Schools for KIPP NorCal, 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 Excelencia'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 NorCal. The role of the School Leader is to realize the mission and vision of KIPP Excelencia and be responsible for ensuring that overall curricular policy remains aligned to the Charter School's mission.

Qualifications, skills, and qualities:

- Bachelor's degree (required); Master's degree (preferred).
- Hold a valid CA credential in any subject or an equivalent, transferrable out-of-state credential.
- 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.

Qualifications, skills, and qualities:

- Bachelor's degree (required); Master's degree (preferred).
- Hold a valid teaching credential or an equivalent, transferrable out-of-state credential.
- 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 their own classroom and from teachers that they manage.
- 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.

Director of School Operations

The Director of School Operations ("DSO") leads strategic operational priorities, manages day-to-day school operations, drives efficiencies and systematization, and partners with our instructional leaders to ensure procedures at our school maximize time students spend learning – both in-person and virtually.

The DSO is instrumental in building and sustaining a thriving school that lasts. At KIPP Northern California, DSOs are the strategic business and operational directors of our schools, whose job is to drive exemplary operational results as a key member of the Charter School's leadership team. KIPP's DSOs are passionate about working with kids, parents and staff, know the importance of an excellent education and believe all students deserve the opportunity to attend an excellent school.

The DSO reports to the School Leader and is coached and supported by the Operations team at the Regional Support Office ("RSO"), which supports all KIPP schools in the Bay Area and Stockton.

Qualifications, skills, and qualities:

- Bachelor's Degree in Policy, Business, or related field and 3+ years of work experience or 5+ years' work experience required
- Deep integrity and commitment to KIPP Public Schools Northern California's mission and values required
- 2+ years of experience in project or program management, operations, human resources or accounting - with clear experience driving stakeholder engagement required
- 1+ year of direct people management and team development experience required
- 1+ year of experience in K-12 education or youth development preferred.
- Highly self-aware and reflective, with a commitment to feedback and growth
- Ability to self-direct, prioritize and multi-task among competing goals
- Demonstrated experience working and solving problems in a fast-paced, entrepreneurial environment
- Demonstrated ability to work well with others, build relationships across teams, and influence even in the absence of formal authority
- Success leading change initiatives in a complex environment with multiple stakeholders
- Excellent written and verbal communication skills
- Proficiency in one or more of the languages spoken by the communities we work with is required/preferred
- Proficiency in Microsoft Suite or Google Suite required
- Ability to learn and utilize technology necessary to operate in a virtual office environment (i.e. Zoom, Go to Meeting)

Instructional Staff

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

Teachers

Reporting to the School Leader, teachers will be responsible for all levels of classroom instruction and management. They will design, plan and implement a standards-based curriculum that prepares students for success in college. Teachers will additionally be responsible for ensuring the Charter School's values are lived through the Charter School's culture. Teachers at KIPP Excelencia 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 NorCal'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 required for the teacher's certificated assignment as issued by the California Commission on Teacher Credentialing, as well as EL authorization.
- Commitment to working with educationally underserved students.
- Believe all students can achieve at the highest academic levels.
- Possess strong content area knowledge and classroom management skills.
- Commitment to teach in our extended day and year schedule.

- Contribute to a relentless and dedicated team of outstanding professionals.
- Communicate well with students, families and colleagues.
- Experience as an educator in a traditionally underserved community with demonstrated strong achievement results and documented growth on formative assessments strongly preferred.
- Proficiency in the native language(s) of the local community strongly preferred.

Special Education Teachers

At KIPP NorCal, 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.

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, or other EL authorization through the CTC, 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 NorCal and our students.

Non-Instructional Staff

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

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, ParaPro, 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 NorCal's mission and values.

Mental Health Clinician

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

Qualifications, skills, and qualities:

- 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.
- 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 NorCal 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 is a plus.
- Able to maintain appropriate and compliant records.
- Unquestioned integrity and commitment to KIPP NorCal's mission and values.
- Demonstrated success with students from educationally underserved areas.
- Ability to travel within the SF Bay Area with own transportation (mileage reimbursed).

Hiring Procedure

KIPP Excelencia recruits teachers through various channels including but not limited to Education Week, Teach for America, Idealist, Ed-Join, the KIPP NorCal website, graduate schools of education, Teacher Residency Programs, LinkedIn and referrals. The KIPP NorCal Regional Support Office supports KIPP Excelencia with talent recruitment, primarily by advertising open positions and conducting early-stage interviews.

Prospective teachers usually teach demonstration lessons that must be student-driven and exhibit a strong command of the subject area. Each applicant undergoes formal and informal interviews to ensure that their values

are aligned with the KIPP educational philosophy. The School Leader is responsible for the final hiring decision of all Charter School employees.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. The Charter School shall verify employment eligibility of all Charter School staff pursuant to all applicable state and federal requirements. In accordance with Education Section 49406 and Health and Safety Code Sections 121525-121555, all Charter School employees shall undergo a tuberculosis ("TB") risk assessment (and examination, if necessary), upon hire and every four years thereafter.

Compensation

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

It is KIPP NorCal's belief that teachers are and should be treated as professionals, and as such, are not hourly employees. In addition to salary, teachers are offered a competitive benefits package. Salary and stipends will be outlined in formal employment offer letters signed by KIPP NorCal and the employee. In addition, KIPP NorCal has a formalized salary scale that will be updated as necessary to adjust for cost of living standards. Standards of professional conduct are clearly explained in the Employee Handbook.

Teacher Professional Development and Evaluation

A Professional Teaching and Learning Environment

Strong, dedicated teachers are the backbone of any excellent school, and KIPP schools are no exception. KIPP Excelencia prioritizes hiring outstanding, committed teachers familiar with the population of students the 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 Charter School's mission, committed to its values, and open to collaboration and constant learning.

In return, KIPP NorCal teachers are treated as the professionals that they are. They are supported in their professional growth with time for planning and collaboration, coaching, and resources for improving instruction. Teachers at KIPP Excelencia 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 Charter School, teachers have the opportunity to receive feedback from the Charter School's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, and high-speed Internet access. In addition to school-site professional development budgets, Teachers have the opportunity to apply for funds from KIPP NorCal to support their professional growth.

Professional Development

At KIPP Excelencia, the School Leader and instructional leadership team set the tone and develop the conditions under which staff members become the keepers of the Charter School's culture and values and grow as teachers and learners. As a result, staff development supports the Charter School's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the School Leader and instructional leadership team ensure

that teachers fully understand and support the Charter School's mission, goals, and basic values, emphasizing a rigorous, standards-based college-preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork, such as learning about our community through community, student, and family panels.

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

Prior to the summer program for students, teachers attend staff development sessions to design their goals, objectives, and curriculum for the summer and the upcoming school year. Once the summer program has ended, teachers continue their preparation by adapting curriculum 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 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 is based on those standards.

The Charter School has established clearly defined criteria for performance reviews that includes:

- Commitment to the Charter School's mission and goals
- Successful implementation of the curriculum and educational philosophy
- High level of professionalism
- High level of accomplishment
- Effective participation in the Charter School's staff and team Tools used in the evaluation process include:
    - Written evaluations based on classroom observations
    - Self-evaluation completed by teacher being evaluated
    - Student performance on major assessments
    - Evaluation based on the KIPP NorCal's Teaching Excellence Rubric

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the School Leader. See Table 21 for a sample teacher evaluation plan.

Table 21: Sample Staff Evaluation Plan

Frequency	Mode of Evaluation
Weekly	● 10-15 minute observations focused on a particular aspect of teaching excellence
Mid-Year Evaluation	● Full class observation ● Review professional goals: means of achievement and criteria for success ● Describe performance related to criteria ● Compare performance to criteria
Annual End of Year Evaluation	● Discuss evaluation ● Convey findings of evaluation ● Discuss goals for next year ● Supervisor summarizes goals, criteria, and findings ● Teacher reads summary and responds

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, KIPP NorCal adopts and implements full health and safety procedures and risk management policies at the KIPP Excelencia site in consultation with its insurance carriers and risk management experts. KIPP Excelencia's most recent School Safety Plan is available as Appendix 10.

The following is a summary of the health and safety policies of KIPP Excelencia:

Employees

Procedures for Background Checks

KIPP Excelencia and KIPP NorCal comply with all provisions and procedures of Education Code Sections 44237 and 45125.1 for all employees and contractors to submit to a criminal background check and to furnish a criminal record summary. All applicants for employment must successfully complete the live scan process through the California Department of Justice for the purpose of obtaining a criminal record summary. KIPP Excelencia 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 team of KIPP NorCal shall monitor compliance with this policy, and will report to the KIPP NorCal's Board as needed. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization. All volunteers shall provide Livescan background clearance prior to volunteering.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members at KIPP Excelencia will be mandated child abuse reporters and follow all applicable reporting laws. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated employees 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.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Drug Free/Alcohol Free/Smoke Free Environment

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

Students

Immunizations and Health Screenings

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

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication at School

KIPP Excelencia adheres to Education Code Section 49423 regarding the administration of medication in school. Students requiring prescription medications and other medicines during school hours are accommodated in accordance with applicable policies and procedures. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and 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 Charter School.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. The policy shall specifically address the needs of high-risk groups, include consideration of suicide awareness and prevention training for teachers, and ensure that a school employee acts only within the authorization and scope of the employee's credential or license. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practice identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grade 6 through 8 of human trafficking prevention resources. Charter will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment.

Menstrual Products

The Charter School will stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student

adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School will teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq*.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in grades 7-8, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

Blood Borne Pathogens

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

Comprehensive Discrimination and Harassment Policies and Procedures

KIPP Excelencia is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP NorCal has developed a comprehensive policy to prevent and immediately address any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policy, which is outlined in detail in the KIPP NorCal Staff Handbook (Appendix 14).

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

The Charter School shall maintain procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Safety Plan

To the extent KIPP Excelencia provides transportation to or from school or a school activity, KIPP Excelencia shall prepare a Transportation Safety Plan containing procedures for school personnel to follow to ensure the safe transport of pupils. KIPP Excelencia shall adopt its Transportation Safety Plan prior to the first day of instruction.

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks and testing for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

School Safety Plan

KIPP Excelencia shall adopt a School Safety Plan, which will be outlined in the KIPP Excelencia School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

A. Child abuse reporting procedures
B. Disaster procedures, routine and emergency
C. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
D. Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
E. A discrimination and harassment policy consistent with Education Code Section 200
F. Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
G. Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
H. A safe and orderly environment conductive to learning
I. The rules and procedures on Charter School discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
J. Procedures for conducting tactical responses to criminal incidents
K. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
L. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
M. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
N. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
O. A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Instructional and administrative staff shall also receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the School Leader and, if there is merit to the concern, the School Leader shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Facility Safety

KIPP Excelencia 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 Excelencia shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances. Fire inspections at the Charter School facilities shall be conducted in compliance with all applicable laws and regulations. KIPP Excelencia will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will hold emergency drills as required under Education Code Section 32001 in compliance with all applicable laws and regulations. The Charter School will have a Certificate of Occupancy before the start of school.

ELEMENT 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

KIPP Excelencia strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. KIPP Excelencia 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 Redwood City School District.

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

- Bring diverse staff on recruiting visits, including 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 KIPP Excelencia
- Conduct parent information sessions to elaborate on the commitment involved with attending KIPP Excelencia
- Canvas neighborhoods to reach interested families
- Promote the Charter School at neighborhood events
- Make local school visits
- Encourage referrals from students and families at other KIPP schools
- Speak at civic organizations, with a particular focus on local community populations
- Place advertisements in local newspapers and community association newsletters
- Speak on local radio stations
- Invite local television and print media reporters to report on the Charter School
- Encourage teacher referrals from other campuses

KIPP Excelencia shall evaluate its racial, ethnic, linguistic, and special education population balance on an annual basis and commits to adjusting recruitment practices, as needed, in order to build a school community that reflects the District's composition.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

KIPP Excelencia is a free public school that is open to all residents of the State of California. KIPP Excelencia 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. KIPP Excelencia shall be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. Families' inability to pay for materials or activities will not preclude students from being admitted to the Charter School or participating in these activities.

KIPP Excelencia shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. KIPP Excelencia 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 the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. KIPP Excelencia will notify parents/guardians of applicant students on the application that parental involvement is not a requirement for acceptance to, or continued enrollment at KIPP Excelencia.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

KIPP Excelencia will serve approximately 799 students in Transitional Kindergarten through eighth grade. Formal recruitment of incoming students may begin as early as fall of each calendar year for the following school year. KIPP Excelencia shall advertise open enrollment, and interested families 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 availability. In the event 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.

Enrollment preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings[11] of students currently enrolled in the Charter School
2. Children of Charter School employees
3. Students who reside within the District and are eligible for FRPM
4. Students who reside within the District and are not eligible for FRPM
5. Students who reside outside the District and are eligible for FRPM
6. 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(e)(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 Leaders). 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.

Families applying to more than one KIPP NorCal school may rank their school preferences in order of choice at the time of application. If a family receives an offer of admission at a school ranked lower than another school to which they applied and remain waitlisted, the family will retain their waitlist position at the higher-ranked school. Should the family subsequently receive an offer of admission at a higher-ranked school, their application and any offer at the lower-ranked school will be automatically withdrawn. Families may modify or opt out of ranked preferences at any time prior to receiving an offer of admission.

Separately, the following waitlist adjustment applies to siblings: if a student is admitted to the Charter School and has one or more siblings on the waitlist for the same grade level, the sibling(s) shall be moved to the top of their applicable preference category on the waitlist upon the admitted student's enrollment, provided the sibling relationship is verified under the definition in footnote 11. This adjustment shall not displace any waitlisted applicant with a superior preference-category standing under the enrollment preference order set forth above. This dynamic adjustment applies only during the active enrollment cycle and does not carry over to

[11] Siblings given preference in the public random drawing are defined as those who share a biological parent, legal guardian or primary caregiver.

a subsequent school year's waitlist.

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 NorCal's regional staff will conduct the drawing process. Parents and guardians do not have to be present to participate in the drawing. Details about the timeline and process of the drawing will be available to 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[12]
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)

ELEMENT 9: STUDENT DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES

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 are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the

[12] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I).

KIPP NorCal 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 Excelencia, 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 Practices

KIPP is focused on restorative practices and social-emotional learning as it relates to our retention and disciplinary methods. Restorative practices at KIPP focus on the needs of those affected, the offender, as well as the surrounding community. Restorative practices in schools emphasize repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. As much as possible, KIPP Excelencia staff seeks to utilize restorative practices in response to any violations of Charter 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 Excelencia implements restorative practices. KIPP Excelencia builds on an understanding of the history and context of Redwood City and will work closely with the students, families and community to establish practices that will instill a sense of self-awareness, community-orientation, and pride in students.

Pupil Suspension and Expulsion Policy

KIPP Excelencia staff are committed to providing a safe learning environment for all students. KIPP Excelencia relies on restorative practices and social-emotional supports to address behavioral challenges whenever possible.

However, when a student's behavior may endanger other students or staff or are excessively disruptive to the learning of other students, there may be grounds for suspension and/or recommendation for expulsion, subject to normal due process requirements described in the KIPP NorCal Pupil Suspension and Expulsion Policy, included as Appendix 16. 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 Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.,* which describe the offenses for which students at non-charter schools may be suspended or expelled, and the procedures governing those suspensions and expulsions in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct.The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures associated therewith, so long as not materially different from this charter petition. Similarly, the procedures for suspension, expulsion, and involuntary removal may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

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

The Charter School shall implement disciplinary practices in compliance with applicable California law regarding student recess and physical activity time. Students shall not be denied required recess time except as permitted by law, and any use of detention or other disciplinary interventions during the school day shall be scheduled in a manner that preserves students' legally required recess and does not unlawfully reduce mandated recess periods.

KIPP Excelencia 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 Excelencia 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 KIPP Excelencia shall ensure that students and their parents/guardians[13] are notified in writing upon enrollment of all discipline policies and procedures.
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and recommendation for expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain

[13] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the Policy. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 8, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

ELEMENT 10: EMPLOYEE RETIREMENT SYSTEMS

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(c)(5)(J).

KIPP NorCal is committed to providing the most competitive benefit package to its teachers and staff that it can reasonably afford. KIPP Excelencia staff participate in the Federal Social Security system. KIPP Excelencia employees have the option to participate in the KIPP NorCal's sponsored 401(k) retirement savings plan. KIPP NorCal currently matches eligible individual contributions up to 4% of eligible compensation (including regular wages, overtime pay and discretionary pay such as bonuses and stipends), capped at their annual salary. Employees are fully vested after three years of service. Policies may change during the term of the charter. KIPP NorCal's Retirement Administrative Committee routinely reviews potential retirement options for its faculty and staff and will provide the most

valuable and convenient options to its employees that the organization can sustain. The Retirement Administrative Committee and Human Resources team of KIPP NorCal is responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(K).

No student may be required to attend KIPP Excelencia. The parent or guardian of each pupil enrolled in the Charter School shall be informed on admission forms that the pupils have no right to admission to a particular school of a local educational agency (or program of a local educational agency) as a consequence of enrollment in KIPP Excelencia, except to the extent that such right is extended by the local educational agency. A student who resides within the District who chooses not to attend KIPP Excelencia may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

ELEMENT 12: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(L).

No public school district employee shall be required to work at KIPP Excelencia. Employees of RCSD who leave their positions to work at KIPP Excelencia will have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement. KIPP Excelencia's employees shall have any right upon leaving the District to work in KIPP Excelencia that the District (or its collective bargaining agreement) may specify, any rights of return to employment in a school district after employment in KIPP Excelencia that the District may specify, and any other rights upon leaving employment to work in KIPP Excelencia that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to KIPP Excelencia. Employment by KIPP Excelencia provides no rights of employment at any other entity, including any rights in the case of closure of KIPP Excelencia. The District will determine whether former employees continue to earn service credit while employed at KIPP Excelencia.

ELEMENT 13: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M).

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

Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then KIPP Excelencia is amenable to altering said sections through a memorandum of understanding to be mutually agreed upon.

Disputes between KIPP NorCal and/or KIPP Excelencia and the District

KIPP NorCal and/or KIPP Excelencia and RCSD will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between KIPP NorCal and/or KIPP Excelencia and the District, the staff, employees, and Board members of KIPP NorCal, KIPP Excelencia, and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the School Leader of KIPP Excelencia, or their respective designees, who will in turn notify KIPP NorCal. In the event that the RCSD'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 prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The School Leader of KIPP Excelencia, the Chief Executive Officer of KIPP NorCal, and the Superintendent of RCSD, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, 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 School Leader of KIPP Excelencia, and the Chief Executive Officer of KIPP NorCal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, Chief Executive 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 Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and KIPP Excelencia. If mediation does not resolve the dispute either party may pursue any other remedy available under the law, and nothing in the foregoing shall preclude either party from seeking injunctive or other

extraordinary relief in the event of a threat of irreparable injury. All timelines in this section may be revised upon mutual written agreement of the District and KIPP NorCal.

Internal Disputes

KIPP Excelencia shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. KIPP Excelencia will maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. Furthermore, KIPP Excelencia will have a Parent and Guardian complaint policy, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint brought by parents or guardians against any KIPP policy, practice, procedure, or employee. KIPP Excelencia'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 Excelencia.

ELEMENT 14: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(N).

Should KIPP Excelencia cease operation, KIPP NorCal shall comply with all portions of Education Code Section 47605(c)(5)(N) 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 NorCal. Closure of KIPP Excelencia shall be documented by official action of the Board of Directors of KIPP NorCal ("Closure Action"). The Closure Action will identify the reason for closure. The District will work cooperatively to assist KIPP NorCal in closure-related activities.

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

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

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

3. The Charter School will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students

in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

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

5. As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the District to determine a suitable alternative location for storage.

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

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

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

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

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

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

12. As specified by the Budget in Appendix 12, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Financial Plan and District Impact Statement

KIPP Excelencia operates with a sound financial model. The operation of the Charter School is designed to be self-sufficient. However, KIPP Northern California may contract with the District for various operational services including leasing of facilities, food service, and special education services.

Financial Position

Due to a focus on a fiscally sound business and management structure, KIPP NorCal has received unqualified audit opinions year after year. As of June 30th, 2025, KIPP NorCal had a fund balance of approximately 124% of annual expenses, and held cash reserves totaling approximately 86% of annual expenses. Similarly, as of June 30th, 2026, KIPP NorCal had a fund balance of approximately 109% of annual expenses and held cash reserves totaling approximately 67% of annual expenses.

KIPP Excelencia's funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. If KIPP Excelencia's financial goals were to fall short, the organization's substantial fund balance would provide a cushion while the Charter School made necessary changes to its operating model.

KIPP Excelencia will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. KIPP Excelencia will pay KIPP Northern California a management and service fee. This fee supports the shared services at the KIPP Northern California regional support office, capturing efficiencies and economies of scale so that the administration at KIPP Excelencia can focus on instructional leadership. Services provided by the regional office include compliance, reporting, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, board development, teacher recruitment, academic oversight and support, special education, blended learning support, fundraising, outreach, strategy, and alumni support.

Budgeting

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

The Chief Executive Officer of KIPP Northern California will submit an annual budget for KIPP Excelencia to its Board during the spring of each year. KIPP Northern California's annual fiscal period runs from July 1 through June 30. The KIPP Northern California Board of Directors must approve the annual budget by June 30 of each fiscal year.

The financial plan for KIPP Excelencia is based on KIPP Northern California's experiences to date. As required by Education Code Section 47605(h), please refer to Appendix 12 for multi-year financial projections, including a budget and cash flow for the next five years of operation. These documents are based upon the best data available to the petitioners at this time.

Financial Reporting

KIPP Excelencia shall provide reports to the District and County Superintendent of Schools as follows as required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an 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 or as otherwise required by law, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

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.

Financial Audits

As mentioned above, KIPP Northern California will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The Charter School will also keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year. Please see Appendix 11 for KIPP Northern California's most recent audited financial statements.

Potential Users of Financial Information

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

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

KIPP Northern California provides or procures most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The School Leader, Chief Executive Officer, and the KIPP Northern California Board of Directors have also developed other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

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

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

Tools Used for Tracking and Reporting Financial Matters

KIPP Northern California uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is employed by the KIPP Northern California finance and accounting team. The finance and accounting team will prepare financial reports (i.e. a balance sheet, income statement, and statement of cash flows) for the School Leader of KIPP Excelencia. KIPP Northern California will submit quarterly interim reports to the District, as required by law.

Attendance Accounting

KIPP Excelencia will report attendance requirements directly to the District in a format acceptable to the District and in a manner that ensures contemporaneous record keeping in compliance with state law. Required reports regarding daily attendance will be completed and submitted to the District.

Payroll

KIPP Northern California may choose to either contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

Vendor Selection and Purchasing

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

Food Services

KIPP NorCal may contract for food services with the District. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District and all eligible students will be included in the District's reported student counts.

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 used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

KIPP Excelencia intends to continue operating in District facilities, under Proposition 39, unless we are able to obtain a viable long-term alternative. KIPP Excelencia is willing to negotiate a long-term lease on

District facilities to provide a stable, safe learning environment for students and families. As needed, KIPP Excelencia shall exercise its rights under Proposition 39 to secure affordable, quality facilities from the District.
KIPP Excelencia is committed to serving the Fair Oaks community and thus intends to operate in the neighborhood. To ensure that KIPP Excelencia is able to provide its entire academic program and extra-curricular activities necessary for a kindergarten through eighth grade program, the facility will require access to the following:

- Classrooms: A minimum of 35 classrooms of at least 960 square feet per classroom
- Multipurpose room, gymnasium and cafeteria with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- 2 Learning Labs of at least 960 square feet
- 2 special education resource rooms
- 4 additional resource rooms
- Sufficient number of bathrooms for students and staff
- Office space for administrative staff (including Principal, Assistant Principal, Deans, Operations Manager, Office Manager, and Counselors)
- Routine access to fields large enough for physical education and after school sports programs.

Potential Civil Liability Effects

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

The Board of Directors of KIPP NorCal, the Charter School's administrative staff, and their respective representatives are solely responsible for all aspects of the day-to-day operations of KIPP Excelencia, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

KIPP Excelencia shall be operated by KIPP NorCal, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. KIPP Excelencia shall work diligently to assist RCSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other RCSD-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, KIPP Excelencia intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter. The KIPP NorCal Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

KIPP NorCal will hold harmless and indemnify RCSD from every liability, claim, or demand that may be

made by reason of:

- Any injury to person or property sustained by KIPP NorCal' employees, or by any person, firm, or corporation employed directly or indirectly by KIPP Excelencia

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

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

KIPP NorCal, 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 NorCal will satisfy any resulting judgments that may be rendered as the result of any such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the negligence or other tortious conduct of KIPP Excelencia, the Board of Directors or their officers and employees. KIPP NorCal has complete liability for all actions of the Charter School and its employees in the performance of their duties. KIPP NorCal will further indemnify and hold harmless the RCSD of any present or future liability for the Charter School's actions.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees. In order to mitigate both the potential legal and fiscal liabilities of KIPP Excelencia, KIPP NorCal will have in force at all times prepaid liability insurance for KIPP Excelencia. The RCSD's Board of Trustees will be named as additionally insured on KIPP Excelencia's general liability insurance.

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 $1,000,000 per single occurrence. RCSD's Board of Trustees will be named as additionally insured on KIPP Excelencia'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 NorCal's insurance primary, despite any conflicting provisions in the charter school's policy.

- Commercial Crime coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least $50,000 per occurrence.

- Commercial Auto Liability coverage with limits of $1,000,000 Combined Single Limit per Occurrence if KIPP Excelencia does not operate a student bus service. If KIPP Excelencia provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

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

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

Should KIPP Excelencia deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 Charter School.

Oversight, Reporting, Revocation, and Renewal

RCSD may inspect or observe any part of KIPP Excelencia at any time, but shall provide reasonable notice of at least three (3) working days to the Charter School prior to doing so. In the event that RCSD believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

In the event that RCSD does not believe that KIPP Excelencia is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify KIPP NorCal in writing, within two months of the receipt of the performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, KIPP NorCal will present RCSD 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, 47607, 47607.2, and all applicable regulations. KIPP Excelencia's charter may be renewed by RCSD for additional five-year terms in accordance with the applicable charter renewal criteria as set forth in Education Code Section 47607(a)(1).

Scope of Charter

KIPP NorCal shall not operate under the KIPP Excelencia 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 RCSD.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2027 and expiring on June 30, 2032.

Material Revisions and Amendments

This petition may be materially revised or otherwise altered, amended, changed, or modified only by mutual agreement of KIPP NorCal and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607.

Force Majeure

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

No Waiver

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

Notices

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

To KIPP NorCal and KIPP Excelencia:

KIPP NorCal Public Schools
Attn: Beth Thompson, Chief Executive Officer / Liz Coughenour, School Leader
1 Kaiser Plaza, Suite 550
Oakland, CA 94612

To Redwood City School District:

Dr. Christian Rubalcaba, Superintendent
Redwood City School District
750 Bradford Street
Redwood City, CA 94063

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KIPP Excelencia COMMUNITY PREP

KIPP Excelencia Community Prep Academy
Charter Renewal Petition

Appendices

Appendix 1

KIPP Forward College Partners Map

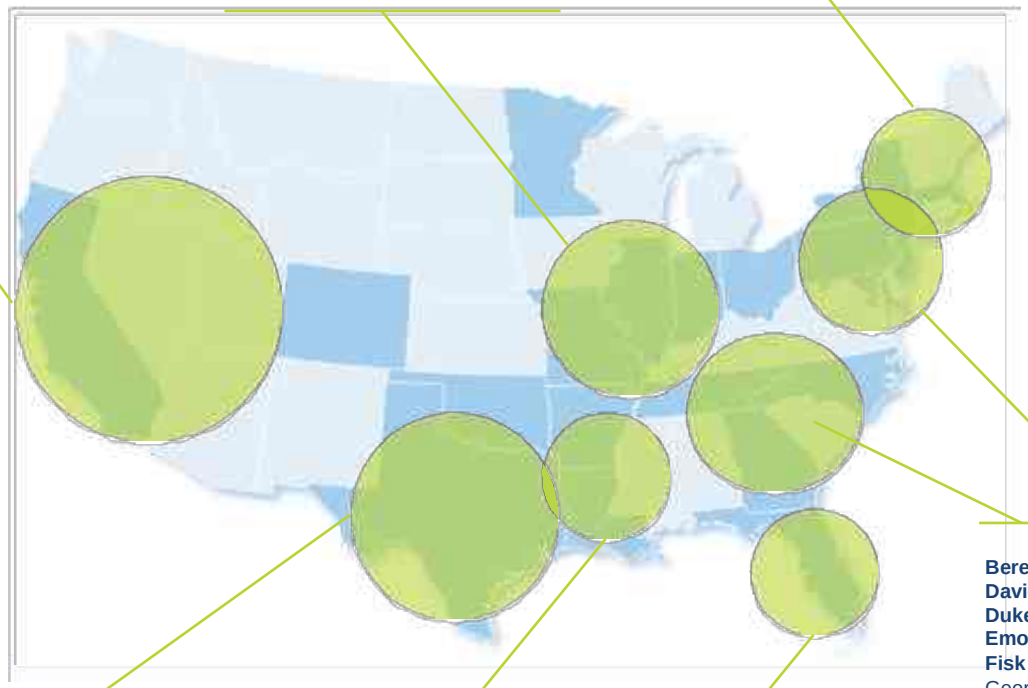
94 KIPP College Partners Across the Country

Cal Poly San Luis Obispo
Colorado State University
De Anza College
Loyola Marymount University
Notre Dame de Namur University
Saint Mary's College of California
San Francisco State University
San Jose State University
Sonoma State University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Merced
University of California, Santa Cruz
University of San Francisco

Missouri State University
Monmouth College
Northern Illinois University
Ohio State University-Main Campus
University of Notre Dame
Washington University in St. Louis

Bennington College
Bloomfield College
Bowdoin College
Brown University
Colby College
CUNY City College
CUNY Guttman Community College

CUNY Lehman College
Lesley University
Mercy College
Syracuse University
Vassar College
Wentworth Institute of Technology



Bloomsburg University of Pennsylvania
Franklin and Marshall College
Georgetown University
Howard University
Kutztown University of Pennsylvania
Lycoming College
Montclair State University
Rosemont College
Rowan University
Rutgers University-Camden
Rutgers University-Newark
Temple University
Trinity Washington University
University of Maryland College Park
University of Pennsylvania
University of Richmond

Austin Community College
Blinn College
Houston Baptist University
Houston Community College
Lone Star College System
Rice University
Saint Edward's University
St. Mary's University
Southern Methodist University
Texas A & M University-College Station
Texas A&M University-Kingsville

Texas State University
Texas Tech University
Texas Southern University
Trinity University
University of Houston
University of North Texas
University of St. Thomas
University of Texas-Austin
University of Texas-Permian Basin
University of Texas-San Antonio

Dillard University
Hendrix College
Ouachita Baptist University
University of Arkansas
University of Arkansas at Pine Bluff

Florida A&M University
Florida State College at Jacksonville
Florida State University
University of North Florida

Berea College
Davidson College
Duke University
Emory University
Fisk University
Georgia College & State University
Georgia State University
Middle Tennessee State University
Morehouse College
North Carolina Central University
Spelman College
University of Georgia
University of North Carolina at Chapel Hill
University of Tennessee at Knoxville
Vanderbilt University

***National Partners are in bold.**

Appendix 2

KIPP Excelencia School Calendar and Bell Schedules

2026-2027 SCHOOL CALENDAR

KIPP Excelencia Community Prep

Download the ParentSquare app. Stay involved with your student's learning and activities at school.
SELECT KIPP EXCELENCIA COMMUNITY PREP

App Store | Google Play

2950 Fair Oaks Avenue | Redwood City, CA 94603| Email: info@kippecp.org | Phone: (650) 482-2428

First/Last Day of School | End of Grading Term | Staff Development | Holiday/Break | Early Dismissal | Special Event | ELO Intersession

JULY 2026

MON	TUES	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

0 School Days *10 Teacher Work Days*

- 7/3 Office Closed | Independence Day
- 7/6 - 7/10 ELO Intersession
- 7/13 New Teachers Return
- 7/20 All Teachers Return

AUGUST 2026

MON	TUES	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

16 School Days *21 Teacher Work Days*

- 8/10 **FIRST DAY OF SCHOOL**

SEPTEMBER 2026

MON	TUES	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

20 School Days *21 Teacher Work Days*

- 9/7 No School | Labor Day (Office Closed)
- 9/18 No School | Staff Development (School PD Day)
- 9/25 Fall Festival

OCTOBER 2026

MON	TUES	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

19 School Days *20 Teacher Work Days*

- 10/6 - 10/15 Fall Interim Window
- 10/9 No School | Fall Break (Office Closed)
- 10/12 No School | Indigenous Peoples' Day (Office Closed)
- 10/26 No School | Staff Development (KIPP Regional PD Day)

NOVEMBER 2026

MON	TUES	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

15 School Days *15 Teacher Work Days*

- 11/6 End of Trimester 1
- 11/11 No School | Veterans' Day (Office Closed)
- 11/18 - 11/20 T1 Family Conferences (Minimum Days)
- 11/23 - 11/27 No School | Thanksgiving Break (Office Closed)

DECEMBER 2026

MON	TUES	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

14 School Days *14 Teacher Work Days*

- 12/1 - 12/10 Winter Interim Window
- 12/21 - 12/31 No School | Winter Break (Office Closed)

JANUARY 2027

MON	TUES	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

18 School Days *19 Teacher Work Days*

- 1/1 No School | Winter Break (Office Closed)
- 1/4 No School | Staff Development (KIPP Regional PD Day)
- 1/18 No School | Martin Luther King, Jr. Day (Office Closed)

FEBRUARY 2027

MON	TUES	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15 School Days *15 Teacher Work Days*

- 2/15 - 2/19 No School | Midwinter Break | **ELO Intersession**
- 2/26 End of Trimester 2
- 2/23 - 2/26 Spring Interim Window

MARCH 2027

MON	TUES	WED	THU	FRI
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

18 School Days *19 Teacher Work Days*

- 3/1 - 3/4 Spring Interim Window
- 3/9 - 3/11 T2 Family Conferences (Minimum Days)
- 3/12 No School | Staff Development (KIPP Regional PD Day)
- 3/26 No School | Farmworkers Observed (Office Closed)
- 3/29 - 3/31 No School | Spring Break | **ELO Intersession**

APRIL 2027

MON	TUES	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

20 School Days *20 Teacher Work Days*

- 4/1 - 4/2 No School | Spring Break | **ELO Intersession**
- 4/23 Neurodiversity Carnival

MAY 2027

MON	TUES	WED	THU	FRI
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

19 School Days *19 Teacher Work Days*

- 5/28 - 5/31 No School | Memorial Day Break (Office Closed)

JUNE 2027

MON	TUES	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

3 School Days *4 Teacher Work Days*

- 6/3 **LAST DAY OF SCHOOL**
- 6/4 No School | Teachers' Last Work Day
- 6/8 - 6/30 **ELO Intersession**
- 6/18 Juneteenth (Office Closed) | **NO** ELO Intersession

IMPORTANT SCHEDULE INFORMATION

NO SCHOOL DAYS | Breaks, Holidays, Staff Development

September 7	Labor Day
September 18	Staff Development
October 9	Fall Break
October 12	Indigenous Peoples' Day
October 26	Staff Development
November 11	Veterans' Day
November 23 - 27	Thanksgiving Break
December 21 - January 1	Winter Break
January 4	Staff Development
January 18	Martin Luther King, Jr. Day
February 15 - 19	Midwinter Break
March 12	Staff Development
March 26	Farmworkers Day Observed
March 29 - April 2	Spring Break
May 28 - 31	Memorial Day Break
June 18	Juneteenth

ACADEMIC TERM DAYS

First Day of School	August 10
Last Day of School	June 3
Trimester 1	August 10 - November 6
Trimester 2	November 9 - February 26
Trimester 3	March 1 - June 3
Total School Days	177
Total Teacher Work Days	197

BELL SCHEDULE

Monday	8:00 AM - 3:00 PM/3:30 PM
Tuesday	8:00 AM - 3:00 PM/3:30 PM
Wednesday	8:00 AM - 3:00 PM/3:30 PM
Thursday	8:00 AM - 3:00 PM/3:30 PM
Friday	8:00 AM - 1:20 PM

ATTENDANCE EXPECTATIONS

Students are expected to be at school <u>on time, every day, for the full day</u>. Daily attendance is essential to student achievement and social-emotional development. When students are absent, they miss direct teacher instruction and guidance, support from non-instructional staff, and peer interaction, and collaboration.

Absences due to travel are <u>not excused</u>. Please do not schedule travel before or after breaks and holidays.

Please schedule personal appointments on non-school days. If this is not possible, schedule them as close to the start or end of the school day to ensure your student attends school for the remainder of the day.

Families must notify the main office if a student will be absent. Please contact us via ParentSquare message, email or phone to let us know your student will be absent, late to school, or need to be picked up early.

Email: info@kippecp.org
Office Phone: (650) 482-2428

KECP Lower School 26 - 27 || Daily Bell Schedule

Cohort	TK	K	1	2	3	4	Excellence
7:30:00 AM	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival
7:35:00 AM							
7:40:00 AM	Arrival & Breakfast in Classrooms	Arrival & Breakfast in Classrooms	Arrival & Breakfast in Classrooms	Arrival & Breakfast in Classrooms	Arrival & Breakfast in Classrooms	Arrival & Breakfast in Classrooms	Arrival Duty
7:45:00 AM							
7:50:00 AM							
7:55:00 AM							
8:00:00 AM	**Morning Meeting 8:00 - 8:15 am**	**Morning Meeting 8:00 - 8:15 am**	**Morning Meeting 8:00 - 8:15 am**	**Morning Meeting 8:00 - 8:15 am**	**Morning Meeting 8:00 - 8:15 am**	**Morning Meeting 8:00 - 8:15 am**	**Prep**
8:05:00 AM							
8:10:00 AM							
8:15:00 AM	**Read Aloud Heggerty KickStart 8:15-9:00**	**Eureka2 Math (60 MIN) 8:15-9:15**	**ELD 8:15-8:45**	**2G Excellence 8:15 - 9:05 am**	**Eureka Squared Math (85 min) 8:15 am - 9:40 am**	**Fishtank (80 MIN) 8:15 - 9:35 am**	**2G Excellence 8:15 - 9:05 am am**
8:20:00 AM							
8:25:00 AM							
8:30:00 AM							
8:35:00 AM							
8:40:00 AM							
8:45:00 AM			**Heggerty CKLA Skills (60 MIN) 8:45-9:45**				
8:50:00 AM							
8:55:00 AM							
9:00:00 AM	**Choice Centers 9:00-9:30**						**Prep 9:05 - 9:35 am**
9:05:00 AM				**CKLA Skills (60 MIN) 9:05-10:05**			
9:10:00 AM							
9:15:00 AM		Snack & Play Recess					
9:20:00 AM							
9:25:00 AM							
9:30:00 AM	Snack/ Bathroom	**Heggerty CKLA Skills (60 MIN) 9:30-10:30**					
9:35:00 AM						**4G Excellence (50 min) 9:35 - 10:25 am**	**4G Excellence (50 min) 9:35 - 10:25 am**
9:40:00 AM					Snack & Play Recess		
9:45:00 AM	**Outside Play - Gross Motor Skill Development 9:45-10:20**		Snack & Play Recess				
9:50:00 AM					**Math Intervention (40 min) 9:50 - 10:30 am**		
9:55:00 AM			**Eureka2 Math (60 MIN) 9:55-10:55**				
10:00:00 AM							
10:05:00 AM				Snack & Play Recess			
10:10:00 AM				**Eureka2 Math (60 MIN) 10:10-11:10**			
10:15:00 AM							
10:20:00 AM	*Transition*						
10:25:00 AM						Snack & Play Recess	*Transition*
10:30:00 AM	**TK Lunch 10:30-10:45**	**K Lunch 10:30-10:45**			**Excellence (50 min) 10:30 - 11:20 am**		**3G Excellence (50 min) 10:30 - 11:20 am**
10:35:00 AM						**Reading Intervention (45 min) 10:35 - 11:20 am**	
10:40:00 AM							
10:45:00 AM	*Transition*	*Transition*					
10:50:00 AM	**TK Recess 10:50-11:10**	**K Recess 10:50-11:10**					
10:55:00 AM			**CKLA Literacy Rotations 10:55-11:10**				
11:00:00 AM							
11:05:00 AM							
11:10:00 AM			**1G Lunch 11:10-11:25**	**2G Lunch 11:10-11:25**			
11:15:00 AM							

KECP Lower School 26 - 27 || Daily Bell Schedule

Cohort	TK	K	1	2	3	4	Excellence
11:20:00 AM	Choice Time & Small Groups 11:10-11:45	ELD 11:10-11:40			ELD (30 min) 11:20 - 11:50 am		Prep 11:20 - 11:45 am
11:25:00 AM			*Transition*	*Transition*		Science and/or SEL (30 min) 11:20 - 11:50 pm	
11:30:00 AM			1G Recess 11:30--11:50	2G Recess 11:30--11:50			
11:35:00 AM							
11:40:00 AM		Fishtank (60 MIN) 11:40-12:40					
11:45:00 AM	TK Excellence 11:45 - 12:15						TK Excellence 11:45 - 12:15 pm
11:50:00 AM			Quiet Time/Story Time		Lunch 11:50 - 12:05	Lunch 11:50 - 12:05	
11:55:00 AM							
12:00:00 PM							
12:05:00 PM					*Transition*	*Transition*	
12:10:00 PM							
12:15:00 PM	Nap Time 12:15-1:00		Fishtank (60 MIN) 12:00-1:00	Fishtank (60 MIN) 11:50-12:50	Recess 12:10 - 12:30	Recess 12:10 - 12:30	Prep/Lunch 12:15 - 1:00pm
12:20:00 PM							
12:25:00 PM							
12:30:00 PM							
12:35:00 PM							
12:40:00 PM		CKLA Literacy Rotations 12:40-1:00					
12:45:00 PM							
12:50:00 PM				Intervention 12:50-1:10			
12:55:00 PM							
1:00:00 PM	Choice Time & Small Groups 1:00-1:30	KG Excellence 1:00 - 1:50 pm	Snack & Play Recess		Fishtank (80 MIN) 12:30 - 1:50 pm	Eureka2 Math (75 MIN) 12:30 - 1:45 pm	KG Excellence 1:00 - 1:50 pm
1:05:00 PM							
1:10:00 PM			CKLA Literacy Rotations (30 MIN) 1:10-1:40	ELD 1:10 - 1:40 pm			
1:15:00 PM							
1:20:00 PM							
1:25:00 PM							
1:30:00 PM	Gratitude Circle 1:30-1:45			Snack & Play Recess			
1:35:00 PM							
1:40:00 PM			Intervention 1:40-2:00				
1:45:00 PM	Dismissal					Snack & Play Recess	
1:50:00 PM		Snack & Play Recess		Literacy Rotations (60 Min) 1:50-2:50	Snack & Play Recess		*Transition*
1:55:00 PM						Math Intervention (20 min) 1:55 - 2:15 pm	
2:00:00 PM		Literacy Rotations (35 MIN) 2:00-2:25	1G Excellence 2:00 - 2:50 pm		Reading Intervention (45 min) 2:00 - 2:45 pm		1G Excellence 2:00 - 2:50 pm
2:05:00 PM							
2:10:00 PM							
2:15:00 PM						ELD (30 min) 2:15 - 2:45 pm	
2:20:00 PM							
2:25:00 PM		Intervention 2:25-2:40					
2:30:00 PM							
2:35:00 PM	*Prep/O3/Team Meetings*						
2:40:00 PM		Play Based Centers 2:40-2:50					
2:45:00 PM					Gratitude Circle 2:45 - 3:00 pm	Gratitude Circle 2:45 - 3:00 pm	
2:50:00 PM		Gratitude Circle 2:50-3:00	Gratitude Circle 2:50-3:00	Gratitude Circle 2:50-3:00			Gratitude Circle 2:50-3:00
2:55:00 PM							
3:00:00 PM		Dismissal 3:00-3:15	Dismissal 3:00-3:15	Dismissal 3:00-3:15	Dismissal 3:00-3:15	Dismissal 3:00-3:15	Dismissal Duties
3:05:00 PM							
3:10:00 PM							
3:15:00 PM							

Regular Day Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	*0*	8:00 AM	8:25 AM	*25*
Independent Reading	*0*	8:25 AM	8:55 AM	*30*
Period 1	*2*	8:57 AM	10:10 AM	*73*
Recess	*0*	10:10 AM	10:20 AM	*10*
Period 2	*0*	10:20 AM	11:33 AM	*73*
Lunch	*4*	11:37 AM	11:47 AM	*10*
Recess	*0*	11:47 AM	12:07 PM	*20*
ELD	*0*	12:07 PM	12:37 PM	*30*
Period 3	*0*	12:37 PM	1:50 PM	*73*
Intervention	*0*	1:50 PM	2:20 PM	*30*
Excellence	*0*	2:20 PM	3:25 PM	*65*
Dismissal	*0*	3:25 PM	3:30 PM	*5*

Regular Day Rotation				
Start	End	Nathaly- P1	Emma- P2	Kristin- P3
8:00 AM	8:25 AM	Morning Meeting		
8:25 AM	8:55 AM	Independent Reading		
8:57 AM	10:10 AM	P2 - Humanities	P3- Science	P1 - Math
10:10 AM	10:20 AM	Outdoor Break		
10:20 AM	11:33 AM	P3- Science	P1 - Math	P2 - Humanities
11:37 AM	11:47 AM	Lunch		
11:47 AM	12:07 PM	Recess		
12:07 PM	12:37 PM	ELD		
12:37 PM	1:50 PM	P1 - Math	P2 - Humanities	P3- Science
1:50 PM	2:20 PM	Intervention		
2:20 PM	3:25 PM	Excellence		
3:26 PM	3:30 PM	Dismissal		

Friday Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	*0*	8:00 AM	8:45 AM	*45*
Excellence	*0*	8:45 AM	9:30 AM	*45*
Period 1	*0*	9:30 AM	10:15 AM	*45*
Lunch	*2*	10:17 AM	10:27 AM	*10*
Recess	*0*	10:27 AM	10:47 AM	*20*
Period 2	*0*	10:47 AM	11:32 AM	*45*
Period 3	*2*	11:34 AM	12:19 PM	*45*
ELD	*2*	12:21 PM	12:51 PM	*30*
Intervention	*2*	12:53 PM	1:13 PM	*20*
Dismissal	*0*	1:13 PM	1:20 PM	*7*

Friday Rotation				
Start	End	Nathaly- P1	Emma- P2	Kristin- P3
8:00 AM	8:45 AM	SEL		
8:45 AM	9:30 AM	Excellence		
9:30 AM	10:15 AM	P2 - Humanities	P3- Science	P1 - Math
10:17 AM	10:27 AM	Lunch		
10:27 AM	10:47 AM	Recess		
10:47 AM	11:32 AM	P3- Science	P1 - Math	P2 - Humanities
11:34 AM	12:19 PM	P1 - Math	P2 - Humanities	P3- Science
12:21 PM	12:41 PM	Intervention		
12:43 PM	1:13 PM	ELD		
1:13 PM	1:20 PM	Dismissal		

Regular Day Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	*0*	8:00 AM	8:15 AM	*15*
Period 1	*2*	8:17 AM	9:29 AM	*72*
Period 2	*2*	9:31 AM	10:43 AM	*72*
Intervention	*0*	10:43 AM	11:03 AM	*20*
ELD	*2*	11:05 AM	11:35 AM	*30*
Lunch	*2*	11:37 AM	11:47 AM	*10*
Recess	*0*	11:47 AM	12:07 PM	*20*
Period 3	*0*	12:07 PM	1:19 PM	*72*
Recess	*0*	1:19 PM	1:29 PM	*10*
Excellence	*0*	1:29 PM	2:14 PM	*45*
Period 4	*0*	2:14 PM	3:26 PM	*72*
Dismissal	*0*	3:26 PM	3:30 PM	*4*

Regular Day Rotation					
Start	End	CS- Push In	Deanna- 14	Jada- 16	Mitch- 13
8:00 AM	8:15 AM		Morning Meeting		
8:17 AM	9:29 AM	UNCG-14	**PREP**	Mitchell- 16	East Bay-13
9:31 AM	10:43 AM		East Bay-14	UNCG-16	Mitchell- 13
10:43 AM	11:03 AM		Intervention		
11:05 AM	11:35 AM		ELD		
11:37 AM	11:47 AM		Lunch		
11:47 AM	12:07 PM		Recess		
12:07 PM	1:19 PM	East Bay-16	Mitchell 14	**PREP**	UNCG-13
1:19 PM	1:29 PM		Outdoor Break		
1:29 PM	2:14 PM		Excellence		
2:14 PM	3:26 PM	Mitchell- 13	UNCG-14	East Bay-16	**PREP**
3:26 PM	3:30 PM		Dismissal		

Friday Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	0	8:00 AM	8:43 AM	*43*
Period 1	2	8:45 AM	9:30 AM	*45*
Excellence	2	9:32 AM	10:17 AM	*45*
Lunch	0	10:17 AM	10:27 AM	*10*
Recess	*0*	10:27 AM	10:47 AM	*20*
Period 2	*0*	10:47 AM	11:32 AM	*45*
ELD	*2*	11:34 AM	12:04 PM	*30*
Intervention	*2*	12:06 PM	12:26 PM	*20*
Period 3	*2*	12:28 PM	1:13 PM	*45*
Dismissal	*0*	1:13 PM	1:20 PM	*7*

Friday Schedule				
Start	End	Room 13	Room 14	Room 16
8:00 AM	8:43 AM	SEL		
8:45 AM	9:30 AM	Mitchell	Deanna	East Bay
9:32 AM	10:17 AM	Excellence		
10:17 AM	10:27 AM	Lunch		
10:27 AM	10:47 AM	Recess		
10:47 AM	11:32 AM	East Bay	Mitchell	Deanna
11:34 AM	12:04 PM	ELD		
12:06 PM	12:26 PM	Intervention		
12:28 PM	1:13 PM	Deanna	East Bay	Mitchell
1:13 PM	1:20 PM	Dismissal		

Regular Day Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	*0*	8:00 AM	8:17 AM	*17*
Period 1	*2*	8:19 AM	9:33 AM	*74*
Period 2	*2*	9:35 AM	10:49 AM	*74*
Excellence	*2*	10:51 AM	11:33 AM	*42*
ELD	*2*	11:35 AM	12:05 PM	*30*
Lunch	*2*	12:07 PM	12:17 PM	*10*
Break	*0*	12:17 PM	12:37 PM	*20*
Intervention	*0*	12:37 PM	12:57 PM	*20*
Period 3	*2*	12:59 PM	2:11 PM	*72*
Period 4	*2*	2:13 PM	3:26 PM	*73*
Dismissal	*0*	3:26 PM	3:30 PM	*4*

Regular Day Rotation					
Start	End	Velasquez-17	Samra-18	Tran- 19	Hernandez- 19
8:00 AM	8:17 AM	Morning Meeting			
8:19 AM	9:33 AM	SJSU- 17	Chico-18	**PREP**	SAC- 19
9:35 AM	10:49 AM	SAC- 17	SJSU- 18	Chico- 19	**PREP**
10:51 AM	11:33 AM	Excellence			
11:35 AM	12:05 PM	ELD			
12:07 PM	12:17 PM	Lunch			
12:17 PM	12:37 PM	Break			
12:37 PM	12:57 PM	Intervention			
12:59 PM	2:11 PM	**PREP**	SAC- 17	SJSU- 18	Chico- 19
2:13 PM	3:26 PM	Chico- 17	**PREP**	Sac- 18	SJSU 3-19
3:26 PM	3:30 PM	Dismissal			

Friday Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	0	8:00	8:45 AM	*45*
Period 1	0	8:45 AM	9:30 AM	*45*
Period 2	2	9:32 AM	10:17 AM	*45*
Excellence	2	10:19 AM	11:04 AM	*45*
Lunch	*2*	11:06 AM	11:16 AM	*10*
Break	*0*	11:16 AM	11:36 AM	*20*
Period 3	*0*	11:36 AM	12:21 PM	*45*
Intervention	*2*	12:23 PM	12:43 PM	*20*
ELD	*2*	12:45 PM	1:15 PM	*30*
Dismissal	*-1*	1:15 PM	1:20 PM	*6*

Friday Schedule				
Start	End	Room 17	Room 18	Room 19
8:00	8:45 AM	SEL		
8:45 AM	9:30 AM	USD	Chico	Sac
9:32 AM	10:17 AM	Sac	USD	Chico
10:19 AM	11:04 AM	Excellence		
11:06 AM	11:16 AM	Lunch		
11:16 AM	11:36 AM	Break		
11:36 AM	12:21 PM	Chico	Sac	USD
12:23 PM	12:43 PM	Intervention		
12:45 PM	1:15 PM	ELD		
1:15 PM	1:20 PM	Dismissal		

During roll-offs:
- Yesenia will teach in Room 19.
- Christine will teach in Room 19 during Science roll-offs and Room 18 during History roll-offs.
- Gurpreet will teach in Room 17 during Math roll-offs.

Regular Day Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	*0*	8:00 AM	8:17 AM	*17*
Period 1	*2*	8:19 AM	9:33 AM	*74*
Excellence	*2*	9:35 AM	10:17 AM	*42*
ELD	*2*	10:19 AM	10:49 AM	*30*
Period 2	*2*	10:51 AM	12:05 PM	*74*
Lunch	*2*	12:07 PM	12:17 PM	*10*
Break	*0*	12:17 PM	12:37 PM	*20*
Period 3	*0*	12:37 PM	1:49 PM	*72*
Intervention	*2*	1:51 PM	2:11 PM	*20*
Period 4	*2*	2:13 PM	3:26 PM	*73*
Dismissal	*0*	3:26 PM	3:30 PM	*4*

Regular Day Rotation					
Start	End	Rico- P6	Black- P7	Capurso- P8	Brown- P8
8:00 AM	8:17 AM	Morning Meeting			
8:19 AM	9:33 AM	UCLA- P6	L/D- P7	USC- P8	**PREP**
9:35 AM	10:17 AM	Excellence			
10:19 AM	10:49 AM	ELD			
10:51 AM	12:05 PM	L/D- P6	**PREP**	UCLA- P7	USC- P8
12:07 PM	12:17 PM	Lunch			
12:17 PM	12:37 PM	Break			
12:37 PM	1:49 PM	**PREP**	USC- P7	L/D- P6	UCLA- P8
1:51 PM	2:11 PM	Intervention			
2:13 PM	3:26 PM	USC- P6	UCLA- P7	**PREP**	L/D- P8
3:26 PM	3:30 PM	Dismissal			

Friday Schedule				
Class / Period	Passing Time	Start	End	Total Minutes
Advisory	0	8:00	8:45 AM	*45*
Period 1	0	8:45 AM	9:30 AM	*45*
Period 2	2	9:32 AM	10:17 AM	*45*
Period 3	2	10:19 AM	11:04 AM	*45*
Lunch	*2*	11:06 AM	11:16 AM	*10*
Break	*0*	11:16 AM	11:36 AM	*20*
Intervention	*0*	11:36 AM	11:56 AM	*20*
Excellence	*0*	11:56 AM	12:41 PM	*45*
ELD	*2*	12:43 PM	1:13 PM	*30*
Dismissal	*2*	1:15 PM	1:20 PM	*5*

Friday Schedule				
Start	End	Room P6	Room P7	Room P8
8:00	8:45 AM	SEL		
8:45 AM	9:30 AM	L/D	USC	UCLA
9:32 AM	10:17 AM	UCLA	L/D	USC
10:19 AM	11:04 AM	USC	UCLA	L/D
11:06 AM	11:16 AM	Lunch		
11:16 AM	11:36 AM	Break		
11:36 AM	11:56 AM	Intervention		
11:56 AM	12:41 PM	Excellence		
12:43 PM	1:13 PM	ELD		
1:15 PM	1:20 PM	Dismissal		

**Trent will push in on rolloffs*

Appendix 3

Sample Scope & Sequence for Core Curriculum:
Eureka Math Squared
Amplify Science
Fishtank and
CKLA

Eureka Math² Scope and Sequence

3: Units of Any Number

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Multiplication and Division with Units of 2, 3, 4, 5, and 10	Place Value Concepts Through Metric Measurement	Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9	Multiplication and Area	Fractions as Numbers	Geometry, Measurement, and Data
Topic A: Conceptual Understanding of Multiplication **Lesson 1:** Organize, count, and represent a collection of objects. **2.NBT.A.2, MP7** **Lesson 2:** Interpret equal groups as multiplication. **3.OA.A.1, MP6, 3.Mod1.AD1** **Lesson 3:** Relate multiplication to the array model. **3.OA.A.1, MP2, 3.Mod1.AD1** **Lesson 4:** Interpret the meaning of factors as number of groups or number in each group. **3.OA.A.1, MP6, 3.Mod1.AD1** **Lesson 5:** Represent and solve multiplication word problems by using drawings and equations. **3.OA.A.3, MP4, 3.Mod1.AD3**	**Topic A: Understanding Place Value Concepts Through Metric Measurement** **Lesson 1:** Connect the composition of 1 kilogram to the composition of 1 thousand. **3.MD.A.2, MP7, 3.Mod2.AD5** **Lesson 2:** Estimate the weight of familiar objects and read scales when weighing objects. **3.MD.A.2, MP5, 3.Mod2.AD3, 3.Mod2.AD4** **Lesson 3:** Use all four operations to solve one-step word problems involving weight. **3.MD.A.2, MP2, 3.Mod2.AD3, 3.Mod2.AD5** **Lesson 4:** Connect decomposition of 1 liter to the decomposition of 1 thousand. **3.MD.A.2, MP7, 3.Mod2.AD4**	**Topic A: Multiplication and Division Concepts with an Emphasis on Units of 6 and 8** **Lesson 1:** Organize, count, and represent a collection of objects. **3.OA.B.5, 3.OA.C.7, MP3, 3.Mod3.AD5, 3.Mod3.AD8** **Lesson 2:** Count by units of 6 to multiply and divide by using arrays. **3.OA.A.3, 3.OA.A.4 3.OA.B.6, MP2, 3.Mod3.AD3, 3.Mod3.AD4, 3.Mod3.AD7** **Lesson 3:** Count by units of 8 to multiply and divide by using arrays. **3.OA.A.4, 3.OA.B.5, MP2, 3.Mod3.AD4, 3.Mod3.AD5** **Lesson 4:** Decompose pictorial arrays to create expressions with three factors. **3.OA.B.5, MP7, 3.Mod3.AD7**	**Topic A: Foundations for Understanding Area** **Lesson 1:** Explore attributes of squares, rectangles, and trapezoids. **3.G.A.1, MP6, 3.Mod4.AD1** **Lesson 2:** Recognize area as an attribute of polygons. **3.MD.C.5, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, MP5, 3.Mod4.AD2, 3.Mod4.AD3** **Lesson 3:** Tile polygons to find their areas. **3.MD.C.5, 3.MD.C.5.a, 3.MD.5.b, 3.MD.C.6, MP3, 3.Mod4.AD2, 3.Mod4.AD3** **Lesson 4:** Compose rectangles to compare areas. **3.MD.C.5, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, MP6, 3.Mod4.AD2, 3.Mod4.AD3** **Lesson 5:** Relate side lengths to the number of tiles on a side. **3.MD.C.5, 3.MD.C.5.a,**	**Topic A: Partition a Whole into Equal Parts** **Lesson 1:** Partition a whole into equal parts and name the fractional unit. **3.G.A.2, MP6, 3.Mod5.AD10** **Lesson 2:** Partition different wholes into fractional units concretely. **3.G.A.2, MP2, 3.Mod5.AD10** **Lesson 3:** Partition a whole into fractional units by folding fraction strips. **3.G.A.2, MP6, 3.Mod5.AD10** **Lesson 4:** Partition a whole into fractional units pictorially and identify the unit fraction. **3.NF.A.1, 3.G.A.2, MP7, 3.Mod5.AD1, 3.Mod5.AD10** **Lesson 5:** Partition a whole into fractional units and write fractions in fraction form. **3.NF.A.1, 3.G.A.2, MP6, 3.Mod5.AD1, 3.Mod5.AD10**	**Topic A: Tell Time and Solve Time Interval Problems** **Lesson 1:** Relate skip-counting by fives on the clock to telling time on the number line. **3.MD.A.1, MP7, 3.Mod6.AD1** **Lesson 2:** Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock. **3.MD.A.1, MP3, 3.Mod6.AD1** **Lesson 3:** Solve time word problems where the end time is unknown. **3.MD.A.1, MP4, 3.Mod6.AD2** **Lesson 4:** Solve time word problems where the start time is unknown. **3.MD.A.1, MP5, 3.Mod6.AD2** **Lesson 5:** Solve time word problems where the change in time is unknown. **3.MD.A.1, MP7, 3.Mod6.AD2**

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Module 1

Topic B: Conceptual Understanding of Division

Lesson 6: Explore measurement and partitive division by modeling concretely and drawing.
3.OA.A.2, MP1, 3.Mod1.AD2

Lesson 7: Model measurement and partitive division by drawing equal groups.
3.OA.A.2, MP2, 3.Mod1.AD2

Lesson 8: Model measurement and partitive division by drawing arrays.
3.OA.A.2, 3.OA.A.3, MP1, 3.Mod1.AD2, 3.Mod1.AD3

Lesson 9: Represent and solve division word problems using drawings and equations.
3.OA.A.2, 3.OA.A.3, MP5, 3.Mod1.AD2, 3.Mod1.AD3

Topic C: Properties of Multiplication

Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.
3.OA.A.1, 3.OA.B.5, MP3, 3.Mod1.AD1, 3.Mod1.AD5

Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.

Module 2

Lesson 5: Estimate and measure liquid volume using a vertical number line and connect composition of 1 liter to composition of 1 thousand.
3.MD.A.2 MP6, 3.Mod2.AD3, 3.Mod2.AD4

Lesson 6: Use all four operations to solve one-step word problems involving liquid volume.
3.MD.A.2, MP3, 3.Mod2.AD5

Lesson 7: Solve one-step word problems using metric units.
3.MD.A.2, MP1, 3.Mod2.AD5

Topic B: Rounding to the Nearest Ten and Hundred

Lesson 8: Read temperature on a thermometer using number line concepts.
3.NBT.A.1, MP5, 3.Mod2.AD1

Lesson 9: Round two-digit numbers to the nearest ten on the vertical number line.
3.NBT.A.1, MP2, 3.Mod2.AD1

Lesson 10: Round two- and three-digit numbers to the nearest ten on the vertical number line.
3.NBT.A.1, MP8, 3.Mod2.AD1

Lesson 11: Round to the nearest hundred on the vertical number line.
3.NBT.A.1, MP7, 3.Mod2.AD1

Lesson 12: Estimate sums and differences by rounding.

Module 3

Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.
3.OA.B.5, MP6, 3.Mod3.AD5

Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8.
3.OA.B.5, MP3, 3.Mod3.AD6

Topic B: Multiplication and Division Concepts with an Emphasis on the Unit of 7

Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.
3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP5, 3.Mod1.AD7, 3.Mod3.AD3, 3.Mod3.AD4

Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.
3.OA.A.3, 3.OA.B.5, MP2, 3.Mod3.AD3, 3.Mod3.AD5

Lesson 9: Model the associative property as a strategy to multiply.
3.OA.B.5, MP7, 3.Mod3.AD7

Lesson 10: Use parentheses in expressions with different operations.
3.OA.B.5, MP6, 3.Mod3.AD7

Lesson 11: Use the break apart and distribute strategy to divide with units of 7.
3.OA.B.5, MP3, 3.Mod3.AD6

Module 4

3.MD.C.5.b, 3.MD.C.6, MP8, 3.Mod4.AD1, 3.Mod4.AD2, 3.Mod4.AD3

Topic B: Concepts of Area Measurement

Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to area.
3.MD.C.6, 3.MD.C.7.a, MP3, 3.Mod4.AD3, 3.Mod4.AD4

Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.
3.MD.C.6, 3.MD.C.7.a, MP1, 3.Mod4.AD3, 3.Mod4.AD4

Lesson 8: Determine the area of a rectangle by using side lengths.
3.MD.C.7.a, 3.MD.C.7.b, MP6, 3.Mod4.AD4, 3.Mod4.AD5

Lesson 9: Multiply side lengths to find the area of a rectangle.
3.MD.C.7.b, MP5, 3.Mod4.AD5

Topic C: Applying Properties of Operations to Area

Lesson 10: Compose large rectangles and reason about their areas.
3.MD.C.7.c, 3.MD.C.7.d, MP7, 3.Mod4.AD6, 3.Mod4.AD7, 3.Mod4.AD8

Module 5

Topic B: Unit Fractions and Their Relationship to the Whole

Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.
3.NF.A.1, 3.G.A.2, MP7, 3.Mod5.AD2, 3.Mod5.AD10

Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.
3.NF.A.1, 3.G.A.2, MP2, 3.Mod5.AD1, 3.Mod5.AD2, 3.Mod5.AD10

Lesson 8: Identify and represent a whole as two non-unit fractions.
3.NF.A.1, 3.NF.A.3.c, 3.G.A.2, MP7, 3.Mod5.AD2, 3.Mod5.AD6, 3.Mod5.AD10

Lesson 9: Compare unit fractions by reasoning about their size concretely.
3.NF.A.3.d, 3.G.A.2, MP3, 3.Mod5.AD7, 3.Mod5.AD8, 3.Mod5.AD10

Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams.
3.NF.A.3.d, 3.G.A.2, MP6, 3.Mod5.AD7, 3.Mod5.AD10

Topic C: Fractions on the Number Line

Module 6

Lesson 6: Solve time word problems and use time data to create a line plot.
3.MD.A.1, MP4, 3.Mod6.AD.2

Lesson 7: Count coins and create money word problems. (Optional)
3.OA.D.8, MP2, 3.Mod3.AD9

Topic B: Attributes of Two-Dimensional Figures

Lesson 8: Compare and classify quadrilaterals.
3.G.A.1, MP3, 3.Mod6.AD7

Lesson 9: Compare and classify other polygons.
3.G.A.1, MP6, 3.Mod6.AD7

Lesson 10: Draw polygons with specified attributes.
3.G.A.1, MP5, 3.Mod6.AD7, 3.Mod6.AD8

Lesson 11: Reason about composing polygons by using tetrominoes.
3.G.A.1, MP8, 3.Mod6.AD7, 3.Mod6.AD8

Lesson 12: Reason about composing polygons by using tangrams.
3.G.A.1, MP1, 3.Mod6.AD7, 3.Mod6.AD8

Topic C: Problem Solving with Perimeter

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Module 1

3.OA.A.1, 3.OA.B.5, MP7, 3.Mod1.AD1, 3.Mod1.AD5

Lesson 12: Demonstrate the distributive property using a unit of 4.
3.OA.B.5, 3.OA.C.7, MP7, 3.Mod1.AD6, 3.Mod1.AD8

Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.
3.OA.A.1, 3.OA.B.5, MP8, 3.Mod1.AD1, 3.Mod1.AD5

Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.
3.OA.B.5, 3.OA.C.7, MP2, 3.Mod1.AD6, 3.Mod1.AD8

Topic D: Two Interpretations of Division

Lesson 15: Model division as an unknown factor problem.
3.OA.A.2, 3.OA.A.4, 3.OA.B.6, MP4, 3.Mod1.AD2, 3.Mod1.AD4, 3.Mod1.AD7

Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.
3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP3, 3.Mod1.AD2, 3.Mod1.AD3, 3.Mod1.AD4, 3.Mod1.AD7

Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.

Module 2

3.NBT.A.1, 3.NBT.A.2, MP6, 3.Mod2.AD1, 3.Mod2.AD2

Topic C: Simplifying Strategies to Find Sums and Differences

Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.
3.MD.B.3, MP2, 3.Mod2.AD6, 3.Mod2.AD7

Lesson 14: Use place value understanding to add and subtract like units.
3.NBT.A.2, MP7, 3.Mod2.AD2

Lesson 15: Use the associative property to make the next ten to add.
3.NBT.A.2, MP3, 3.Mod2.AD2

Lesson 16: Use compensation to add.
3.NBT.A.2, MP5, 3.Mod2.AD2

Lesson 17: Use place value understanding to subtract efficiently using take from a ten.
3.NBT.A.2, MP6, 3.Mod2.AD2

Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.
3.NBT.A.2, MP7, 3.Mod2.AD2

Lesson 19: Use compensation to subtract.
3.NBT.A.2, MP2, 3.Mod2.AD2

Module 3

Lesson 12: Solve one-step word problems involving multiplication and division.
3.OA.A.3, MP1, 3.Mod3.AD3

Topic C: Analysis of Patterns Using Units of 9, 0, and 1

Lesson 13: Count by units of 9 to multiply.
3.OA.D.9, MP7, 3.Mod3.AD10

Lesson 14: Apply strategies and identify patterns to multiply with units of 9.
3.OA.B.5, 3.OA.C.7, 3.OA.D.9, MP7, 3.Mod3.AD5, 3.Mod3.AD8, 3.Mod3.AD10

Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.
3.OA.A.1, 3.OA.A.2, 3.OA.D.9, MP8, 3.Mod1.AD1, 3.Mod1.AD2, 3.Mod3.AD10

Lesson 16: Identify patterns by using the multiplication table.
3.OA.D.9, MP8, 3.Mod3.AD10

Lesson 17: Identify and complete patterns with input-output tables.
3.OA.C.7, 3.OA.D.9, MP1, 3.Mod3.AD8, 3.Mod3.AD10

Lesson 18: Create multiplication and division word problems.
3.OA.A.1, 3.OA.A.2, MP2, 3.Mod3.AD1, 3.Mod3.AD2

Lesson 19: Solve two-step word problems by using the four

Module 4

Lesson 11: Decompose to find the total area of a rectangle.
3.MD.C.7.b, 3.MD.C.7.c, 3.MD.C.7.d, MP4, 3.Mod4.AD5, 3.Mod4.AD6, 3.Mod4.AD7

Lesson 12: Find all possible side lengths of rectangles with a given area.
3.MD.C.7.a, 3.MD.C.7.b, MP3, 3.Mod4.AD4, 3.Mod4.AD5

Topic D: Applications of Area

Lesson 13: Apply area understanding to real-world situations.
3.MD.C.7.b, 3.MD.C.7.c, MP5, 3.Mod4.AD5, 3.Mod4.AD6

Lesson 14: Reason to find the area of composite shapes by using grids.
3.MD.C.7.b, 3.MD.C.7.d, MP2, 3.Mod4.AD5, 3.Mod4.AD7

Lesson 15: Reason to find the area of composite shapes by using rectangles.
3 MD.C.7.b, 3.MD.C.7.d, MP7, 3.Mod4.AD5, 3.Mod4.AD7, 3.Mod4.AD8

Lesson 16: Solve historical math problems involving area.
3.MD.C.5, 3.MD.C.5.a, 3.MD.C.5.b, 3.MD.C.6, MP1, 3.Mod4.AD2, 3.Mod4.AD3

Lesson 17: Apply area concepts to a real-world context.
3.MD.C.7.b, 3.MD.C.7.d, MP4, 3.Mod4.AD5, 3.Mod4.AD7

Module 5

Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.
3.NF.A.2.a, 3.NF.A.2.b, MP2, 3.Mod5.AD3, 3.Mod5.AD4

Lesson 12: Represent fractions from 0 to 1 on a number line.
3.NF.A.2.a, 3.NF.A.2.b, MP8, 3.Mod5.AD3, 3.Mod5.AD4

Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.
3.NF.A.3.a, 3.NF.A.3.b, MP2, 3.Mod5.AD5

Lesson 14: Recognize that equivalent fractions share the same location on a number line.
3.NF.A.3.a, 3.NF.A.3.b, MP7, 3.Mod5.AD5

Lesson 15: Identify fractions on a ruler as numbers on a number line.
3.NF.A.2.a, 3.NF.A.2.b, MP6, 3.Mod5.AD3, 3.Mod5.AD4

Lesson 16: Measure lengths and record data on a line plot.
3.NF.A.3.a, 3.NF.A.3.b, 3.MD.B.4, MP8, 3.Mod5.AD5, 3.Mod5.AD9

Topic D: Comparing Fractions

Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.

Module 6

Lesson 13: Decompose quadrilaterals to understand perimeter as the boundary of a shape.
3.MD.D.8, MP5, 3.Mod6.AD5

Lesson 14: Measure side lengths in whole number units to determine the perimeters of polygons.
3.MD.D.8, MP7, 3.Mod6.AD5

Lesson 15: Recognize perimeter as an attribute of shapes and solve problems with unknown measurements.
3.MD.D.8, MP7, 3.Mod6.AD5

Lesson 16: Solve problems to determine the perimeters of rectangles with the same area.
3.MD.D.8, MP2, 3.Mod6.AD5, 3.Mod6.AD6

Lesson 17: Solve problems to determine the areas of rectangles with the same perimeter.
3.MD.D.8, MP8, 3.Mod6.AD5, 3.Mod6.AD6

Lesson 18: Solve real-world problems involving perimeter and unknown measurements by using all four operations.
3.MD.D.8, MP1, 3.Mod6.AD5

Topic D: Collecting and Displaying Data

Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.
3.MD.D.8, MP6, 3.Mod6.AD5

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Module 1

3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6, MP4, 3.Mod1.AD2, 3.Mod1.AD3, 3.Mod1.AD4, 3.Mod1.AD7

Lesson 18: Represent and solve measurement and partitive division word problems.
3.OA.A.2, 3.OA.A.3, MP2, 3.Mod1.AD2, 3.Mod1.AD3

Topic E: Application of Multiplication and Division Concepts

Lesson 19: Use the distributive property to break apart multiplication problems into known facts.
3.OA.B.5, 3.OA.C.7, MP6, 3.Mod1.AD6, 3.Mod1.AD8

Lesson 20: Use the distributive property to break apart division problems into known facts.
3.OA.B.6, 3.OA.C.7, MP3, 3.Mod1.AD7, 3.Mod1.AD8

Lesson 21: Compose and decompose arrays to create expressions with three factors.
3.OA.C.7, MP8, 3.Mod1.AD8

Lesson 22: Represent and solve two-step word problems using the properties of multiplication.
3.OA.A.3, 3.OA.C.7, 3.OA.D.8, MP5, 3.Mod1.AD3, 3.Mod1.AD8, 3.Mod1.AD9

Module 2

Topic D: Two- and Three-Digit Measurement Addition and Subtraction

Lesson 20: Add measurements using the standard algorithm to compose larger units once.
3.NBT.A.2, MP4, 3.Mod2.AD2

Lesson 21: Add measurements using the standard algorithm to compose larger units twice.
3.NBT.A.2, MP5, 3.Mod2.AD2

Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.
3.NBT.A.2, MP1, 3.Mod2.AD2

Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.
3.NBT.A.2, MP6, 3.Mod2.AD2

Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.
3.NBT.A.2, MP3, 3.Mod2.AD2

Lesson 25: Solve two-step word problems.
3.OA.D.8, MP1, 3.Mod2.AD9

Module 3

operations and assess the reasonableness of solutions.
3.OA.D.8, MP4, 3.Mod3.AD9

Topic D: Multiplication with Multiples of 10 and Further Application of Concepts

Lesson 20: Multiply by multiples of 10 by using the place value chart.
3.NBT.A.3, MP2, 3.Mod3.AD11

Lesson 21: Multiply by multiples of 10 by using place values strategies and the associative property.
3.OA.B.5, 3.NBT.A.3, MP7, 3.Mod3.AD7, 3.Mod3.AD11

Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.
3.OA.D.8, 3.NBT.A.3, MP4, 3.Mod3.AD9, 3.Mod3.AD11

Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12. (Optional)
3.OA.B.5, 3.OA.D.9, MP5, 3.Mod3.AD5, 3.Mod3.AD7, 3.Mod3.AD10

Lesson 24: Organize, count, and represent a collection of objects.
3.OA.B.5, 3.OA.C.7, MP5, 3.Mod3.AD5, 3.Mod3.AD7, 3.Mod3.AD8

Lesson 25: Apply multiplication and division concepts to complete a multi-part task. (Optional)

Module 4

Lesson 18: Find the area of shapes and represent area data on a line plot.
3.MD.C.6, 3.MD.C.7.b, 3.MD.C.7.d, MP6, 3.Mod4.AD3, 3.Mod4.AD5, 3.Mod4.AD7

Lesson 19: Apply area concepts to complete a multi-part task.
3.MD.C.7.b, 3.MD.C.7.d, MP1, 3.Mod4.AD5, 3.Mod4.AD8

Module 5

3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, MP7, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 18: Compare fractions with like units by using a number line.
3.NF.A.2.b, 3.NF.A.3.d, MP3, 3.Mod5.AD4, 3.Mod5.AD7

Lesson 19: Compare fractions with unlike units but the same numerator by using number lines.
3.NF.A.3.d, MP1, 3.Mod5.AD7

Lesson 20: Compare fractions with related units by using a number line.
3.NF.A.3.d, MP5, 3.Mod5.AD7

Lesson 21: Compare various fractions by representing them on number lines.
3.NF.A.3.d, MP6, 3.Mod5.AD7

Topic E: Equivalent Fractions

Lesson 22: Identify fractions equivalent to whole numbers by using number lines.
3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, MP2, MP8, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.
3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.c, MP5, 3.Mod5.AD5, 3.Mod5.AD6

Lesson 24: Generate equivalent fractions greater than 1 by using a

Module 6

Lesson 20: Record measurement data in a line plot.
3.MD.B.4, MP6, 3.Mod6.AD4

Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.
3.MD.B.4, MP3, 3.Mod6.AD4

Lesson 22: Generate categorical data and represent it by using a scaled picture graph.
3.MD.B.3, MP1, 3.Mod6.AD3

Lesson 23: Solve problems by creating scaled picture graphs and scaled bar graphs.
3.MD.B.3, MP7, 3.Mod2.AD6, 3.Mod2.AD7, 3.Mod6.AD3

Lesson 24: Organize, count, and represent a collection of objects.
MP5

Lesson 25: Name and count numbers greater than 1,000. (Optional)
MP8

Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.
3.OA.C.7, 3.NBT.A.2, MP3

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Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Lesson 23: Represent and solve two-step word problems using drawings and equations. **3.OA.A.3, 3.OA.C.7, 3.OA.D.8, MP5, 3.Mod1.AD3, 3.Mod1.AD8, 3.Mod1.AD9** 		**3.OA.A.3, 3.OA.D.8, MP1, 3.Mod3.AD3, 3.Mod3.AD9** 		number line. **3.NF.A.3.b, 3.NF.A.3.c, MP2, 3.Mod5.AD5, 3.Mod5.AD6** **Lesson 25:** Express whole numbers as fractions with a denominator of 1. **3.NF.A.3.c, MP4, 3.Mod5.AD6** **Lesson 26:** Create a ruler with 1-inch, half-inch, and quarter-inch intervals. **3.NF.A.2.b, 3.NF.A.3.b, MP7 3.Mod5.AD4, 3.Mod5.AD5** **Lesson 27:** Apply fraction concepts to complete a multi-part task. (Optional) **3.NF.A.1, 3.NF.A.2.b, 3.NF.A.3.d, MP4, 3.Mod5.AD2, 3.Mod5.AD4, 3.Mod5.AD7** 	

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Eureka Math² Scope and Sequence

4: Fractional Units

Module 1

Place Value Concepts for Addition and Subtraction

Topic A: Multiplication as Multiplicative Comparison

Lesson 1: Interpret multiplication as multiplicative comparison.
4.OA.A.1, 4.OA.A.2, MP7, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3

Lesson 2: Solve multiplicative comparison problems with unknowns in various positions.
4.OA.A.1, 4.OA.A.2, MP7, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3

Lesson 3: Describe relationships between measurements by using multiplicative comparison.
4.OA.A.1, 4.OA.A.2, MP2, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3

Lesson 4: Represent the composition of larger units of money by using multiplicative comparison.

Module 2

Place Value Concepts for Multiplication and Division

Topic A: Compose and Decompose Units of Ten

Lesson 1: Multiply multiples of 10 by one-digit numbers by using the associative property of multiplication.
4.NBT.B.5, MP7, 4.Mod2.AD6

Lesson 2: Divide two- and three-digit multiples of 10 by one-digit numbers.
4.NBT.B.6, MP2, 4.Mod2.AD7

Lesson 3: Investigate and use a formula for the area of a rectangle.
4.MD.A.3, MP1, 4.Mod2.AD11

Topic B: Multiplication of Tens and Ones by One-Digit Numbers

Lesson 4: Multiply by using familiar strategies.
4.NBT.B.5, MP5, 4.Mod2.AD6

Module 3

Multiplication and Division of Multi-Digit Numbers

Topic A: Multiplication and Division of Multiples of Tens, Hundreds, and Thousands

Lesson 1: Divide multiples of 100 and 1000.
4.NBT.B.6, MP8, 4.Mod3.AD3

Lesson 2: Multiply by multiples of 100 and 1000.
4.NBT.B.5, MP7, 4.Mod3.AD2

Lesson 3: Multiply a two-digit multiple of 10 by a two-digit multiple of 10.
4.NBT.B.5, MP3, 4.Mod3.AD2

Topic B: Division of Thousands, Hundreds, Tens, and Ones

Lesson 4: Apply place value strategies to divide hundreds, tens, and ones.
4.NBT.B.6, MP1, 4.Mod3.AD3

Module 4

Foundations for Fraction Operations

Topic A: Fraction Decomposition and Equivalence

Lesson 1: Decompose whole numbers into a sum of unit fractions.
NF.B.3.a, 4.NF.B.3.b, MP7, 4.Mod4.AD4

Lesson 2: Decompose fractions into a sum of unit fractions.
4.NF.B.3.a, 4.NF.B.3.b, MP2, 4.Mod4.AD4

Lesson 3: Decompose fractions into a sum of fractions.
4.NF.B.3.a, 4.NF.B.3.b, MP6, 4.Mod4.AD4

Lesson 4: Represent fractions by using various fraction models.
4.NF.B.3.a, 4.NF.B.3.b, MP4, 4.Mod4.AD4

Lesson 5: Rename fractions greater than 1 as mixed numbers.

Module 5

Place Value Concepts for Decimal Fractions

Topic A: Exploration of Tenths

Lesson 1: Organize, count, and represent a collection of money.
4.NF.C.6, MP5, 4.Mod5.AD3

Lesson 2: Decompose 1 one and express tenths in fraction form and decimal form.
4.NF.C.6, MP8, 4.Mod5.AD3

Lesson 3: Represent tenths as a place value unit.
4.NF.C.6, MP7, 4.Mod5.AD3

Lesson 4: Write mixed numbers in decimal form with tenths.
4.NF.C.6, MP6, 4.Mod5.AD3

Topic B: Tenths and Hundredths

Lesson 5: Decompose 1 one and express hundredths in fraction form and decimal form.

Module 6

Angle Measurements and Plane Figures

Topic A: Lines and Angles

Lesson 1: Identify and draw points, lines, line segments, rays, and angles.
4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5

Lesson 2: Identify right, acute, obtuse, and straight angles.
4.G.A.1, MP7, 4.Mod6.AD4, 4.Mod6.AD5

Lesson 3: Draw right, acute, obtuse, and straight angles.
4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5

Lesson 4: Identify, define, and draw perpendicular lines.
4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5

Lesson 5: Identify, define, and draw parallel lines.
4.G.A.1, MP6, 4.Mod6.AD4, 4.Mod6.AD5

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Module 1

4.OA.A.1, 4.OA.A.2, MP7, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD3

Topic B: Place Value and Comparison within $1,000,000$

Lesson 5: Organize, count, and represent a collection of objects.
4.NBT.A.2, MP5, 4.Mod1.AD7

Lesson 6: Demonstrate that a digit represents 10 times the value of what it represents in the place to its right.
4.OA.A.1, 4.NBT.A.1, MP8, 4.Mod1.AD1, 4.Mod1.AD2, 4.Mod1.AD6

Lesson 7: Write numbers to 1,000,000 in unit form and expanded form by using place value structure.
4.NBT.A.2, MP7, 4.Mod1.AD7

Lesson 8: Write numbers to 1,000,000 in standard form and word form.
4.NBT.A.2, MP3, 4.Mod1.AD7

Lesson 9: Compare numbers within 1,000,000 by using >, =, and <.
4.NBT.A.2, MP6, 4.Mod1.AD8

Topic C: Rounding Multi-Digit Whole Numbers

Lesson 10: Name numbers by using place value understanding.
4.NBT.A.2, MP8, 4.Mod1.AD7

Module 2

Lesson 5: Multiply by using place value strategies and the distributive property.
4.NBT.B.5, MP7, 4.Mod2.AD6

Lesson 6: Multiply with regrouping by using place value strategies and the distributive property.
4.NBT.B.5, MP6, 4.Mod2.AD6

Lesson 7: Multiply by using an area model and the distributive property.
4.NBT.B.5, 4.MD.A.3, MP7, 4.Mod2.AD6, 4.Mod2.AD11

Lesson 8: Multiply by applying the distributive property and write equations.
4.NBT.B.5, MP3, 4.Mod2.AD6

Lesson 9: Solve multiplication word problems.
4.OA.A.2, 4.NBT.B.5, MP5, 4.Mod2.AD1, 4.Mod2.AD6

Lesson 10: Multiply by applying simplifying strategies. (Optional)
4.NBT.B.5, MP5, 4.Mod2.AD6

Topic C: Division of Tens and Ones by One-Digit Numbers

Lesson 11: Divide by using familiar strategies.
4.NBT.B.6, MP2, 4.Mod2.AD7

Lesson 12: Divide two-digit numbers by one-digit numbers by using an area model.
4.NBT.B.6, MP7, 4.Mod2.AD7

Module 3

Lesson 5: Apply place value strategies to divide thousands, hundreds, tens, and ones.
4.NBT.B.6, MP5, 4.Mod3.AD3

Lesson 6: Connect pictorial representations of division to long division.
4.NBT.B.6, MP6, 4.Mod3.AD3

Lesson 7: Represent division by using partial quotients.
4.NBT.B.6, MP8, 4.Mod3.AD3

Lesson 8: Choose and apply a method to divide multi-digit numbers.
4.NBT.B.6, MP6, 4.Mod3.AD3

Topic C: Multiplication of up to Four-Digit Numbers by One-Digit Numbers

Lesson 9: Apply place value strategies to multiply three-digit numbers by one-digit numbers.
4.NBT.B.5, MP5, 4.Mod3.AD2

Lesson 10: Apply place value strategies to multiply four-digit numbers by one-digit numbers.
4.NBT.B.5, MP7, 4.Mod3.AD2

Lesson 11: Represent multiplication by using partial products.
4.NBT.B.5, MP8, 4.Mod3.AD2

Lesson 12: Multiply by using various recording methods in vertical form.
4.NBT.B.5, MP6, 4.Mod3.AD2

Module 4

4.NF.B.3.a, 4.NF.B.3.b, MP7, 4.Mod4.AD4

Lesson 6: Rename mixed numbers as fractions greater than 1.
4.NF.B.3.a, 4.NF.B.3.b, MP5, 4.Mod4.AD4

Topic B: Equivalent Fractions

Lesson 7: Rename fractions as a sum of equivalent smaller unit fractions.
4.NF.B.3.a, 4.NF.B.3.b, MP2, 4.Mod4.AD4

Lesson 8: Generate equivalent fractions with smaller units for unit fractions.
4.NF.A.1, MP8, 4.Mod4.AD1, 4.Mod4.AD2

Lesson 9: Generate equivalent fractions with smaller units for non-unit fractions.
4.NF.A.1, MP7, 4.Mod4.AD1, 4.Mod4.AD2

Lesson 10: Generate equivalent fractions with larger units.
4.NF.A.1, MP6, 4.Mod4.AD1, 4.Mod4.AD2

Lesson 11: Represent equivalent fractions by using tape diagrams, number lines, and multiplication or division.
4.NF.A.1, MP8, 4.Mod4.AD1, 4.Mod4.AD2

Lesson 12: Generate equivalent fractions for fractions greater than

Module 5

4.NF.C.5, 4.NF.C.6, MP2, 4.Mod5.AD1, 4.Mod5.AD3

Lesson 6: Represent hundredths as a place value unit.
4.NF.C.5, 4.NF.C.6, MP3, 4.Mod5.AD1, 4.Mod5.AD3

Lesson 7: Write mixed numbers in decimal form with hundredths.
4.NF.C.5, 4.NF.C.6, MP7, 4.Mod5.AD1, 4.Mod5.AD3

Lesson 8: Represent decimal numbers in expanded form.
4.NF.C.5, 4.NF.C.6, MP2, 4.Mod5.AD1, 4.Mod5.AD3

Topic C: Comparison of Decimal Numbers

Lesson 9: Compare measurements expressed as decimal numbers.
4.NF.C.7, MP2, 4.Mod5.AD4

Lesson 10: Use pictorial representations to compare decimal numbers.
4.NF.C.7, MP5, 4.Mod5.AD4

Lesson 11: Compare and order decimal numbers.
4.NF.C.7, MP3, 4.Mod5.AD4

Topic D: Addition of Tenths and Hundredths

Lesson 12: Apply fraction equivalence to add tenths and hundredths.
4.NF.C.5, MP1, 4.Mod5.AD2

Module 6

Lesson 6: Relate geometric figures to a real-world context.
4.G.A.1, MP2, 4.Mod6.AD4, 4.Mod6.AD5

Topic B: Angle Measurement

Lesson 7: Explore angles as fractional turns through a circle.
4.MD.C.5.a, MP7, 4.Mod6.AD1

Lesson 8: Use a circular protractor to recognize a 1° angle as a turn through $\frac{1}{360}$ of a circle.
4.MD.C.5, 4.MD.C.6, MP8, 4.Mod6.AD1, 4.Mod6.AD2

Lesson 9: Identify and measure angles as turns and recognize them in various contexts.
4.MD.C.5, 4.MD.C.5.a, 4.MD.C.5.b, MP2, 4.Mod6.AD1

Lesson 10: Use 180° protractors to measure angles.
4.MD.C.5, 4.MD.C.5.a, 4.MD.C.5.b, 4.MD.C.6, 4.G.A.1, MP6, 4.Mod6.AD1, 4.Mod6.AD2, 4.Mod6.AD4

Lesson 11: Estimate and measure angles with a 180° protractor.
4.MD.C.5, 4.MD.C.5.a, 4.MD.C.5.b, 4.MD.C.6, 4.G.A.1, MP6, 4.Mod6.AD1, 4.Mod6.AD2, 4.Mod6.AD4

Lesson 12: Use a protractor to draw angles up to 180°.
4.MD.C.6, 4.G.A.1, MP6, 4.Mod6.AD2, 4.Mod6.AD4

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Module 1

Lesson 11: Find 1, 10, and 100 thousand more than and less than a given number.
4.NBT.A.2, MP1, 4.Mod1.AD7

Lesson 12: Round to the nearest thousand.
4.NBT.A.3, MP6, 4.Mod1.AD9

Lesson 13: Round to the nearest ten thousand and hundred thousand.
4.NBT.A.3, MP6, 4.Mod1.AD9

Lesson 14: Round multi-digit numbers to any place.
4.NBT.A.3, MP8, 4.Mod1.AD9

Lesson 15: Apply estimation to real-world situations by using rounding.
4.OA.A.3, 4.NBT.A.3, MP3, 4.Mod1.AD4, 4.Mod1.AD9

Topic D: Multi-Digit Whole Number Addition and Subtraction

Lesson 16: Add by using the standard algorithm.
4.OA.A.3, 4.NBT.B.4, MP4, 4.Mod1.AD4, 4.Mod1.AD10

Lesson 17: Solve multi-step addition word problems by using the standard algorithm.
4.OA.A.3, 4.NBT.B.4, MP2, 4.Mod1.AD5, 4.Mod1.AD10

Lesson 18: Subtract by using the standard algorithm, decomposing larger units once.
4.NBT.B.4, MP6, 4.Mod1.AD10

Module 2

Lesson 13: Divide three-digit numbers by one-digit numbers by using an area model.
4.NBT.B.6, MP3, 4.Mod2.AD7

Lesson 14: Divide two-digit numbers by one-digit numbers by using place value strategies.
4.NBT.B.6, MP6, 4.Mod2.AD7

Lesson 15: Divide three-digit numbers by one-digit numbers by using place value strategies.
4.NBT.B.6, MP7, 4.Mod2.AD7

Lesson 16: Divide by using the break apart and distribute strategy.
4.NBT.B.6, MP1, 4.Mod2.AD7

Topic D: Problem Solving with Measurement

Lesson 17: Express measurements of length in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP8, 4.Mod2.AD8, 4.Mod2.AD9, 4.Mod2.AD10

Lesson 18: Investigate and use formulas for the perimeter of a rectangle.
4.MD.A.3, MP4, 4.Mod2.AD11

Lesson 19: Apply area and perimeter formulas to solve problems.
4.MD.A.3, MP2, 4.Mod2.AD11

Lesson 20: Solve word problems involving additive and multiplicative comparisons.

Module 3

Topic D: Multiplication of Two-Digit Numbers by Two-Digit Numbers

Lesson 13: Multiply two-digit numbers by two-digit multiples of 10.
4.NBT.B.5, MP5, 4.Mod3.AD2

Lesson 14: Apply place value strategies to multiply two-digit numbers by two-digit numbers.
4.NBT.B.5, MP2, 4.Mod3.AD2

Lesson 15: Multiply with four partial products.
4.NBT.B.5, MP6, 4.Mod3.AD2

Lesson 16: Multiply with two partial products.
4.NBT.B.5, MP7, 4.Mod3.AD2

Lesson 17: Apply the distributive property to multiply.
4.NBT.B.5, MP2, 4.Mod3.AD2

Topic E: Problem Solving with Measurement

Lesson 18: Express units of time in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP1, 4.Mod3.AD4, 4.Mod3.AD5

Lesson 19: Express customary measurements of weight in terms of smaller units.
4.MD.A.1, 4.MD.A.2, MP4, 4.Mod3.AD4, 4.Mod3.AD5

Module 4

1 and generate equivalent mixed numbers.
4.NF.A.1, MP3, 4.Mod4.AD1, 4.Mod4.AD2

Topic C: Compare Fractions

Lesson 13: Compare fractions by using the benchmarks 0, $\frac{1}{2}$, and 1.
4.NF.A.2, MP3, 4.Mod4.AD3

Lesson 14: Compare fractions with related denominators.
4.NF.A.2, MP5, 4.Mod4.AD3

Lesson 15: Compare fractions with related numerators.
4.NF.A.2, MP5, 4.Mod4.AD3

Lesson 16: Generate a common numerator or denominator to compare fractions.
4.NF.A.2, MP1, 4.Mod4.AD3

Lesson 17: Apply fraction comparison strategies to compare fractions greater than 1.
4.NF.A.2, MP7, 4.Mod4.AD3

Topic D: Add and Subtract Fractions

Lesson 18: Estimate sums and differences of fractions by using benchmarks.
4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.d, MP3, 4.Mod4.AD4, 4.Mod4.AD7
Lesson 19: Add and subtract fractions with like units.

Module 5

Lesson 13: Apply fraction equivalence to add mixed numbers with tenths and hundredths.
4.NF.C.5, MP7, 4.Mod5.AD2

Lesson 14: Solve word problems with tenths and hundredths.
4.NF.C.5, 4.MD.A.2, MP4, 4.Mod5.AD2, 4.Mod5.AD5

Module 6

Topic C: Determine Unknown Angle Measures

Lesson 13: Decompose angles by using pattern blocks.
4.MD.C.7, MP2, 4.Mod6.AD3

Lesson 14: Find unknown angle measures within right and straight angles.
4.MD.C.7, MP7, 4.Mod6.AD3

Lesson 15: Find unknown angle measures within a decomposed angle of up to 180°.
4.MD.C.7, MP5, 4.Mod6.AD3

Lesson 16: Find unknown angle measures around a point.
4.MD.C.7, MP1, 4.Mod6.AD3

Topic D: Two-Dimensional Figures and Symmetry

Lesson 17: Recognize, identify, and draw lines of symmetry.
4.G.A.3, MP7, 4.Mod6.AD7

Lesson 18: Analyze and classify triangles based on side length, angle measures, or both.
4.G.A.1, 4.G.A.2, MP3, 4.Mod6.AD5, 4.Mod6.AD6

Lesson 19: Construct and classify triangles based on given attributes.
4.G.A.1, 4.G.A.2, MP6, 4.Mod6.AD5, 4.Mod6.AD6

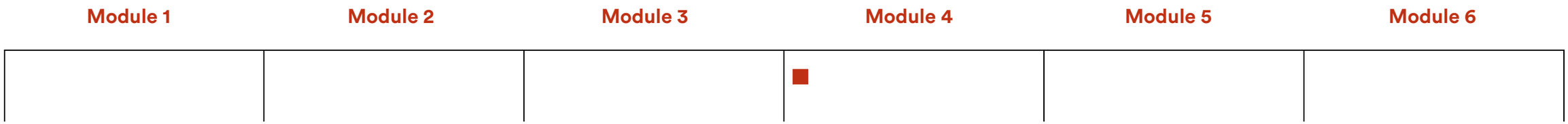
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Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Lesson 19: Subtract by using the standard algorithm, decomposing larger units up to 3 times. **4.NBT.B.4, MP1, 4.Mod1.AD10** **Lesson 20:** Subtract by using the standard algorithm, decomposing larger units multiple times. **4.NBT.B.4, MP7, 4.Mod1.AD10** **Lesson 21:** Solve two-step word problems by using addition and subtraction. **4.OA.A.3, 4.NBT.B.4, MP4, 4.Mod1.AD5, 4.Mod1.AD10** **Lesson 22:** Solve multi-step word problems by using addition and subtraction. **4.OA.A.3, 4.NBT.B.4, MP2, 4.Mod1.AD5, 4.Mod1.AD10** Topic E: Metric Measurement Conversion Tables **Lesson 23:** Express metric measurements of length in terms of smaller units. **4.MD.A.1, 4.MD.A.2, MP7, 4.Mod1.AD11, 4.Mod1.AD12** **Lesson 24:** Express metric measurements of mass and liquid volume in terms of smaller units. **4.MD.A.1, 4.MD.A.2, MP5, 4.Mod1.AD11, 4.Mod1.AD12**	**4.OA.A.2, 4.MD.A.2, 4.MD.A.3, MP1, 4.Mod2.AD1, 4.Mod2.AD9, 4.Mod2.AD10, 4 Mod2.AD11** Topic E: Factors and Multiples **Lesson 21:** Find factor pairs for numbers up to 100 and use factors to identify numbers as prime or composite. **4.OA.B.4, MP6, 4.Mod2.AD2, 4.Mod2.AD4** **Lesson 22:** Use division and the associative property of multiplication to find factors. **4.OA.B.4, MP3, 4.Mod2.AD2, 4.Mod2.AD4** **Lesson 23:** Determine whether a whole number is a multiple of another number. **4.OA.B.4, MP7, 4.Mod2.AD3** **Lesson 24:** Recognize that a number is a multiple of each of its factors. **4.OA.B.4, MP8, 4.Mod2.AD3** **Lesson 25:** Explore properties of prime and composite numbers up to 100 by using multiples. **4.OA.B.4, MP3, 4.Mod2.AD3, 4.Mod2.AD4** **Lesson 26:** Use relationships within a pattern to find an unknown term in the sequence. **4.OA.C.5, MP6, 4.Mod2.AD5**	**Lesson 20:** Express customary measurements of liquid volume in terms of smaller units. **4.MD.A.1, 4.MD.A.2, MP5, 4.Mod3.AD4, 4.Mod3.AD5** Topic F: Remainders, Estimating, and Problem Solving **Lesson 21:** Find whole-number quotients and remainders. **4.OA.A.3, 4.NBT.B.6, MP2, 4.Mod3.AD1, 4.Mod3.AD3** **Lesson 22:** Represent, estimate, and solve division word problems. **4.OA.A.3, 4.NBT.B.6, MP1, 4.Mod3.AD1, 4.Mod3.AD3** **Lesson 23:** Solve multi-step word problems and interpret remainders. **4.OA.A.3, MP4, 4.Mod3.AD1** **Lesson 24:** Solve multi-step word problems and assess the reasonableness of solutions. **4.OA.A.3, MP3, 4.Mod3.AD1**	**4.NF.B.3.a, 4.NF.B.3.b, MP4, 4.Mod4.AD4** **Lesson 20:** Subtract a fraction from a whole number. **4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.d, 4.MD.A.2, MP1, 4.Mod4.AD4, 4.Mod4.AD7** **Lesson 21:** Solve addition and subtraction word problems and estimate the reasonableness of the answers. **4.NF.B.3.a, 4.NF.B.3.b, 4.NF.B.3.d, 4.MD.A.2, MP1, 4.Mod4.AD4, 4.Mod4.AD7** **Lesson 22:** Add two fractions with related units. (Optional) **4.NF.B.3.a, 4.NF.B.3.b, MP5, 4.Mod4.AD4** Topic E: Add and Subtract Mixed Numbers **Lesson 23:** Add a fraction to a mixed number. **4.NF.B.3.c, MP7, 4.Mod4.AD5** **Lesson 24:** Add a mixed number to a mixed number. **4.NF.B.3.c, 4.NF.B.3.d, MP7, 4.Mod4.AD5, 4.Mod4.AD7** **Lesson 25:** Subtract a fraction from a mixed number, part 1. **4.NF.B.3.c, MP6, 4.Mod4.AD6** **Lesson 26:** Subtract a fraction from a mixed number, part 2. **4.NF.B.3.c, MP7, 4.Mod4.AD6**		**Lesson 20:** Sort polygons based on a given rule. **4.G.A.1, 4.G.A.2, MP1, 4.Mod6.AD5, 4.Mod6.AD6**

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Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
			Lesson 27: Subtract a mixed number from a mixed number. **4.NF.B.3.c, 4.NF.B.3.d, 4.MD.A.2, MP2, 4.Mod4.AD6, 4.Mod4.AD7** **Lesson 28:** Represent and solve word problems with mixed numbers by using drawings and equations. **4.NF.B.3.d, 4.MD.A.2, MP4, 4.Mod4.AD7** **Lesson 29:** Solve problems by using data from a line plot. **4.MD.B.4, MP1, 4.Mod4.AD11** **Lesson 30:** Represent data on a line plot. **4.MD.B.4, MP6, 4.Mod4.AD11** Topic F: Repeated Addition of Fractions as Multiplication **Lesson 31:** Decompose non-unit fractions into a product of a whole number and a unit fraction. **4.NF.B.4.a, MP7, 4.Mod4.AD8** **Lesson 32:** Multiply a fraction by a whole number by using the associative property. **4.NF.B.4.b, MP8, 4.Mod4.AD9** **Lesson 33:** Solve word problems involving multiplication of a fraction by a whole number. **4.NF.B.4.b, 4.NF.B.4.c, 4.MD.A.2, MP2, 4.Mod4.AD9, 4.Mod4.AD10** **Lesson 34:** Multiply a mixed number by a whole number by using the distributive property. **4.NF.B.4.b, MP3, 4.Mod4.AD9**		

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Eureka Math² Scope and Sequence

5: Fractions Are Numbers

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Place Value Concepts for Multiplication and Division with Whole Numbers	Addition and Subtraction with Fractions	Multiplication and Division with Fractions	Place Value Concepts for Decimal Operations	Addition and Multiplication with Area and Volume	Foundations to Geometry in the Coordinate Plane
Topic A: Place Value Understanding for Whole Numbers **Lesson 1:** Relate adjacent place value units by using place value understanding. **5.NBT.A.1, MP5, 5.Mod1.AD6** **Lesson 2:** Multiply and divide by 10, 100, and 1,000 and identify patterns in the products and quotients. **5.NBT.A.1, 5.NBT.A.2, MP8, 5.Mod1.AD6, 5.Mod1.AD7** **Lesson 3:** Use exponents to multiply and divide by powers of 10. **5.NBT.A.2, MP3, 5.Mod1.AD7, 5.Mod1.AD8** **Lesson 4:** Estimate products and quotients by using powers of 10 and their multiples. **5.NBT, 5.NBT.A.2, MP7, 5.Mod1.AD5, 5.Mod1.AD7**	**Topic A: Fractions and Division** **Lesson 1**: Interpret a fraction as division. **5.NF.B.3, MP7, 5.Mod2.AD8, 5.Mod2.AD9, 5.Mod2.AD10** **Lesson 2:** Interpret a fraction as division by writing remainders as fractions. **5.NF.B.3, MP5, 5.Mod2.AD9, 5.Mod2.AD10** **Lesson 3:** Represent fractions as division by using models. **5.NF.B.3, MP2, 5.Mod2.AD9, 5.Mod2.AD10** **Lesson 4:** Solve word problems involving division and fractions. **5.NF, 5.NF.B.3, MP1, 5.Mod2.AD1, 5.Mod2.AD9, 5.Mod2.AD10**	**Topic A: Multiplication of a Whole Number by a Fraction** **Lesson 1:** Find fractions of a set with arrays. **5.NF.B.4.a, 5.NF.B.5.b, MP8, 5.Mod3.AD7, 5.Mod3.AD9** **Lesson 2:** Interpret fractions as division to find fractions of a set with tape diagrams and number lines. **5.NF.B.4.a, 5.NF.B.5.b, MP4, 5.Mod3.AD7, 5.Mod3.AD9** **Lesson 3:** Multiply a whole number by a fraction less than 1. **5.NF.B.4, 5.NF.B.4.a, 5.NF.B.5.a, MP5, 5.Mod3.AD6, 5.Mod3.AD7, 5.Mod3.AD8** **Lesson 4:** Multiply a whole number by a fraction. **5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP2, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9**	**Topic A: Understanding Decimal Numbers with Place Value and Fraction Thinking** **Lesson 1:** Model and relate decimal place value units to thousandths. **5.NBT.A, 5.NBT.A.1, 5.NBT.A.3.a, MP8, 5.Mod4.AD5, 5.Mod4.AD6, 5.Mod4.AD9** **Lesson 2:** Represent thousandths as a place value unit. **5.NBT.A, 5.NBT.A.1, 5.NBT.A.3.a, MP7, 5.Mod4.AD5, 5.Mod4.AD6, 5.Mod4.AD9** **Lesson 3:** Represent decimal numbers to the thousandths place in different forms. **5.NBT.A, 5.NBT.A.1, 5.NBT.A.3.a, MP7, 5.Mod4.AD5, 5.Mod4.AD6, 5.Mod4.AD9** **Lesson 4:** Relate the values of digits in a decimal number by using place value understanding. **5.NBT.A.1, MP6, 5.Mod4.AD6**	**Topic A: Drawing, Analysis, and Classification of Two-Dimensional Figures** **Lesson 1:** Analyze hierarchies and identify properties of quadrilaterals. **5.G.B.3, 5.G.B.4, MP8, 5.Mod5.AD13, 5.Mod5.AD14** **Lesson 2:** Classify trapezoids based on their properties. **5.G.B.3, 5.G.B.4, MP7, 5.Mod5.AD13, 5.Mod5.AD14** **Lesson 3:** Classify parallelograms based on their properties. **5.G.B.3, 5.G.B.4, MP3, 5.Mod5.AD13, 5.Mod5.AD14** **Lesson 4:** Classify rectangles and rhombuses based on their properties. **5.G.B.3, 5.G.B.4, MP6, 5.Mod5.AD13, 5.Mod5.AD14** **Lesson 5:** Classify kites and squares based on their properties.	**Topic A: Coordinate Systems** **Lesson 1:** Construct a coordinate system on a line. **5.G.A.1, MP6, 5.Mod6.AD3** **Lesson 2:** Construct a coordinate system in a plane. **5.G.A.1, MP7, 5.Mod6.AD3** **Lesson 3:** Identify and plot points by using ordered pairs. **5.G.A.1, MP1, 5.Mod6.AD3** **Lesson 4:** Describe the distance and direction between points in the coordinate plane. **5.G.A.2, MP2, 5.Mod6.AD4, 5.Mod6.AD5** **Topic B: Patterns in the Coordinate Plane** **Lesson 5:** Identify properties of horizontal and vertical lines. **5.G.A.2, MP8, 5.Mod6.AD5**

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Module 1

Lesson 5: Convert measurements and describe relationships between metric units.
5.MD.A.1, MP6, 5.Mod1.AD12

Lesson 6: Solve multi-step word problems by using metric measurement conversion.
5.MD.A.1, MP2, 5.Mod1.AD12

Topic B: Multiplication of Whole Numbers

Lesson 7: Multiply by using familiar methods.
5.OA.A.1, 5.NBT.B.5, MP5, 5.Mod1.AD1, 5.Mod1.AD2, 5.Mod1.AD9

Lesson 8: Multiply two- and three-digit numbers by two-digit numbers by using the distributive property.
5.OA.A.1, 5.NBT.B.5, MP8, 5.Mod1.AD1, 5.Mod1.AD2, 5.Mod1.AD9

Lesson 9: Multiply two- and three-digit numbers by two-digit numbers by using the standard algorithm.
5.NBT.B.5, MP6, 5.Mod1.AD9

Lesson 10: Multiply three- and four-digit numbers by three-digit numbers by using the standard algorithm.
5.NBT.B.5, MP6, 5.Mod1.AD9

Lesson 11: Multiply two multi-digit numbers by using the standard algorithm.
5.NBT.B.5, MP3, 5.Mod1.AD9

Module 2

Topic B: Addition and Subtraction of Fractions by Making Like Units

Lesson 5: Add and subtract fractions with related units by using pictorial models.
5.NF.A, MP6, 5.Mod2.AD2, 5.Mod2.AD3

Lesson 6: Add and subtract fractions with related units by using area models to rename fractions.
5.NF.A, MP7, 5.Mod2.AD2

Lesson 7: Add and subtract fractions with related units by finding equivalent fractions numerically.
5.NF.A, 5.NF.A.1, MP5, 5.Mod2.AD2, 5.Mod2.AD4

Lesson 8: Add and subtract fractions with unrelated units by finding equivalent fractions pictorially.
5.NF.A, 5.NF.A.1, MP8, 5.Mod2.AD3, 5.Mod2.AD4

Lesson 9: Add and subtract fractions with unrelated units by finding equivalent fractions numerically.
5.NF.A, 5.NF.A.1, MP5, 5.Mod2.AD2, 5.Mod2.AD4

Topic C: Addition and Subtraction of Fractions, Whole Numbers, and Mixed Numbers

Module 3

Lesson 5: Convert larger customary measurement units to smaller measurement units.
5.NF.B.4.a, 5.NF.B.5.b, 5.MD.A.1, MP6, 5.Mod3.AD7, 5.Mod3.AD9, 5.Mod3.AD14

Lesson 6: Convert smaller customary measurement units to larger measurement units.
5.NF.B.4.a, 5.NF.B.5.b, 5.MD.A.1, MP7, 5.Mod3.AD7, 5.Mod3.AD9, 5.Mod3.AD14

Topic B: Multiplication of Fractions

Lesson 7: Multiply fractions less than 1 by unit fractions pictorially.
5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP6, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9

Lesson 8: Multiply fractions less than 1 pictorially.
5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP3, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9

Lesson 9: Multiply fractions by unit fractions by making simpler problems.
5.NF.B.4, 5.NF.B.5.a, 5.NF.B.5.b, MP8, 5.Mod3.AD6, 5.Mod3.AD8, 5.Mod3.AD9

Lesson 10: Multiply fractions greater than 1 by fractions.
5.NF.B.4, 5.NF.B.5.a, 5.NF.B.5.b, MP7, 5.Mod3.AD6, 5.Mod3.AD8, 5.Mod3.AD9

Module 4

Lesson 5: Multiply and divide decimal numbers by powers of 10.
5.NBT.A.2, MP8, 5.Mod4.AD7

Lesson 6: Compare decimal numbers to the thousandths place.
5.NBT.A.3, 5.NBT.A.3.b, MP5, 5.Mod4.AD8, 5.Mod4.AD10

Lesson 7: Round decimal numbers to the nearest one, tenth, or hundredth.
5.NBT.A.4, MP6, 5.Mod4.AD11

Lesson 8: Round decimal numbers to any place value unit.
5.NBT.A.4, MP3, 5.Mod4.AD11

Topic B: Addition and Subtraction of Decimal Numbers

Lesson 9: Add decimal numbers by using different methods.
5.NBT.B, 5.NBT.B.7, MP5, 5.Mod4.AD12, 5.Mod4.AD14, 5.Mod4.AD19

Lesson 10: Add decimal numbers by using place value understanding.
5.NBT.B.7, MP1, 5.Mod4.AD14, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 11: Subtract decimal numbers by using different methods.
5.NBT.B.7, MP7, 5.Mod4.AD15, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 12: Subtract decimal numbers by using place value understanding.

Module 5

5.G.B.3, 5.G.B.4, MP6, 5.Mod5.AD13, 5.Mod5.AD14

Lesson 6: Identify quadrilaterals from given properties.
5.G.B.3, 5.G.B.4, MP1, 5.Mod5.AD13, 5.Mod5.AD14

Lesson 7: Classify quadrilaterals in a hierarchy based on properties.
5.G.B.3, 5.G.B.4, MP7, 5.Mod5.AD13, 5.Mod5.AD14

Topic B: Areas of Rectangular Figures with Fraction Side Lengths

Lesson 8: Find areas of square tiles with fraction side lengths by relating the tile to a unit square.
5.NF.B.4.b, MP7, 5.Mod5.AD2

Lesson 9: Organize, count, and represent a collection of square tiles.
5.NF.B.4.b, MP5, 5.Mod5.AD2

Lesson 10: Find the area of a rectangle with fraction side lengths by relating the rectangle to a unit square.
5.NF.B.5.b, MP7, 5.Mod5.AD2

Lesson 11: Find areas of rectangles with fraction side lengths by using multiplication.
5.NF.B.4.b, MP8, 5.Mod5.AD3

Lesson 12: Multiply mixed numbers.
5.NF.B.4, 5.NF.B.4.b, MP5, 5.Mod5.AD1, 5.Mod5.AD4

Module 6

Lesson 6: Use properties of horizontal and vertical lines to solve problems.
5.G.A.2, MP6, 5.Mod6.AD5

Lesson 7: Generate number patterns to form ordered pairs.
5.OA.B.3, 5.G.A.2, MP7, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD5

Lesson 8: Identify addition and subtraction relationships between corresponding terms in number patterns.
5.OA.B.3, 5.G.A.2, MP8, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD5

Lesson 9: Identify multiplication and division relationships between corresponding terms in number patterns.
5.OA.B.3, 5.G.A.2, MP8, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD5

Lesson 10: Identify mixed-operation relationships between corresponding terms in number patterns. (Optional)
MP7

Topic C: Solve Mathematical Problems in the Coordinate Plane

Lesson 11: Draw lines in the coordinate plane and identify points on the lines.
5.OA.B.3, 5.G.A.2, MP3, 5.Mod6.AD2, 5.Mod6.AD5

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Module 1

Topic C: Division of Whole Numbers

Lesson 12: Divide two- and three-digit numbers by multiples of 10.
5.NBT, 5.NBT.B.6, MP2, 5.Mod1.AD5, 5.Mod1.AD10, 5.Mod1.AD11

Lesson 13: Divide two-digit numbers by two-digit numbers in problems that result in one-digit quotients.
5.NBT, 5.NBT.B.6, MP7, 5.Mod1.AD5, 5.Mod1.AD10, 5.Mod1.AD11

Lesson 14: Divide three-digit numbers by two-digit numbers in problems that result in one-digit quotients.
5.NBT, 5.NBT.B.6, MP1, 5.Mod1.AD5, 5.Mod1.AD10

Lesson 15: Divide three-digit numbers by two-digit numbers in problems that result in two-digit quotients.
5.NBT, 5.NBT.B.6, MP7, 5.Mod1.AD5., 5.Mod1.AD10, 5.Mod1.AD11

Lesson 16: Divide four-digit numbers by two-digit numbers.
5.NBT, 5.NBT.B.6, MP2, 5.Mod1.AD5., 5.Mod1.AD10

Module 2

Lesson 10: Add whole numbers and mixed numbers and add mixed numbers with related units.
5.NF.A.1, 5.NF.A.2, MP5, 5.Mod2.AD4, 5.Mod2.AD7

Lesson 11: Add mixed numbers with unrelated units.
5.NF.A.1, 5.NF.A.2, MP2, 5.Mod2.AD4, 5.Mod2.AD5, 5.Mod2.AD6

Lesson 12: Subtract whole numbers from mixed numbers and mixed numbers from whole numbers.
5.NF.A, 5.NF.A.1, 5.NF.A.2, MP6, 5.Mod2.AD2, 5.Mod2.AD4, 5.Mod2.AD7

Lesson 13: Subtract mixed numbers from mixed numbers with related units.
5.NF.A.1, 5.NF.A.2, MP7, 5.Mod2.AD4, 5.Mod2.AD7

Lesson 14: Subtract mixed numbers from mixed numbers with unrelated units.
5.NF.A.1, 5.NF.A.2, MP4, 5.Mod2.AD4, 5.Mod2.AD5, 5.Mod2.AD6

Topic D: Problem Solving and Line Plots with Fractional Measurements

Lesson 15: Represent data on a line plot.
5.MD.B.2, MP6, 5.Mod2.AD11

Lesson 16: Solve problems by using data from a line plot.
5.MD.B.2, MP3, 5.Mod2.AD11

Module 3

Lesson 11: Multiply fractions.
5.NF.B.4.a, 5.NF.B.5.a, 5.NF.B.5.b, MP3, 5.Mod3.AD7, 5.Mod3.AD8, 5.Mod3.AD9

Topic C: Division with a Unit Fraction and a Whole Number

Lesson 12: Divide a nonzero whole number by a unit fraction to find the number of groups.
5.OA.A.2, 5.NF.B.7.b, 5.NF.B.7.c, MP1, 5.Mod3.AD3, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 13: Divide a nonzero whole number by a unit fraction to find the size of the group.
5.NF.B.7.b, 5.NF.B.7.c, MP2, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 14: Divide a unit fraction by a nonzero whole number.
5.NF.B.7.a, 5.NF.B.7.c, MP4, 5.Mod3.AD11, 5.Mod3.AD13

Lesson 15: Divide by whole numbers and unit fractions.
5.NF.B.7.a, 5.NF.B.7.b, 5.NF.B.7.c, MP3, 5.Mod3.AD11, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 16: Reason about the size of quotients of whole numbers and unit fractions and quotients of unit fractions and whole numbers.
5.OA.A.2, 5.NF.B.7.a, 5.NF.B.7.b, MP7, 5.Mod3.AD4, 5.Mod3.AD11, 5.Mod3.AD12

Module 4

5.NBT.B, 5.NBT.B.7, MP5, 5.Mod4.AD12, 5.Mod4.AD15, 5.Mod4.AD19

Lesson 13: Solve word problems involving addition and subtraction of decimal numbers and fractions.
5.NBT.B, MP6, 5.Mod4.AD13

Topic C: Multiplication of Decimal Numbers

Lesson 14: Multiply decimal numbers to hundredths by one-digit whole numbers by using different models.
5.NBT.B.7, MP7, 5.Mod4.AD16, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 15: Multiply decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using different written methods.
5.NBT.B, 5.NBT.B.7, MP1, 5.Mod4.AD12, 5.Mod4.AD16, 5.Mod4.AD19

Lesson 16: Multiply decimal numbers to hundredths by two-digit whole numbers by using area models and vertical form.
5.NBT.B, 5.NBT.B.7, MP8, 5.Mod4.AD13, 5.Mod4.AD16, 5.Mod4.AD18

Lesson 17: Multiply decimal numbers to hundredths by two-digit whole numbers by using different methods.

Module 5

Lesson 13: Solve mathematical problems involving areas of composite figures with mixed-number side lengths.
5.NF.B.4.b, MP7, 5.Mod5.AD3

Lesson 14: Solve real-world problems involving areas of composite figures with mixed-number side lengths.
5.NF.B.4.b, 5.NF.B.6, MP1, 5.Mod5.AD3, 5.Mod5.AD5

Lesson 15: Solve multi-step word problems involving multiplication of mixed numbers.
5.NF.B.6, MP2, 5.Mod5.AD5

Topic C: Volume Concepts

Lesson 16: Identify attributes and properties of right rectangular prisms.
5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, MP7, 5.Mod5.AD6

Lesson 17: Find the volume of right rectangular prisms by packing with unit cubes and counting.
5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, MP2, 5.Mod5.AD6, 5.Mod5.AD7

Lesson 18: Find the volume of right rectangular prisms by packing with improvised units.
5.MD.C.4, MP3, 5.Mod5.AD7

Lesson 19: Compose and decompose right rectangular prisms to find their volume by using layers.

Module 6

Lesson 12: Graph and classify quadrilaterals in the coordinate plane.
5.G.A.2, 5.G.B.4, MP7, 5.Mod5.AD14, 5.Mod6.AD5

Lesson 13: Draw symmetric figures in the coordinate plane.
5.G.A.2, MP1, 5.Mod6.AD5

Lesson 14: Solve mathematical problems with rectangles in the coordinate plane.
5.G.A.2, MP5, 5.Mod6.AD5

Lesson 15: Use the coordinate plane to reason about perimeters and areas of rectangles.
5.G.A.2, 5.NF.B.4.b, MP3, 5.Mod5.AD3, 5.Mod6.AD5

Topic D: Solve Real-World Problems with the Coordinate Plane

Lesson 16: Interpret graphs that represent real-world situations.
5.G.A.2, MP3, 5.Mod6.AD4, 5.Mod6.AD5

Lesson 17: Plot data in the coordinate plane and analyze relationships.
5.G.A.2, MP2, 5.Mod6.AD4

Lesson 18: Interpret line graphs.
5.G.A.2, MP2, 5.Mod6.AD5

Lesson 19: Reason about visual patterns by using tables and graphs. (Optional)
MP5

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Module 1

Topic D: Multi-Step Problems with Whole Numbers

Lesson 17: Write, interpret, and compare numerical expressions.
5.OA.A.1, 5.OA.A.2, MP6, 5.Mod1.AD1, 5.Mod1.AD3, 5.Mod1.AD4

Lesson 18: Create and solve real-world problems for given numerical expressions.
5.OA.A.1, 5.OA.A.2, MP2, 5.Mod1.AD2, 5.Mod1.AD3

Lesson 19: Solve multi-step word problems involving multiplication and division.
5.OA.A.1, 5.OA.A.2, 5.NBT, MP4, 5.Mod1.AD2, 5.Mod1.AD3, 5.Mod1.AD5

Lesson 20: Solve multi-step word problems involving the four operations.
5.OA.A.1, 5.OA.A.2, 5.NBT, MP1, 5.Mod1.AD2, 5.Mod1.AD3, 5.Mod1.AD5



Module 2

Lesson 17: Solve problems by equally redistributing a total amount.
5.NF.A.2, 5.MD.B.2, MP5, 5.Mod2.AD5, 5.Mod2.AD11



Module 3

Lesson 17: Solve word problems involving fractions with multiplication and division.
5.NF.B.6, 5.NF.B.7.c, MP1, 5.Mod3.AD10, 5.Mod3.AD13

Topic D: Multi-Step Problems with Fractions

Lesson 18: Compare and evaluate expressions with parentheses.
5.OA.A.1, 5.OA.A.2, MP6, 5.Mod3.AD2, 5.Mod3.AD3, 5.Mod3.AD4

Lesson 19: Create and solve one-step word problems involving fractions.
5.NF.B.7.a, 5.NF.B.7.b, 5.NF.B.7.c, MP2, 5.Mod3.AD11, 5.Mod3.AD12, 5.Mod3.AD13

Lesson 20: Solve multi-step word problems involving fractions and write equations with parentheses.
5.NF, 5.NF.B.7.c, MP4, 5.Mod3.AD5, 5.Mod3.AD13

Lesson 21: Solve multi-step word problems involving fractions.
5.NF, 5.NF.B.6, 5.NF.B.7.c, MP4, 5.Mod3.AD5, 5.Mod3.AD10, 5.Mod3.AD13

Lesson 22: Evaluate expressions involving nested grouping symbols. (Optional)
5.OA.A.1, MP6, 5.Mod3.AD1, 5.Mod3.AD2



Module 4

5.NBT.B, 5.NBT.B.7, MP5, 5.Mod4.AD13, 5.Mod4.AD16, 5.Mod4.AD19

Lesson 18: Relate decimal-number multiplication to fraction multiplication.
5.NBT.B.7, MP8, 5.Mod4.AD16, 5.Mod4.AD18, 5.Mod4.AD19

Lesson 19: Multiply a decimal number by a decimal number.
5.NBT.B, 5.NBT.B.7, MP7, 5.Mod4.AD12, 5.Mod4.AD16, 5.Mod4.AD19

Topic D: Division of Decimal Numbers

Lesson 20: Divide decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using unit form and place value understanding.
5.NBT.B, 5.NBT.B.7, MP7, 5.Mod4.AD12, 5.Mod4.AD17, 5.Mod4.AD18

Lesson 21: Divide decimal numbers to hundredths by one-digit whole numbers and multiples of 10, 100, or 1,000 by using place value understanding and vertical form.
5.NBT.B.7, MP3, 5.Mod4.AD17, 5.Mod4.AD19

Lesson 22: Divide decimal numbers to hundredths by two-digit whole numbers.
5.NBT.B, 5.NBT.B.7, MP5, 5.Mod4.AD13, 5.Mod4.AD17, 5.Mod4.AD19

Module 5

5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, MP8, 5.Mod5.AD6, 5.Mod5.AD7

Lesson 20: Interpret volume as filling.
5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, MP2, 5.Mod5.AD6

Lesson 21: Relate volumes of solids and liquid volume.
5.MD.C.3, 5.MD.C.3.a, 5.MD.C.3.b, 5.MD.C.4, MP2, 5.Mod5.AD6, 5.Mod5.AD7

Topic D: Volume and the Operations of Multiplication and Addition

Lesson 22: Find the volumes of right rectangular prisms by using the area of the base.
5.MD.C.5, 5.MD.C.5.a, 5.MD.C.5.b, MP7, 5.Mod5.AD8, 5.Mod5.AD9, 5.Mod5.AD11

Lesson 23: Find the volumes of right rectangular prisms by multiplying the edge lengths.
5.MD.C.5.a, 5.MD.C.5.b, MP7, 5.Mod5.AD9, 5.Mod5.AD10, 5.Mod5.AD11

Lesson 24: Solve word problems involving volumes of right rectangular prisms.
5.MD.C.5, 5.MD.C.5.c, MP2, 5.Mod5.AD8, 5.Mod5.AD12

Lesson 25: Find the volumes of solid figures composed of right rectangular prisms.

Module 6

Lesson 20: Reason about patterns in real-world situations.
5.OA.B.3, 5.G.A.2, MP4, 5.Mod6.AD1, 5.Mod6.AD2, 5.Mod6.AD4



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Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
			Lesson 23: Relate division by 0.1 and 0.01 to division by a unit fraction. **5.NBT.B, 5.NBT.B.7, MP8, 5.Mod4.AD12, 5.Mod4.AD17, 5.Mod4.AD19** **Lesson 24:** Divide decimal numbers by decimal numbers, resulting in whole-number quotients. **5.NBT.B, 5.NBT.B.7, MP2, 5.Mod4.AD13, 5.Mod4.AD17, 5.Mod4.AD19** **Lesson 25:** Divide decimal numbers by decimal numbers, resulting in decimal-number quotients. **5.NBT.B, 5.NBT.B.7, MP1, 5.Mod4.AD12, 5.Mod4.AD17, 5.Mod4.AD19** Topic E: Applications of Decimals **Lesson 26:** Solve a real-world problem involving metric measurements. (Optional) **5.MD.A.1, MP3, 5.Mod4.AD20** **Lesson 27:** Convert metric measurements involving decimals. **5.MD.A.1, MP6, 5.Mod4.AD20** **Lesson 28:** Convert customary measurements involving decimals. **5.MD.A.1, MP4, 5.Mod4.AD20** **Lesson 29:** Interpret, evaluate, and compare numerical expressions involving decimals.	**5.MD.C.5.b, 5.MD.C.5.c, MP1, 5.Mod5.AD11, 5.Mod5.AD12** **Lesson 26:** Solve word problems involving perimeter, area, and volume. **5.MD.C.5.b, 5.MD.C.5.c, MP1, 5.Mod5.AD11, 5.Mod5.AD12** **Lesson 27:** Apply concepts and formulas of volume to design a sculpture by using right rectangular prisms, part 1. **5.MD.C.5.b, 5.MD.C.5.c, MP4, 5.Mod5.AD11, 5.Mod5.AD12** **Lesson 28:** Apply concepts and formulas of volume to design a sculpture by using right rectangular prisms, part 2. **5.MD.C.5.b, 5.MD.C.5.c, MP3, 5.Mod5.AD11, 5.Mod5.AD12**	

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Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
			5.OA.A.1, 5.OA.A.2, MP6, 5.Mod4.AD1, 5.Mod4.AD2, 5.Mod4.AD4 **Lesson 30:** Create and solve real-world problems for given numerical expressions involving decimals. **5.OA.A.1, 5.OA.A.2, MP2, 5.Mod4.AD1, 5.Mod4.AD2, 5.Mod4.AD3**		

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5-8 Unit, Standard, and Assessment Overview

Gr.	Unit *(and link to all materials)*	Standards (Bold = Priority)	SEPs	CCCs	Assessment Links	Resources	High-Level Progress Builds
5	(PES) Patterns of Earth and Sky	5-ESS1-1 **5-ESS1-2** 5-PS2-1	SEP #3 SEP #6	CCC1 CCC3	*PES_CJA* *PES_EOU*	Multi-Language Glossary Full Progress Builds Coherence Flowchart Science Background	PB #1: The sun looks bigger and brighter than all other stars because it is much closer to earth than all other stars. PB #2: As Earth spins (**rotates**), what we see in the sky changes throughout the day. PB #3: As Earth orbits (**revolves** around) the sun, the stars we see in the night sky change throughout the year.
		Fall Science Interim - 5th Grade					
5	(MM) Modeling Matter	5-PS1-1 **5-PS1-2** 5-PS1-3 3-5-ETS1-2	SEP #2 SEP #4	CCC3 CCC5	*MM_CJA* *MM_EOU*	Multi-Language Glossary Full Progress Builds Coherence Flowchart Science Background	PB#1: Observable properties result from molecular properties. PB #2: Mixing is a result of attraction between molecules of different substances. PB #3: Separation is a result of the attraction between molecules of the same substance. Addition: Conservation of matter, REMOVE - emulsifiers
5	(TES) The Earth System	5-ESS2-1 **5-ESS2-2** **5-PS1-4** 3-5-ETS1-1, 2, 3	SEP #4 SEP #6	CCC4 CCC5	*TES_CJA* *TES_EOU*	Multi-Language Glossary Full Progress Builds Coherence Flowchart Science Background	PB#1: Rain can happen when water vapor gets cold and condenses into liquid water. PB#2: Water vapor condenses as it moves higher, to where the water is colder. PB#3: Mountains can redirect water vapor higher in the atmosphere. Addition: Chemical reactions
		MOY Science Interim - 5th Grade					
5	(ER) Ecosystem Restoration	**5-LS1-1** 5-LS2-1 **5-PS3-1**	SEP #2 SEP #7	CCC4 CCC5	*ER_CJA* *ER_EOU*	Multi-Language Glossary Full Progress Builds Coherence Flowchart Science Background	PB#1: The food matter that animals need to grow and use for energy can always be traced back to plants. PB#2: Energy from the sun is brought into an ecosystem when plants make food by using water molecules, carbon dioxide from the air, and energy from the sun. PB#3: Decomposers consume dead matter and release nutrients that plants use to help them make food molecules.
		Spring Science Interim - 5th Grade					
6	(MB) Microbiome	**MS-LS1-1** MS-LS1-2	SEP #2 SEP #7	CCC2 CCC3		Unit Map Science Background	
6	(MET) Metabolism	MS-LS1-2 MS-LS1-3 **MS-LS1-7**	SEP #2 SEP #7	CCC4 CCC5	*MET_CJA* *MET_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Cells in the body need molecules from outside to function. PB#2: Systems in the body work together to take in, break down, and deliver needed molecules to cells. PB#3: Cells can use these molecules to release energy for the body to function.
6	(MET) Engineering Internship	MS-ETS1-1-4	SEP#1 SEP#6 SEP#8	CCC6		Unit Map Science Background	
		Fall Science Interim - 6th Grade					
6	(TR) Traits & Reproduction	MS-LS1-5 MS-LS3-1 **MS-LS3-2**	SEP#2 SEP #5 SEP#6	CCC2 CCC6	*TR_CJA* *TR_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: The traits of an organism are determined by the structure of protein molecules and the interactions of those protein molecules in cells. PB#2: Genes are instructions for producing proteins. PB#3: Through sexual reproduction, an organism inherits a random combination of gene versions (**alleles**) from its parents.
6	(TE) Thermal Energy	MS-PS1-4 MS-PS3-3 **MS-PS3-4**	SEP#3 SEP#4	CCC5 CCC7	*TE_CJA* *TE_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: The temperature of an object is related to the kinetic energy of its molecules, which increases as the speed of the molecules increases. PB#2: Warmer objects transfer energy to cooler objects when they are in contact. PB#3: The size of the objects in contact affects the amount of energy transfer between them and the amount of temperature change.
		MOY Science Interim - 6th Grade					
6	(OAC) Oceans, Atmosphere, & Climate	MS-ESS2-3 **MS-ESS2-6**	SEP#4 SEP#7	CCC1 CCC2	*OAC_CJA* *OAC_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: The amount of energy transferred from the sun to the surface of a location depende on the location's latitude. PB#2: Ocean currents can affect the air temperature of a location by affecting the amount of energy in the surface of the location. PB#3: The direction of prevailing winds and the position of the continents determine the path of the ocean currents.
6	(WP) Weather Patterns	MS-ESS2-4 MS-ESS2-5 **MS-ESS2-6**	SEP #4 SEP#7	CCC1 CCC2	*WP_CJA* *WP_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Rain can happen when an air parcel cools and loses energy. The loss of energy causes water vapor in the air parcel to condense and fall as rain. PB#2: A warmer air parcel has more energy, so it can rise higher into the troposphere and lose more energy, which can result in a greater amount of rain. PB#3: Wind can push an air parcel higher into the troposphere causing the air parcel to lose more energy, which can result in a greater amount of rain.
		Spring Science Interim - 6th Grade					
6	(ECC) Earth's Changing Climate	**MS-ESS3-4** MS-ESS3-5	SEP#2 SEP#4	CCC2 CCC5	*ECC_CJA* *ECC_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Changes in the amount of carbon dioxide and methane in the atmosphere are correlated with changes in the amount of energy absorbed by Earth's surface. PB#2: Carbon dioxide and methane affect the balance of energy entering and exiting the Earth system. PB#3: Carbon dioxide and methane redirect outbound energy, which causes less energy to exit.
6	(ECC) Engineering Internship	**MS-ESS3-3** MS-ETS1-1-4	SEP#1 SEP#6 SEP#8	CCC4		Unit Map Science Background	
7	(GOM) Geology on Mars	MS-ESS1-3	SEP#2 SEP#6	CCC4 CCC7		Unit Map Science Background	
7	(PM) Plate Motion	MS-ESS2-2 **MS-ESS2-3** MS-ESS3-2	SEP #4 SEP#6	CCC1 CCC2	*PM_CJA* *PM_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: The Earth's entire outer later (below the water and soil that we see) is made of solid rock that is divided into plates. Earth's plates can move. PB#2: The plates move on top of a soft, solid later of rock called the mantle. At plate boundaries where the plates are moving away from each other, rock rises from the mantle and hardens, adding new solid rock to the edges of the plates. At plate boundaries where plates are moving toward each other, one plate moves underneath the other and sinks into the mantle. PB#3: Plates travel at a rate too slow to be experienced by humans but can travel great distances over time.
7	(PM) Engineering Internship	MS-ESS3-2	SEP#1 SEP#6 SEP#8	CCC4		Unit Map Science Background	
		Fall Science Interim - 7th Grade					
7	(RT) Rock Transformations	MS-ESS2-1	SEP#2	CCC5	*RT_CJA* *RT_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Rocks that form in different ways are different types of rock. PB#2: Material for rock formatons can come from rock formations that are weathered or melted. PB#3: Rock formations can move between Earth's surface and its interior, which can lead to their transformation.

5-8 Unit, Standard, and Assessment Overview

Gr.	Unit *(and link to all materials)*	Standards (Bold = Priority)	SEPs	CCCs	Assessment Links	Resources	High-Level Progress Builds
7	(PC) Phase Change	**MS-PS1-4** MS-PS1-5	SEP#2 SEP#6	CCC3 CCC5	*PC_CJA* *PC_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: When a substance changes phase, the freedom of movement of its molecules has changed. PB#2: Energy transfers cause phase changes. PB#3: Molecular attraction affects the amount of energy transfer required for a phase change.
7	(PC) Engineering Internship	MS-ETS1-1-4	SEP#1 SEP#6 SEP#8	CCC4		Unit Map Science Background	
			MOY Science Interim - 7th Grade				
7	(CR) Chemical Reactions	MS-PS1-1 **MS-PS1-2** MS-PS1-3 **MS-PS1-5**	SEP#2 SEP#6	CCC3 CCC5	*CR_CJA* *CR_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Different substances have different properties. This is because every substance is made of a unique group of a certain type and number of atoms. This group repeats to make up the substance. PB#2: During chemical reactions, atoms that make up the starting substance(s) rearrange to form different groups of atoms that repeat, resulting in different substances(s). PB#3: During chemical reactions, the ending substances are formed from the same type and number of atoms that made up the starting substances because atoms cannot be created or destroyed.
7	(PR) Populations & Resources	**MS-LS2-1** MS-LS2-2 **MS-LS2-4** MS-LS2-5	SEP#2 SEP#4	CCC2 CCC7	*PR_CJA* *PR_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: There are always births and deaths occurring in a population. Changes in the number of births and deaths can change the size of a population. PB#2: A change in the number of births and deaths in a population can be caused by a change in the size of its resource populations or consumer populations. PB#3: A change in the number of births and deaths in a population can be caused by a change in the size of a population other than its resource or consumer population.
			Spring Science Interim - 7th Grade				
7	(MEE) Matter, Energy, & Ecosystems	**MS-LS1-6** MS-LS2-3	SEP#2 SEP#6	CCC2 CCC5	*MEE_CJA* *MEE_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Producers make energy storage molecules using the carbon from carbon dioxide. PB#2: All organisms give off carbon dioxide when they release energy from energy storage molecules. PB#3: Carbon cannot be produced or used up, so in a closed system there is a fixed amount.
8	(HHE) Harnessing Human Energy	**MS-PS3-1** MS-PS3-5	SEP#7	CCC4 CCC5	HHE-EOU Illuminate LinK	Unit Map Science Background	
8	(FM) Force & Motion	MS-PS2-1 **MS-PS2-2** MS-PS3-1	SEP#4 SEP#5	CCC2 CCC3	*FM_CJA* *FM_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: A force causes a change in an object's velocity. PB#2: An object's mass determines its velocity change for a given force. PB#3: When two objects collide, both experience the same strength force, but in opposite directions.
8	(FM) Engineering Internship	MS-ETS1-1-4	SEP#1 SEP#6 SEP#8	CCC6		Unit Map Science Background	
			Fall Science Interim - 8th Grade				
8	(MF) Magnetic Fields	**MS-PS2-3** MS-PS2-5 **MS-PS3-2** MS-PS3-5	SEP#2 SEP#7	CCC4 CCC5	*MF_CJA* *MF_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Magnetic fields exert force from a distance that can repel like poles or attract opposite poles. PB#2: Potential energy is stored in a system when a magnet is moved against magnetic force. PB#3: Moving a magnet against a stronger magnetic force transfers more energy to the magnetic field. Magnetic force is stronger closer to a magnet.
8	(LW) Light Waves	**MS-PS4-1** **MS-PS4-2** MS-PS4-3	SEP#2 SEP#6	CCC2 CCC5	*LW_CJA* *LW_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Light carries energy that can be absorbed by a material, causing the material to change. PB#2: Different types of light can change a material in different ways; a material can absorb energy from some types of light but not others. PB#3: Light can be absorbed, reflected, or transmitted by a material; if the light is reflected or transmitted, the energy is not absorbed and the material will not change.
			MOY Science Interim - 8th Grade				
8	(NS) Natural Selection	MS-LS1-4 **MS-LS4-4** **MS-LS4-6**	SEP#4 SEP#6	CCC2 CCC7	*NS_CJA* *NS_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Adaptive traits become more common while traits that are non-adaptive become less common in a population over many generations. PB#2: Individuals with adaptive traits are more likely to live longer and pass on those traits to their offspring. PB#3: Mutations can sometimes introduce new traits into a population.
8	(NS EI) Natural Selection Engineering Internship	MS-ETS1-1-4	SEP#1 SEP#6 SEP#8	CCC2		Unit Map Science Background	
			Spring Science Interim - 8th Grade				
8	(EH) Evolutionary History	**MS-LS4-1** **MS-LS4-2** MS-LS4-3 MS-LS4-4, 5 MS-ESS1-4	SEP#4 SEP#7	CCC1 CCC3	*EH_EOU*	Full Progress Builds Coherence Flowchart Science Background	PB#1: Body structures shared between species are evidence that these two species inherited the shared structures from a common ancestor population. PB#2: Species that share structures can have differences because they have been in separate environments, and have changed in different ways over time. PB#3: Because populations separate and begin evolving differences at different points in time, similarities and differences in body structures can be used to interpret evolutionary relationships.
8	(EMS) Earth, Moon, & Sun	MS-ESS1-1 MS-ESS1-2, 3 MS-PS2-4	SEP#2 SEP#7	CCC1 CCC4	*EMS-EOU (optional)*	Full Progress Builds Coherence Flowchart Science Background	PB#1: We see the Moon because the sun illuminates the half of the Moon that is facing it. PB#2: The Moon's repeating cycle of phases is caused by the Moon's changing position in its orbit around the Earth. PB#3: Lunar eclipses happen during relatively rare moments when the sun, Earth, and the Moon are perfectly aligned.

25-26_K-8 Fishtank ELA Scope & Sequence

Includes: Fishtank planning resources, SBAC planning resources, and research

Updated 7/31/25

Note: The scope is a living document and will be updated as Fishtank makes updates.

Document/Resource	Description
	FISHTANK PLANNING RESOURCES
Assessment Guide SY25-26 - Fishtank ELA	The assessment plan provides an overview of the Fishtank ELA assessments that are required for administration and analysis during the 25-26 school year.
3-8 Curricular Assessment Plan_25-26	The assessment plan provides an overview of the 3-8 Curricular and Interim assessments that are required for administration. Links to all the Interim assessments can be found on this document.
[K-2] Fishtank Lesson Look-fors_25-26	The K-2 Lesson Look-Fors serve as an instructional lens to ensure Fishtank ELA is implemented with intentionality, rigor, and equity. By highlighting key instructional moves and student behaviors, the tool supports real-time feedback and reinforces alignment to the curriculum's core vision. This focus on fidelity and academic integrity ultimately drives stronger literacy outcomes
[3-5] Fishtank Lesson Look-fors_25-26	The 3–5 Lesson Look-Fors serve as an instructional lens to ensure Fishtank ELA is implemented with intentionality, rigor, and equity. By highlighting key instructional moves and student behaviors, the tool supports real-time feedback and reinforces alignment to the curriculum's core vision. This focus on fidelity and academic integrity ultimately drives stronger literacy outcomes
[5-8] Fishtank Lesson Look-fors_25-26	The 5-8 Lesson Look-Fors serve as an instructional lens to ensure Fishtank ELA is implemented with intentionality, rigor, and equity. By highlighting key instructional moves and student behaviors, the tool supports real-time feedback and reinforces alignment to the curriculum's core vision. This focus on fidelity and academic integrity ultimately drives stronger literacy outcomes
Fishtank Unit Internalization Guide	The Unit Internalization Guide is a comprehensive planning tool used by instructional coaches and teachers to deeply prepare for the launch and implementation of Fishtank ELA units. It outlines both collaborative and independent approaches to unit internalization.
Fishtank Lesson Internalization Guide	The Lesson Internalization Guide is a planning tool designed for instructional coaches, teachers, and content teams to prepare deeply for reading instruction. It breaks down the steps educators should take to analyze and internalize a Fishtank reading lesson before delivery, with a strong focus on student engagement, text analysis, skill development, and differentiation based on data.
	SBAC ELA PLANNING RESOURCES
Recommended Cold Read Assessments	-These snapshot cold read assessments are recommended, not required. -The Region will not progress monitor these assessments; each school/site team will determine implementation details (frequency, use, data collection). -Purpose: to provide students with additional at-bats with cold read assessments that mirror the format, structure, and rigor of SBAC. -Designed to take approximately 5 minutes to supplement, not replace, core Fishtank lesson components. -These assessments can be used flexibly to support ongoing formative assessment and student readiness for SBAC.
SBAC 101 Slides	This set of slides provides an overview of the SBAC Assessment. It breaks down the parts of the assessments, the components of the blueprints, provides key definitions to make meaning of the exam and also includes an overview of the design of the assessment.
SBAC Practice and Training Tests	Practice tests use the same testing software as the summative and mirror the format and structure to the actual test and include about 30 questions. Training tests offer a sample of six questions so students can become familiar with the testing software.
SBAC Sample Items	This website provides access to a suite of SBAC released items for ELA and Math. You can filter by Claim and Target.
	RESEARCH
Fluency Research Summary	The summary is designed to help teachers implement effective fluency instruction in grades 3–8.
Multisyllabic Decoding Research Summary	The summary is designed to inform educators about evidence-based practices for multisyllabic word instruction. It is applicable to Tier 1 instruction and intervention settings, emphasizing both word recognition and morphological analysis to enhance literacy outcomes for students, including those with reading difficulties.

Prioritzed Instructional Content - 21-22	Based on research and the progression of the disciplines, the 2020–21 Priority Instructional Content names the priorities in mathematics (K–8) and ELA/literacy (K–12) that should be the focus of instruction for educators in the 2020–21 academic year. This document provides guidance for the field about content priorities by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards

Unit #	Unit Name/Link	Unit Domain	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete Kindergarten Text List)	Reading Focus Areas	Writing Genre(s)	Writing Focus Area	Speaking and Listening Focus Area
1	Welcome to School	Literature	13	- How can you make the classroom community a joyful place to be?	With a Lexile range of 390L to 540L, the quantitative measures place the core texts in the 1st to 2nd grade band level. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently and therefore are appropriate for Read Alouds. The qualitative measures of the texts, particularly the levels of meaning, support the placement of the core texts as part of the unit. The units all have mildly complex themes that highlight aspects of what it means to be part of a strong classroom community. The themes are sometimes obvious and sometimes more nuanced but are almost always revealed over the course of the text. The text structures are simple with most events happening in chronological order, supporting the student's ability to determine the theme of the text. Similarly, the illustrations, vocabulary, and knowledge demands are appropriate for the first unit of Kindergarten.	- To engage with a text, readers ask and answer questions about key details.	N/A	N/A	- Follow agreed-upon rules for discussion. - Speak audibly.
2	Noticing Patterns in Stories	Literature	14	- What makes stories fun to read?	With a Lexile range of 260L to 600L, the quantitative measures place the core texts in the 1st to 2nd grade band level. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore are appropriate to Read Aloud. The qualitative measures of the texts, particularly the text structure, illustrations, and conventionality, support the placement of the core texts as part of the unit. All of the unit texts follow a simple, predictable pattern allowing a reader to easily familiarize themselves with the text. The texts also have simple sentences, and there are clear connections between the illustrations and text. Finally, the texts have simple and straightforward themes; therefore, these texts are appropriate to Read Aloud at the beginning of Kindergarten.	- To retell stories, readers tell what happens in the beginning, middle, and end. - Characters are the people, animals, and creatures in a story. Characters can think, feel, or act.	Opinion	- State an opinion about a book. - Use a combination of drawing, dictating, and writing to include one detail to support their opinion.	- Follow agreed-upon rules for discussion. - Speak audibly.
3	Celebrating Fall	Informational: Science	18	- What makes fall special? - What is the weather like in the fall? How does the weather impact different living things?	With a Lexile range of 410L to 650L, the quantitative measures place the core texts in the 1st to 2nd grade band level. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore, are appropriate to Read Aloud. The qualitative measures of the texts, particularly the purpose, text structure, and illustrations, support the placement of the core texts as part of the unit. The texts all have a narrow and clearly stated focus on fall, making the purpose and subject demands of the text easily accessible to students. The illustrations and text features also support a reader's understanding of content.	- Readers ask and answer questions about key details in a text to learn more about a specific topic. - The main topic is what the text is mostly about. Key details tell more about the main topic. - To understand an informational text, readers think about how details are connected.	Informational	- Name the topic they are writing about. - Use a combination of drawing, dictating, and writing to include some information about the topic.	- Follow agreed-upon rules for discussions. - Continue a conversation through multiple exchanges. - Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details. - Speak audibly and express thoughts, feelings, and ideas clearly.
4	Falling in Love with Authors and Illustrators	Literature	24	- Where do authors and illustrators get their ideas for writing?	With a Lexile range of 250L to 620L, the quantitative measures place the core texts in the 1st to 2nd grade band level. The qualitative measures of the texts, varying depending on the author or illustrator, support the placement of the core texts as part of the unit. All Grace Lin, Yuji Morales, and Monica Brown texts have mildly complex knowledge demands that require understanding of the traditions of other cultures or countries, and therefore are appropriate to read aloud. In the Jerry Pinkney texts, the illustrations are necessary for understanding the text and depict more information about the characters, setting, and events. Therefore, the illustrations make the texts mildly complex and appropriate to read aloud at this grade level.	- Authors and illustrators work together to tell a story or share ideas. - Readers “read” the illustrations in a text to notice clues about events, setting, and key events. - Readers notice details about character feelings and actions.	Narrative, Opinion	- Brainstorm the beginning, middle, and end of their story. - Tell about the setting in the beginning, tell about the problem in the middle, and tell about how the problem is solved at the end. -Revise by adding words to tell how a character feels. - Name an opinion. - Write an introduction to an opinion piece. - Provide reasons based on personal experience.	- Continue a conversation through multiple exchanges. - Asks and answers questions about key details or to get information. - Requests clarification if something is not understood. - Speak audibly and express thoughts, feelings, and ideas clearly.
The units below will be receiving updates between now and early 2026. Updates will come to some of this information as revisions are released.									
5	Winter Wonderland	Informational: Science	20	- What makes winter beautiful? - What do animals need to survive the winter?	With a Lexile range of AD480L to 790L the quantitative measures place the majority of core texts in the 1st to 2nd grade band level, with a few in the 3rd grade band. The qualitative measures of the texts, particularly the text features and illustrations in the informational texts. The simple text structure and connection between texts and illustrations in the literature texts support the placement of the core texts as part of the unit.	- Readers use diagrams and illustrations to identify key information in a text. - Readers learn new words when reading a text. Readers use those words when talking or writing about the text. - To understand an informational text, readers think about how details are connected.	Narrative, Informational	- Narrate a single event. - Tell what happens in the beginning, middle, and end. - Use precise words to help readers visualize what happens. - Name the topic they are writing about. - Use a combination of drawing, dictating, and writing to include some information about the topic.	- Continue a conversation through multiple exchanges. - Requests clarification if something is not understood. - Speak audibly and express thoughts, feelings and ideas clearly.
6	What is Justice?	Informational: Social Studies	19	- What makes us different? What makes us the same? - Why was the civil rights movement important?	With a Lexile range of 410L to 1030L, the quantitative measures place the core texts in the 1st to 4th grade band level. The qualitative measure, particularly the complex knowledge demands paired with the simple levels of meaning, support the placement of the core texts as part of the unit. All of the core texts require an understanding of the civil rights movement and segregation, a topic that is unfamiliar to many students in this age range. The texts, however, have clear and straightforward levels of meaning that are easily accessible if students have the necessary background knowledge. Therefore the knowledge demands, paired with the levels of meaning and task demands of the unit, support the placement of all core texts in this unit.	- Authors include specific reasons and illustrations to support points in a text. - To understand an informational text, readers think about how details are connected.	Informational	- Name the topic they are writing about. - Use a combination of drawing, dictating, and writing to include some information about the topic.	- Continue a conversation through multiple exchanges. - Speak audibly and express thoughts, feelings, and ideas clearly.
7	Exploring Life Cycles	Informational: Science	27	- What do all living things need to survive? - How are life cycles of various organisms similar and different?	With a Lexile range of 420L to 820L, the quantitative measures place all core texts in the 2nd to 3rd grade band. Due to the higher Lexile levels and text demands, the texts are inaccessible to students independently, and therefore, are appropriate for Read Aloud. All of the texts have a single layer of meaning and obvious topic, a conventional text structure, clear illustrations that link to words and texts, and vocabulary that is literal and straightforward. The knowledge demands of the text, particularly the scientific concepts and vocabulary do, however, make the texts slightly more complex and worthy of study. Therefore, the qualitative measures of the texts paired with the task demands in this unit, make the texts appropriate for the unit and grade level.	- To understand information in a text, readers think about the sequence of events. - Texts on the same topic can be similar and different.	Narrative, Informational	- Narrate a single event. - Tell what happens in the beginning, middle, and end. - Name the topic they are writing about. - Use a combination of drawing, dictating, and writing to include some information about the topic.	- Continue a conversation through multiple exchanges. - Speak audibly and express thoughts, feelings and ideas clearly.
8	Reduce, Reuse, Recycle	Informational: Science	24	- How does waste impact the environment? - What steps can you take to create a healthy community and environment?	With a Lexile range of AD480L to IG20L, the quantitative measures place all core texts in the 2nd to 3rd grade band. Due to the higher Lexile levels and text demands, the texts are inaccessible to students independently, and therefore, are appropriate for Read Aloud. All of the texts have a single layer of meaning and obvious topic, a conventional text structure, clear illustrations that link to words and texts, and vocabulary that is literal and straightforward. The knowledge demands of the text, particularly the scientific concepts and vocabulary, do, however, make the texts slightly more complex and worthy of study. Therefore, the qualitative measures of the texts paired with the task demands in this unit, make the texts appropriate for the unit and grade level.	- Texts on the same topic can be similar and different. - Authors include specific reasons in the text and illustrations to support points in a text.	Informational, Opinion	- Name the topic they are writing about. - Use a combination of drawing, dictating, and writing to include some information about the topic. - State an opinion about a topic. - Use a combination of drawing, dictating, and writing to include multiple details that support the opinion.	- Continue a conversation through multiple exchanges. - Speak audibly and express thoughts, feelings and ideas clearly.

Unit #	Unit Name/Link	Unit Domain	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 1st Grade Text List)	Reading Focus Areas	Writing Genre(s)	Writing Focus Area	Speaking and Listening Focus Area
1	**Being a Good Friend**	Literature	19	- What does it mean to be a good friend?	With a Lexile range of 460L-740L, the quantitative measures place all core texts in the 2nd to 3rd grade band. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore are appropriate for Read Aloud. The qualitative measures of the texts, particularly the levels of meaning, support the placement of core texts as part of the unit. The texts all have mildly complex themes that highlight aspects of what it means to be a good friend. The themes are sometimes obvious and sometimes more nuanced, but are almost always revealed over the course of the text. The text structures are simple, with most events happening in chronological order, supporting students' ability to determine the theme of the text. Similarly, the illustrations, vocabulary, and knowledge demands are appropriate for the first unit of 1st Grade.	- To understand a text, readers ask and answer questions about key details. - To understand what happens in a story, readers notice a character's actions, motivations and feelings.	Narrative, Opinion	- Stories have a beginning, middle, and end. - Include details about what happened with each event. - Use unit vocabulary words to describe what happened. - State an opinion.	- Follow agreed-upon rules for discussions. - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. - Produce complete sentences when appropriate to task and situation.
2	**Folktales Around the World**	Literature	27	- What lessons can we learn from reading folktales? - How can we use the lessons we learn from folktales in our lives?	With a Lexile range of 470L-890L, the quantitative measures place all core texts in the 2nd to 3rd grade band. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore, are appropriate for Read Aloud. The qualitative measures of the texts, particularly the levels of meaning, support the placement of the core texts as part of this unit. The majority of texts in the unit have mildly complex messages or lessons that require a deeper understanding of the plot of the entire text. The mildly complex messages support the unit focus of determining the message or lesson of a story or folktale and connecting it to their own lives. The text structures, illustrations, vocabulary, and knowledge demands of the text are simple with a few texts being slightly more complex and are appropriate for the first part of 1st Grade.	- To understand what happens in a story, readers notice a character's traits. - The central message of a story is the big idea or lesson the story teaches. Noticing character traits and character change can help the reader determine the central message.	Narrative, Opinion	- Stories have a beginning, middle, and end. Organize ideas with a clear beginning, middle, and end. - Write a problem and a connected solution. - State an opinion. - Include two to three reasons to support the opinion.	- Follow agreed-upon rules for discussions. - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. - Produce complete sentences when appropriate to task and situation. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts.
The units below will be receiving updates between now and December 2025. Updates will come to some of this information as revisions are released.									
3	**Amazing Animals**	Informational: Science	30	- How do animals use their body parts to survive? - What behaviors do parents, siblings, and babies engage in to help each other survive? - In what ways are individual animals of the same kind similar? In what ways can they differ?	With a Lexile range of 450L to 1030L, the quantitative measures place the majority of core texts in the 2nd to 3rd grade band with a few in the 4th to 5th grade band. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore are appropriate for Read Aloud. The qualitative measures of the texts, particularly the text structure and knowledge demands, make the texts moderately complex and worthy of study. The majority of the core texts by Steve Jenkins allows for multiple levels of meaning. The texts include vibrant illustrations and catchy text boxes, providing enough facts for a reader to grasp the main idea of the text. If a reader wants to dig deeper and learn more nuanced facts about the animals, however, Steve Jenkins includes longer, in-depth scientific descriptions about all of the animals found in the text. The multiple levels of meaning and nontraditional structure make the majority of texts moderately complex.	- To understand details in an informational text, readers think about how details are connected. - Illustrations help the reader learn more about a particular idea or topic.	Narrative, Informational	- Write a narrative with a beginning, middle and end. - Include details about what happened with each event. - Provide a sense of closure. - Name a topic. - Supply facts about the topic.	- Follow agreed-upon rules for discussions. - Ask and answer questions about key details in a text read aloud or information presented orally or through other media. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts. - Produce complete sentences when appropriate to task and situation.
4	**Love Makes a Family**	Literature	36	- What is a family? - What makes some families different from others? - How does having different kinds of families make the world and our classroom community a richer place?	With a Lexile range of 490L to 800L, the quantitative measures place the majority of the core texts in the 2nd to 3rd grade band. Due to the higher Lexile levels and text demands, the core texts are inaccessible to students independently and are therefore appropriate for Read Aloud. The qualitative measures, particularly the knowledge demands, support the placement of the core texts as part of the unit. While many of the texts have simple and obvious themes and structure, students' understanding of the time period or location of the text is important for understanding character motivation and ultimately the lesson that they learn. Some of the texts also have nuanced messages about family, which make the texts more complex and worthy of study.	- To understand what happens in a story, readers notice character relationships and feelings. - Readers "read" the illustrations in a text to notice clues about events, setting, and characters. - Noticing character relationships and feelings can help the reader determine the central message of a story.	Narrative	- Write a narrative with a beginning, middle and end. - Include specific details about what happened. - Provide a sense of closure.	- Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts. - Build on others' talk in conversations by responding to the comments of others. - Ask questions to clear up confusion about the topics or texts under discussion.
5	**Inspiring Artists and Musicians**	Informational: Social Studies	36	- How can a person's decisions and actions change his or her life? - What makes a person remarkable? - How can art impact/change a person's life?	With a Lexile range of 490L to 1050L, the quantitative measures place most core texts in the 2nd to 3rd grade band level with a few in the 3rd to 4th grade band level. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore, are appropriate for Read Aloud. The qualitative measures of the texts, particularly the knowledge demands and text structure, support the placement of the core texts as part of this unit. The majority of texts are biographies of individuals who had to fight to overcome challenges and injustices. The challenges faced by the heroes studied, be it a civil rights challenge or a women's rights issue, are often unfamiliar to a 1st grade reader and require subject-specific knowledge to fully grasp; therefore, the knowledge demands of the majority of core texts are mildly complex. Additionally, many of the biographies follow a sequential, chronological, or predictive pattern that allow students to interact with and master the structure of biography. Therefore, the text structure demands support the placement of the core texts in this unit.	- To understand events in a text, readers need to think about how multiple details are connected. - Authors include specific reasons in the text and illustrations to support points in a text.	Narrative, Informational, Opinion	- Write prose that includes details. - Use rhyming words and/or repetition. - Name a topic. - Supply facts about the topic. - State an opinion. - Include two to three reasons to support the opinion. - Provide a sense of closure.	

Unit #	Unit Name/Link	Unit Domain	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 2nd Grade Text List)	Reading Focus Areas	Writing Genre(s)	Writing Focus Area	Speaking and Listening Focus Area
1	Cinderella Around the World	Literature	28	- What lessons can we learn from the characters in traditional fairy tales and folktales? - How can we use the lessons we learn from fairy tales in our own lives?	With a Lexile range of AD540L to 1000L, the quantitative measures place the majority of core Read Aloud texts in the fourth to fifth grade band level. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore are appropriate for Read Aloud. The qualitative measures, particularly the simple text structure and the complex vocabulary, matched with the task demands support the placement of the Read Aloud texts as part of this unit. The majority of the texts in the unit have a conventional text structure with events unfolding in a chronological order. Many of the texts, however, have complex and unfamiliar vocabulary and more complex sentence structures. The combination of the simple text structure and complex vocabulary and sentence structure, paired with the tasks demands of the unit, make the core texts appropriate for this unit.	- To understand what happens in a story, readers notice character relationships and feelings. - A story's setting impacts the sequence of events by influencing what the characters say and do.	Narrative	- Engage the reader by describing the characters and setting. - Develop a focused narrative with a beginning, middle, and end. - Show how characters are feeling through what they say or do. - Use a variety of words to show the order of events.	- Follow agreed-upon rules for discussions.
2	Exploring Habitats	Informational: Science	33	- How do plants and animals depend on their habitats for survival? - Where do animals and plants find water in different habitats? Why is water important?	With a Lexile range of 470L to 520L, the quantitative measures place the core texts in the 2nd to 3rd grade band. Due to the Lexile levels and text demands, these texts are appropriate for primarily shared or independent reading. The qualitative measures of the texts, particularly the text structure and illustrations, and the graphics and page layout, matched with the tasks for the unit make the unit texts appropriate for this unit. All unit texts follow a predictable pattern with content, vocabulary, and text features that make the texts accessible to readers at this level. All unit texts also include simple and easy to interpret illustrations, diagrams, and charts that are directly connected to the text. These illustrations and graphics aid non-teacher directed comprehension at this level.	- To understand details in an informational text, readers think about how details are connected. - Text features help the reader learn more about a particular idea or topic and determine the main topic of a section of text.	Informational, Opinion	- Brainstorm and outline before writing. - Introduce a topic, develop supporting details, and provide a concluding statement or section. - Use facts, definitions, and text features to support a point. - Brainstorm and outline before writing. - State an opinion on a topic, supply reasons that support the opinion, and provide a concluding statement or section. - Use evidence from the text or experience to support an opinion.	- Follow agreed-upon rules for discussions.
3	Belonging and Friendship: Pinky and Rex	Literature	28	- What does it mean to be best friends? - Why is it important to stand up for yourself and what you believe?	With a Lexile range of 490L to 590L, the quantitative measures place all of the texts in the 2nd grade band level, although at the high end of what is appropriate for independent reading at this grade level. The qualitative measures, particularly the text structure and knowledge demands, matched with the task demands, however, support the placement of the texts as part of the unit. All of the texts follow a conventional text structure appropriate for readers at this grade level. Events unfold in a chronological order and in a somewhat predictable way. The themes of the texts are also easily relatable to everyday experiences and little prior knowledge is necessary to comprehend the events of the text. Therefore, even though the texts are at a slightly higher Lexile for this time of year, the simple text structure and simple knowledge demands make the texts accessible with the right support.	- To understand what happens and why it happens in a story, readers notice the relationships between characters. - Descriptive language, dialogue tags and italicized words deepen a reader's understanding of how a character is feeling. - A deep understanding of characters helps the reader determine the central message.	Narrative, Opinion	- Use details to describe actions, thoughts, and feelings. - Use precise adverbs to show details about a character's thinking or feeling. - Brainstorm using a Single Paragraph Outline. - Differentiate topic sentences from supporting sentences. - Use linking words to connect opinion and reasons. - Write a strong concluding statement.	- Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about topics and texts under discussion.
The units below will be receiving updates between now and November 2025. Updates will come to some of this information as revisions are released.									
4	Stories of Immigration	Informational: Social Studies	35	- Why do people immigrate to the United States? - What challenges do people face when they are immigrating to the United States? - How are our communities enriched by the contributions of immigrants?	With a Lexile range of 470L to 800L, the quantitative measures place the majority of core Read-Aloud texts in the high 2nd to 3rd grade band level. Due to the higher Lexile levels and text demands, these texts are inaccessible to students independently, and therefore are appropriate for Read Aloud. The qualitative measures—particularly the knowledge demands and purpose—matched with the task demands, support the placement of the Read-Aloud texts as part of this unit. The majority of texts in the unit require an understanding of the social and political factors surrounding immigration, concepts that may be unfamiliar to a typical 2nd grader. Therefore, even though some of the unit texts have a lower Lexile that may be closer to students' independent reading level, the subject matter makes them moderately complex and worthy of study. The majority of texts are also written as either narrative nonfiction or are narrative; therefore, the purpose is more subtle or abstract, and students need to understand the nuance in characters or events in order to determine the author's purpose.	- To understand the big idea in an informational text, readers need to think about how key details are connected. - Authors always have a purpose for writing a book. They use the details in the book to convey their purpose.	Informational, Opinion	- Participate in shared research and writing projects. - Brainstorm and outline using a Single Paragraph Outline. - Introduce the topic to a reader. - State an opinion. - Include two to three reasons to support the opinion. - Choose strong evidence to support an opinion. - Use linking words to connect opinion and reasons. - Write a strong concluding statement.	- Build on others' talk in conversations by linking their comments to the remarks of others. - Produce complete sentences when appropriate to task and situation.
5	Finding Your Power: Freddie Ramos	Literature	28	- Can people of different ages be friends? Why or why not? - What is more important: brain power or superpower? Why?	With a Lexile of 640L and 650L, the quantitative measures place the core texts, Zapato Power: Freddie Ramos Takes Off and Zapato Power: Freddie Ramos Springs Into Action, at the high end of the 2nd grade band level. The qualitative measures, particularly the levels of meaning and conventionality, matched with the task demands, however, support the placement of the texts as part of the unit. Both texts have a single, very simple level of meaning with an obvious theme: Freddie Ramos wants to be a superhero and is motivated to become one. Both texts are written in a very conventional way with simple sentences and familiar vocabulary (with the exception of a few words in Spanish). Therefore, even though the texts are at a slightly higher Lexile for this time of the year, the simple level of meaning and simple vocabulary and sentence structure make the texts accessible with the right support.	- To understand what happens and why it happens in a story, readers notice a character's motivation and relationships. - Authors use descriptive language to help readers visualize and better understand what's happening in the story. - Chapter titles give readers a clue about the key events in the upcoming chapter.	Narrative	- Brainstorm a focused narrative with a beginning, middle, and end. - Write a beginning with a strong hook. - Use precise verbs and adverbs to describe a character's actions. - Provide a sense of closure.	- Build on others' talk in conversations by linking their comments to the remarks of others. - Ask for clarification and further explanation as needed about topics and texts under discussion.

Unit #	Unit Name/Link	Unit Domain	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 3rd Grade Text List)	Reading Focus Areas	Writing Genre(s)	Writing Focus Area	Speaking and Listening Focus Area	MSD Routine Worksheets
1	Defining Identity: Dyamonde Daniel and My Name is María Isabel	Literature	28	- What makes me who I am? - How should we treat people who are different from us? - Why are our names important?	With a Lexile level of 620L, Make Way for Dyamonde Daniel falls in the 3rd grade band level, and with a Lexile level of 860L My Name is María Isabel is slightly above the grade band level for third grade. The qualitative measures, matched with the task demands of the unit, however, support the placement of both core texts in the unit. Make Way for Dyamonde Daniel unfolds chronologically, making the structure accessible for readers. The text includes some figurative language that requires additional support, but the majority of the text is written using contemporary and conversational language. Since the text is about a girl's experience at school, the experiences are easily relatable and readers do not need a lot of additional knowledge to access the text. My Name is María Isabel also follows a conventional narrative structure with few shifts in point of view.The language and knowledge demands of the text, however, make the text more complex. The author writes using compound and complex sentence structures, and uses lots of figurative and descriptive language. The life experiences in the text are mostly familiar, but there are some cultural and literary connections that students need to understand in order to build a deeper meaning of the text.	- Character traits describe what a character is like. Readers determine a character's traits by noticing what they say, think and do. - Character feelings help a reader understand why a character does or says something in a particular moment. - Character motivation is what the character wants and why. Character motivation is often connected to character feelings and traits.	Narrative	- Brainstorm a logical sequence of events that includes a clear beginning, middle, and end. - Write events that unfold in a logical way and include a problem, solution, key events, and lesson. - Introduce characters and setting. - Include specific details to describe events, including using dialogue to show the response of characters to solutions.	- Prepare for discussion. - Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts.	Unit 1 MSD Routine
2	Rediscovering Thanksgiving: Fact vs. Fiction	Informational: Social Studies	32	- Why did the Pilgrims leave England? What challenges did they face when they reached the "New World"? - Who were the first people to live in present day New England? How were their lives and communities impacted by the Europeans? - What parts of the Thanksgiving story are true? What parts are myths? - Why is it important to look at history from multiple perspectives?	With a Lexile level of 550L the quantitative measures place the core text at the low end of the 3rd grade band. The qualitative measures and task demands also support the placement of the core text as part of the unit. The text has a simple purpose, to teach a reader about the pilgrims, and the purpose is conveyed explicitly through simple text structures, graphics, and vocabulary. The lower Lexile and simple text complexity supports the text being consumed independently with minimal teacher support.	- Events in historical texts are often described chronologically (in the order they happen). Readers use chronology to explain the connection between events. - To describe key events in a historical text, readers need to think about what happened and why. - Comparing and contrasting details from multiple texts on the same topic helps readers understand multiple perspectives of a historical event.	Informational	- Introduce a topic using a topic sentence. - Develop the topic with reasons, facts, and details. - Organize information using a cause-and-effect or chronological text structure. - Conduct short research projects to build knowledge. - Take notes and sort evidence into categories. - Include illustrations and text features to aid in comprehension.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts.	Unit 2 MSD Routine
The units below will be receiving updates between now and November 2025. Updates will come to some of this information as revisions are released.										
3	Passing Down Wisdom: Hispanic and African American Folktales	Literature	33	- What lessons can we learn from folktales? - Why are Brer Rabbit tales important? What can we learn from them?	Due to the range in Lexile levels, the qualitative measures of each core text support placement within the unit. The knowledge demands of all three texts, particularly the cultural demands of the texts, make the texts moderately complex. Tales Our Abuelitas Told requires an understanding of Hispanic traditions and a few Spanish phrases. In order to fully understand why many of the stories in The Tales of Uncle Remus and Her Stories have dark, sad messages, an understanding of the historical time period during which the stories were told is necessary. Despite the moderately complex cultural demands, the texts all have conventional text structure. In most stories events unfold in a chronological order and the theme is obvious. A few of the short stories have more complex themes that require a more nuanced understanding, however, the task demands of those lessons support student comprehension.	- When readers retell a story, they tell events from the story using a clearly sequenced order of events. - To understand how a character influences the sequence of events, readers think about what he or she did to cause key events in the story. - Authors reveal the central message of a story by using predictable patterns and pathways.	Narrative, Opinion	- Brainstorm a logical sequence of events. - Introduce characters and setting. - Write events that unfold in a logical way. - Use temporal words and phrases to manage the sequence of events. - State an opinion. - Provide reasons that support an opinion. - Use linking words and phrases to connect reasons with evidence.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts.	Unit 3 MSD Routine
4	Understanding the Animal Kingdom	Informational: Science	31	- What is the animal kingdom? What types of animals make up the animal kingdom? - Why are life cycles important? Are all animal life cycles the same? - What happens to animals in an ecosystem when the environment changes? How have animals adapted to meet changes in the environment?	With a lexile range of 770L to 940L the core texts of this unit fall at the high end of the third to fourth grade band level. The qualitative measures, particularly the text structure and subject matter, support the placement of the text within this unit. If the units are taught in sequence, the core texts are the first scientific texts students will encounter. Many of the text structures are similar to texts from previous units; however, the text contains a variety of organizing structures and the illustrations, charts, diagrams, and sidebars are integral to understanding the text. Understanding how to analyze and use both are priorities within the unit. Additionally, the focus on reading and understanding complex scientific concepts makes the knowledge demands of the text moderately complex.	- Authors use different text structures to help readers understand and describe scientific ideas or concepts. - Graphic features, such as illustrations and diagrams, help readers make sense of key events in an informational text.	Opinion, Informational	- State an opinion. - Provide reasons that support an opinion. - Use linking words and phrases to connect reasons. - Include a concluding statement. - Conduct short research projects to build knowledge. - Take notes and sort evidence into categories. - Introduce a topic using a topic sentence. - Group related ideas and details together. - Develop the topic with reasons, facts, and details.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts. - Build on others' talk in conversations by linking their comments to the remarks of others.	Unit 4 MSD Routine
5	Embracing Difference: The Hundred Dresses and Garvey's Choice	Literature	37	- What different roles do people play in bullying? - What does it mean to be accepting of ourselves? - What does it mean to be accepting of others?	With a Lexile level of 870L, quantitative measures place the core text The Hundred Dresses in the 4th grade band level. The qualitative measures, particularly the levels of meaning, text structure, and knowledge demands, however, support the placement of the text within this unit. The text, written in the 1940s, contains more complex and dense sentence structures than texts students normally encounter in this grade, but the easily relatable message of bullying and the relatively conventional text structure makes the sentences easier to understand and access. With a Lexile level of 620L, quantitative measures place the core text Garvey's Choice in the 3rd grade band level. The qualitative measures, particularly the levels of meaning, text structure, and knowledge demands, support the placement of the text within this unit. The central message of the text is obvious and clearly revealed through Garvey's actions and thoughts. The text, while written in verse, follows a chronological plot with verses that are predictable in structure.	- Stories in prose use predictable structures to help readers understand the story. - Stories written in verse use predictable structures to help readers understand the story. - Character relationships can directly impact the sequence of events and development of the central message.	Narrative, Opinion	- Use relevant text details or background knowledge from the text to develop characters, ideas, or situations. - Write a sequence of events that unfolds naturally. - Use precise words and phrases to develop events and experiences. - Provide a sense of closure. - Write a topic sentence that clearly states an opinion. - Provide reasons that support an opinion. - Use linking words and phrases to connect reasons with evidence. - Include a concluding statement.	- Build on a partner's ideas. Seek to genuinely understand what their peers are saying, and then build on. - Paraphrase to make meaning. Paraphrase what others are saying in order to keep track of key ideas in a discussion. - Question and clarify. Seek to clarify a particular point a student makes by asking follow-up questions.	Unit 5 MSD Routine

Unit #	Unit Name/Link	Unit Domain	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 4th Grade Text List)	Reading Focus Areas	Writing Genre(s)	Writing Focus Area	Speaking and Listening Focus Area	MSD Routine Worksheets
1	Finding Fortune: Where the Mountain Meets the Moon	Literature	37	- How are people transformed through their relationships with others? - What does it mean to have good fortune?	With a Lexile of 810L, the quantitative measures suggest that the core text, Where the Mountain Meets the Moon, is in the 4th grade band level. The qualitative measures, particularly the text structure and vocabulary, make the text moderately complex and appropriate for placement in this course. The story is told from Minli's perspective or her parent's perspective, depending on the chapter. Both perspectives also include stories that are passed down and retold for entertainment. Details from the stories, however, often spiral back later in the text. Therefore, to fully comprehend the text a reader needs to be able to understand and track Minli's perspective, her parent's perspective, and the stories that are told. Grace Lin also uses a lot of figurative language and descriptive vocabulary to describe characters and events. Many of the figurative language references are complex, but important for understanding characters and events.	- To describe a character in depth, readers must notice a character's thoughts, actions, relationships, perspectives, and conflicts. - Characters can change over the course of a story based on their relationships with others, key conflicts, or lessons learned. - Summarizing is used to recap or recall key information in a story.	Narrative, Opinion	- Use relevant text details or background knowledge from the text to develop characters, ideas, or situations. - Brainstorm and draft a story with a logical sequence of events that unfolds naturally. - Use dialogue and description to show a character's response to events. - Use different strategies to start a story. - Use figurative language and precise words to elaborate on events. - Use single-paragraph outlines to brainstorm cohesive paragraphs. - Write strong topic sentences that clearly state an opinion. - Provide reasons and evidence to support a particular opinion. - Elaborate on the reasons to show understanding of the text and topic.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts.	Unit 1 MSD Routine
2	Preparing for the Worst: Natural Disasters	Informational: Science	33	- Where and how do earthquakes occur? What hazards do earthquakes create? How can the hazards be reduced? - Where and how do volcanoes occur? What hazards do volcanoes create? How can the hazards be reduced? - Where and how do hurricanes occur? What hazards do hurricanes create? How can the hazards be reduced? - Where and how do wildfires occur? What hazards do wildfires create? How can the hazards be reduced?	Unforgettable Natural Disasters is written using text structures and page layouts that make it moderately complex, especially when paired with the scientific knowledge demands of the texts. Comprehension of the text relies on a reader's ability to read and comprehend several organizing structures, interpret graphics and images that contain information that may not be included in the text, and understand the complex scientific concepts. Earthquakes, Volcanoes, Wildfires, and Hurricanes have higher Lexile levels and text structures that are unconventional in comparison to Unforgettable Natural Disasters. All four texts are written as expository nonfiction; therefore, comprehension relies on a reader' s ability to unpack dense sentences and organizing structures without the reinforcement of visual text features or images. As a collection, the texts in this unit expose students to a wide variety of genre features and demands.	- To describe events and the scientific reasons they occur, readers need to be able to identify and describe the cause-and-effect connection between ideas. - To explain scientific concepts, readers need to be able to identify and explain details that describe the sequence or chronology of events.	Narrative, Informational	- Brainstorm and draft a story with a logical sequence of events that unfolds naturally. - Use details to orient the reader to the setting. - Use dialogue, concrete words and phrases, and sensory details to develop experiences. - Use transitional words and phrases to show a sequence of events. - Provide a sense of closure. - Introduce a topic clearly using a topic sentence. - Group related information into paragraphs and sections. - Develop the topic with facts, definitions, and concrete details. - Order details strategically. - Provide a concluding statement or section. - Add headings, illustrations, and graphics.	- Prepare for discussion. - Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts.	Unit 2 MSD Routine
The units below will be receiving updates between now and December 2025. Updates will come to some of this information as revisions are released.										
3	Interpreting Perspectives: Greek Myths	Literature	27	- Why was Greek mythology important in ancient Greece? - What lessons can be learned from Greek mythology?	As a collection, the texts in this unit are appropriate for 4th grade. Each text has varying genre features that support the unit goals of comparing and contrasting point of view and genre features. The core text Greek Myths follows a conventional plot sequence and uses literal, straightforward language. The Greek Myth Plays are unleveled. This is students' first interaction with drama, therefore the genre features make the plays unconventional and more complex for students. I am Arachne is told from the first-person point of view and offers a unique approach to perspective and point of view. Paired with the original versions and the plays, the myths in I am Arachne are accessible and the text-structure and language used are at the right level of complexity for this age range. Therefore, as a collection, the core texts and their varying levels of complexity and demands support placement within the unit.	- Summarizing a text helps the reader build a deeper understanding of the story. - Poems, drama, and prose all contain different structural elements to help the reader better understand the text. - Comparing and contrasting the point of view from which stories are told helps readers understand the impact point of view has on a story.	Narrative, Opinion	- Use relevant text details or background knowledge from the text to develop characters, ideas, or situations. - Rewrite a narrative from a different point of view. - Brainstorm and draft a story with a logical sequence of events that unfolds naturally. - Use dialogue, concrete words and phrases, and sensory details to develop experiences. - Provide a sense of closure. - Write strong topic sentences that clearly state an opinion. - Provide reasons and evidence to support a particular opinion. - Link opinions and reasons using words and phrases.	- Build on to partner's ideas. Seek to genuinely understand what peers are saying, and then build on. - Paraphrase to make meaning. Paraphrase what others are saying in order to keep track of key ideas in a discussion. - Question and clarify. Seek to clarify a particular point a peer makes by asking follow-up questions.	Unit 3 MSD Routine
4	Believing in Yourself: The Wild Book	Literature	31	- What can we learn from hearing our ancestors' stories? - What was the political and social climate of Cuba in 1912? How did it impact citizens? - How does having a learning disability impact the way people see themselves and the way that others see them?	With a Lexile of 1050L the quantitative measures place the core text The Wild Book in the 5th to 6th grade band level. The qualitative measures, particularly the levels of meaning and text structure, however, support the placement of the text in this course. The themes of the text are relatively obvious, and are clearly developed over the course of the text, making the levels of meaning not very complex. The themes and plot are also developed in a chronological and linear manner, making the story line easier to track and comprehend. The text does have complex knowledge demands and genre demands, however, the simple levels of meaning and text structure make the text accessible to readers at this level.	- A novel written in verse combines poetry with storytelling. - The setting of a story influences the way characters behave, foreshadows events, and provides a window into the society where the character lives. - Authors reveal a theme of a story using predictable pathways and patterns.	Narrative, Opinion	- Use relevant text details to develop characters, ideas, or situations. - Brainstorm and draft a story with a logical sequence of events that unfolds naturally. - Use dialogue and description to show a character's response to events. - Use concrete words and phrases and sensory details. - Write strong topic sentences that clearly state the opinion. - Provide reasons and evidence to support a particular opinion. - Link opinions and reasons using words and phrases. - Provide a concluding statement or section.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share thoughts. - Build on a partner's ideas. Seek to genuinely understand what their peers are saying, and then build on.	Unit 4 MSD Routine
5	Heart and Soul: The Story of America and African Americans	Informational: Social Studies	34	- How have racist ideas and racism shaped United States history and policies? - What are some of the key events in United States history since the 1600s? How did each event impact life for African Americans? - How can courageous individuals create and drive change?	With a lexile level of 1050L the core text falls at the high end of the 4th to 5th grade band level. The qualitative analysis, specifically the complex knowledge demands, text structure, and sentence structure, support the placement of the core text in this unit. The themes and power of Heart and Soul: The Story of America and African Americans are brought to life by the author's vivid illustrations and powerful sentence structure. The illustrations and text structure combined create an emotional experience that draws the reader into the subject matter. The illustrations and text structure, however, are also what make the text complex. Comprehension requires a close analysis of sentences and their structure, which for many parts of the text requires multiple reads of the same sentence or paragraph. The knowledge demands of the text are also complex. The text gives an overview of American and African Americans, often referring to historical events that students may not be familiar with. Or, the text briefly describes a period of history before moving on. This lack of depth is purposeful; however it makes the text complex for a reader who lacks context.	- The point of view of a text directly influences the type of evidence and reasons the author uses to support particular points in the text. - Authors use a variety of text structures to help a reader understand key ideas and information. - Readers close read illustrations in order to deepen their understanding of key content.	Informational	- Research and take notes on a topic, grouping related information. - Develop the topic with facts, definitions, and details. - Use transition words to link ideas or categories of information. - Provide a concluding statement or section. - Include formatting, illustrations, and multimedia.	- Question and clarify to build understanding. Seek to clarify a particular point a peer makes by asking follow-up questions. - Build on and challenge a partner's ideas. - Synthesize to build deeper meaning. Synthesize everything from the discussion into a coherent statement at the end of the discussion.	Unit 5 MSD Routine

FIFTH GRADE UNITS

Unit #	Unit Name/Link	Are There Upcoming Revisions for this Unit?	Unit Domain	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 5th Grade Text List)	Reading Focus Areas	Writing Genre (s)	Writing Focus Area	Speaking and Listening Focus Area	Lanague Teaching Points
1	Building Community: Seedfolks	N/A	Literature	27	- How can one person impact a community? - In what ways can prejudice impact the way people treat one another? - What steps can be taken to overcome prejudice?	With a Lexile of 710L, the quantitative measures place Seedfolks toward the end of the 2–3 grade band. However, the qualitative analysis, specifically the complex levels of meaning and text structure, suggest that the novel is more appropriate in the 4–5 grade band. Each story in Seedfolks is told from a different point of view, and each character's motives for involvement in the garden are different, making the plot of the story unconventional and moderately complex. Additionally, the themes of each individual chapter are often clearly revealed through the character's point of view; however, the themes for the entire novel are more nuanced and are developed over the course of the entire novel, and a deeper analysis and synthesis of each individual chapter is required. Therefore, the levels of meaning and purpose in Seedfolks are very complex.	- Every character has a distinct purpose. Stories can have multiple characters with distinct purposes. - Comparing characters helps readers develop a deeper and more nuanced understanding of the text. - How characters respond to challenges is important to understand plot and theme.	Narrative, Informational	**Narrative Writing** - Brainstorm a story with a logical sequence of events. - Start a story by hooking and orienting the reader. - Include details that describe a character's actions, thoughts, or feelings. **Informational Writing** - Introduce a topic clearly using an introduction section. - Summarize or paraphrase information in notes and finished work. - Group related information into paragraphs and sections. - Develop the topic with facts, definitions, and concrete details.	- Prepare for discussion. - Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts.	In oral and written language, students will learn how to expand sentences by adding details to show when, where, or how something happens. They will also practice revising sentences to make them clearer and more concise. These skills help students write strong paragraphs and stories with clear ideas and detailed descriptions.
2	Exploring Human Rights: The Breadwinner	Planned revision in Summer 2026	Literature	36	- How can family relationships and dynamics influence a person's actions? - How did the Taliban regime impact life for residents of Kabul? - What can be done to improve women's rights and equality in both Afghanistan and Pakistan? - How can one person impact a community?	With a Lexile of 630L, the quantitative measures place The Breadwinner toward the end of the 2–3 grade band. However, the qualitative analysis, specifically the complex knowledge demands, suggests that the novel is more appropriate in the 4–5 grade band. The Breadwinner takes place in Taliban-controlled Afghanistan, where Parvana, the main character, must break Taliban laws restricting women and risk her life in order to provide for her mother and sisters. While the author includes enough background to help a reader understand what it was like under Taliban rule, understanding the story is dependent on understanding the culture, making the literature and culture knowledge demands of this text moderately complex.	- Comparing and contrasting characters helps readers develop a deeper, more nuanced understanding of the text. - Authors reveal the theme of a story by using predictable patterns and pathways. - The setting of a story influences the way characters behave, foreshadows events, and provides a window into the society where the character lives.	Narrative, Opinion	**Narrative Writing** - Use relevant text details or background knowledge from the text to develop characters, ideas, or situations. - Use detail and description to indirectly develop characters. - Use detail and description to develop the conflict in a story. - Brainstorm and draft a story with a logical sequence of events that unfolds naturally. - Use description and dialogue to develop experiences, events, and characters. - Use precise words and phrases to describe character actions and feelings. **Opinion Writing** - Write strong topic sentences that clearly state the opinion. - Support a point of view with strong reasons and information. - Writers elaborate on details to better support the main ideas. - Write concluding statements that are connected to the opinion.	- Prepare for discussion. - Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts.	In oral and written language, students will learn how to use perfect verb tenses (ex. have, has, had) to show the timing of actions and to clearly express different times and conditions, and to recognize and fix shifts in tense. Students will also learn how to use commas correctly.
3	Protecting the Earth: Plastic Pollution	N/A	Informational: Science	27	- What does it mean to have a plastic pollution problem? - How is plastic pollution hurting the world's oceans? - What steps can be taken to lessen the amount of plastic pollution in the ocean?	With a Lexile level of 1120L, the core text falls at the high end of the fifth-grade band level. However, the task demands and qualitative demands of the text support the placement of the text in the unit sequence. The topic of plastic pollution is engaging and relevant to students, making the moderately complex structure, language demands, and knowledge demands more accessible. The text does rely on students having some background knowledge about ecosystems, plastic, and solutions. Paired texts and suggestions for building background are included throughout the unit to help with the knowledge demands. Strategies for addressing language demands and text structure demands are also included throughout the unit. To learn more about the complexity of Trash Vortex, see the Text Complexity section of the Unit Launch.	- Authors use description, sequence, or cause and effect paragraph and sentence structure to help readers notice and explain connections between ideas. - Authors use a variety of reasons and evidence to support their points. The type of evidence an author uses depends on the author's purpose.	Opinion, Informational	**Opinion Writing** - Brainstorm and organize ideas before crafting an opinion statement. - List supporting details in order of importance. - Include opposing facts when proving an opinion. - Paraphrase accurately and concisely. - Group relevant information into paragraphs and sections. - Choose a paragraph structure that matches the purpose and main idea of a section. - Include signal words to show the text structure. **Informational Writing** - Distinguish between interesting and important details when brainstorming. - Determine which details are the most important and best support the main point. - Write in a structure that supports the main idea of the paragraph and order supporting details according to the structure.	- Prepare for discussion. - Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts.	In oral and written language, students will learn how to combine sentences. Students will also learn how to use conjunctions (for, and, nor, but, or, yet, because, when, while, until, since, although, if) to show the relationship between ideas.
Alt. Unit 1	Shaping Dreams: A Single Shard	N/A	Literature	31	- How do others help us grow? - Why is it important to show up for other people? - How do people achieve their dreams? - What drives us? What factors drive our actions?	A Single Shard is a Newberry Award Winning historical fiction novel. With a Lexile of 920L, the quantitative measures place A Single Shard squarely in the middle of the 5th grade band. The author uses rich, descriptive language to develop the plot and the characters. Although set in a definitive time and place in history (12th century Korea), the novel is timeless; its themes of hard work, dedication, kindness, growth, and showing up for others resonate universally with upper elementary readers. These themes are developed over the course of the entire novel through the experiences of a narrow set of core characters. While the language and levels of meaning in A Single Shard are complex, the text also lends itself to numerous access points for all readers.	- How characters respond to challenges is important to understand plot and theme. - Recurring ideas in a text often reflect the theme. - Characters' thoughts, actions, and dialogue reveal their traits, feelings, and motivations. - Characters' interactions with and responses to one another reveal who they are.	Narrative, Informational	**Narrative Writing** - Brainstorm a story with a logical sequence of events. - Start a story by hooking and orienting the reader. - Include details that describe a character's actions, thoughts, or feelings. **Informational Writing** - Introduce a topic clearly using an introduction section. - Summarize or paraphrase information in notes and finished work. - Group related information into paragraphs and sections. - Develop the topic with facts, definitions, and concrete details.	- Prepare for discussion. - Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts.	In oral and written language, students will learn how to expand sentences by adding details to show when, where, or how something happens. They will also practice revising sentences to make them clearer and more concise. These skills help students write strong paragraphs and stories with clear ideas and detailed but purposeful descriptions.
4	Young Heroes: Children of the Civil Rights Movement	N/A	Informational: Social Studies	34	- What role did children and teens play in the Civil Rights Movement? - What tactics and strategies did activists use during the Civil Rights Movement to help change laws and institutions? - How does reading both historical texts and personal stories help us understand the past?	As a collection, the quantitative and qualitative components of each text ensure that students are exposed to informational texts with a varying range of text-complexity features and demands. All texts in the unit have moderately-complex knowledge demands. While the excerpts from Claudette Colvin, Freedom's Children, and Turning 15 on the Road to Freedom do assume significant student background knowledge about different elements of the Civil Rights Movement, the core unit text, Witnesses to Freedom, provides a student-friendly overview of much of this content. Most of the texts in the unit contain simple and predictable non-fiction text structures. Ideas are introduced chronologically, and the connections between the illustrations and text are clear and direct. Claudette Colvin: Twice Toward Justice, however, has a moderately-complex text structure. The author uses a variety of organizing structures, including switching perspectives, and full comprehension relies on a reader's ability to interpret text features and use the text features to enhance understanding of the text. All of the texts in the unit include carefully-curated illustrations, graphics, and page layouts that make the texts moderately-complex. In Witnesses to Freedom, Freedom's Children, and Claudette Colvin, the connections between the illustrations and graphics are clear and support analysis of the text. There are a few images in each that convey information not otherwise conveyed in the text. In Turning 15 on the Road to Freedom, the author pairs photographs with the narrator's first-person account of events. Therefore, the photographs and graphics often add information that is not otherwise conveyed in the text.	- The purpose and point of view of a text influence the type of information presented. - The main idea is the central point or big picture understanding that the reader should get from the text. - Authors use a variety of reasons and evidence to support particular points in a text.	Poetry, Informational	**Poetry Writing** - Include a theme, events, and descriptive language in poems. - Use rhyme and figurative language to add beauty and meaning to poems. - Use punctuation in poetry to support rhythm and meaning. **Informational Writing** - Synthesize details to craft a topic sentence that introduces a big, thematic idea. - Use a text structure and signal words that match the information in a paragraph. - Include appropriate background information in the introduction section and leave readers with a final takeaway in the conclusion. - Elaborate on main ideas by adding supporting text features.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts. - Build on to partner's ideas. Seek to genuinely understand what peers are saying, and then build on.	In oral and written language, students will learn how to use verb tenses to accurately convey time or the sequence of events. Specifically, they will learn how to use the perfect verb tense to show precisely when events occurred. These skills help students write clearly and concisely, especially when conveying historical information to their reader.

FIFTH GRADE UNITS											
Unit #	**Unit Name/Link**	**Are There Upcoming Revisions for this Unit?**	**Unit Domain**	**Instructional Days**	**Essential Questions**	**Core Text Selection Rationale** (See complete **5th Grade Text List**)	**Reading Focus Areas**	**Writing Genre (s)**	**Writing Focus Area**	**Speaking and Listening Focus Area**	**Lanague Teaching Points**
Alt. Unit 4		N/A	Informational: Science	39	- How do scientists plan for and execute missions to Mars? - What challenges did the rovers face on Mars? How did scientists and the rovers respond? - What goals did scientists have for the rover expeditions? Were the goals met?	With a Lexile of 950L, the quantitative measures place the core text in the 5th grade band level. Additionally, the qualitative measures, particularly the text structure, illustrations and graphics, vocabulary and sentence structure, and content knowledge, make the text worthy of study. The text is written primarily in chronological order; however, the author also includes cause-and-effect and compare and contrast structures to explain content. The text features, particularly the sidebars, photographs, and captions, are essential for understanding the content. Therefore, the text structure is moderately complex. Similarly, the graphics and page layout are moderately complex. The graphics often add information that is not conveyed in the text, and the page layout differs from page to page. The author, Elizabeth Rusch, also writes in a unique perspective in order to build engagement. The text is told from the program lead's point of view, which shapes the mood of the book. She also uses a wide variety of sentence structures in order to build suspense, emphasize particular ideas, or convey the seriousness of an event. Analyzing the point of view from which the story is told and sentence structure are two priorities of the unit.	- To explain the relationship or interaction between two or more individuals, events, ideas or concepts, readers use cause and effect, sequence, and chronology. - Authors use a variety of strategies to engage a reader and communicate particular points. - Integrating information from multiple texts on the same topic helps readers build a deeper understanding of the topic.	Narrative, Informational	**Narrative Writing** - Include a theme, events, and descriptive language in poems. - Use rhyme and figurative language to add beauty and meaning to poems. - Use punctuation in poetry to support rhythm and meaning. **Informational Writing** - Synthesize details to craft a topic sentence that introduces a big, thematic idea. - Use a text structure and signal words that match the information in a paragraph. - Include appropriate background information in the introduction section and leave readers with a final takeaway in the conclusion. - Elaborate on main ideas by adding supporting text features.	- Elaborate to support ideas. Students provide evidence or examples to justify and defend their point clearly. - Use vocabulary. Students use vocabulary that is specific to the subject and task to clarify and share thoughts. - Build on a partner's ideas. Students seek to genuinely understand what their peers are saying, and then build on.	In oral and written language, students will learn how to use verb tenses to accurately convey time or the sequence of events. Specifically, they will learn how to use the perfect verb tense to show precisely when events occurred. These skills help students write clearly and concisely, especially when conveying historical information to their reader.
5	Friendship Across Boundaries: Return to Sender	N/A	Literature	37	- How do the places we come from shape the way we see ourselves and others? How do we shape those places in return? - How do people build understanding and connection across different cultures and life experiences? Why is it important? - How do we decide what is right or wrong when a situation isn't clearly one or the other?	With a Lexile of 890L, the quantitative measures place Return to Sender in the fifth-grade band level. The qualitative demands, particularly the complex knowledge demands and text structures, support the placement of this novel in fifth grade. Return to Sender chronicles the friendship of Tyler, the son of a Vermont farmer, and Mari, the daughter of an undocumented migrant worker. Understanding the nuances in their relationship and the challenges they each face is a theme that is different than what most elementary school students are exposed to, and full comprehension is dependent on understanding farming in Vermont and migrant workers. The text is also told from varying perspectives, requiring a reader to track the plot as it is told in third-person by Tyler and in first person by Mari.	- Comparing and contrasting character perspectives helps the reader to build a deeper more well-rounded understanding of who a character is. - Observing the way characters respond to events illuminates the similarities and differences between characters. - Characters grow and change through relationships with others.	Narrative, Opinion	**Narrative Writing** - Draft a logical sequence of events that unfolds naturally. - Orient the reader by introducing characters and setting. - Write a story ending that is engaging and satisfying. **Opinion Writing** - Include an introduction that introduces the topic and states the writer's position. - Draft paragraphs that effectively group related reasons and evidence. - Support the position with valid reasons and related evidence. - Include a concluding statement with transition words and a purposeful craft choice.	- Elaborate to support ideas. Provide evidence or examples to justify and defend a point clearly. - Use specific vocabulary. Use vocabulary that is specific to the subject and task to clarify and share their thoughts. - Build on to partner's ideas. Seek to genuinely understand what peers are saying, and then build on.	In oral and written language, students will learn to recognize and correct inappropriate shifts in verb tense. They will continue learning about expanding, combining, and reducing sentences, this time with attention to using proper punctuation to clearly convey meaning and create voice.

SIXTH GRADE UNITS

Unit #	Unit Name/Link	Are There Upcoming Revisions for this Unit?	Unit Genre	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 6th Grade Text List)	Key Reading Standards	Writing Focus Areas	Writing Projects	Language Focus Areas	Enduring Understandings
1	Finding Your Way: *The Watsons Go To Birmingham - 1963*	N/A	Novel—historical fiction	28	- How do personal and historically significant events shape the way a person sees the world? - How do family dynamics shape a person's identity?	The Watsons Go to Birmingham—1963 offers a compelling narrative that intertwines the warmth and humor of a family story with the profound and impactful events of the Civil Rights Movement. By introducing students to this text in Unit 1, educators can foster a deeper understanding of social justice, empathy, and resilience, while also enhancing students' appreciation for diverse perspectives on coming of age. The text has a Lexile level of 920L, which puts it at an appropriate level for the majority of 6th-grade students at the beginning of the school year. Additionally, the relatable characters and engaging plot make complex historical themes accessible to 6th-grade students, while encouraging critical thinking and meaningful discussions that address racism, violence, and trauma, as well as family bonds and sibling relationships. The structure of the text is minimally complex and accessible for students, in that the chapters are placed chronologically, and each chapter contains its own story arc. Although the vocabulary used will be mostly familiar, Curtis's use of a young narrator means that students have to navigate informal, colloquial language and occasional non-standard grammatical structures.	**RL.6.6**—Explain how an author develops the point of view of the narrator or speaker in a text. **RL.6.3**—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.	- Generate ideas to develop a clear claim that fully answers the prompt. - Outline paragraphs by including a topic sentence, supporting details, and a concluding sentence to clearly respond to the prompt. - Draft a paragraph by turning an outline into sentences that support the claim. - Explain how supporting details support the claim. - Choose a topic and organize events into a clear sequence. - Start a narrative by establishing the setting, introducing the narrator, and revealing the conflict. - Use descriptive details in the climax to build tension and reveal the narrator's thoughts, feelings, and actions. - Include the narrator's reflection in the resolution to highlight the importance or impact of the experience.	- Write a paragraph that **makes and supports a clear claim**. - Write a paragraph that **makes and supports a clear claim.** - Write a **personal narrative** that conveys the significance of an important experience in the writer's life through description and reflection.		- All experiences in a person's life, both positive and negative, shape a person's view of the world and of themself. - Coming of age sometimes includes a loss of innocence—a realization that the world is less simple, kind, or fair than we previously believed.
2	Challenging Authority: *The Giver*	N/A	Novel—dystopian/ science fiction	31	- What is a utopia? What is a dystopia? - Is it worth sacrificing knowledge and wisdom for a life of peace, contentment, and ease? - Should people be protected from making poor choices?	The Giver has a Lexile Level of 760L, which—by this measure—puts it slightly below the median reading level for the majority of 6th-grade students at the beginning of the school year. The structure of the text is chronological, and the knowledge demands for accessing the novel are low and not deemed overly complex for students. However, the language demands of the text are relatively high, as Lowry regularly uses vocabulary that is likely to be unfamiliar to most students. At this developmental stage, many 6th-grade students are beginning to explore and form their own identities, as well as question the world around them, making this an ideal time to introduce a narrative that encourages critical thinking and ethical reflection as a part of coming of age. Additionally, the text introduces abstract concepts, such as utopia, dystopia, and the right to self-determination, that require students to think about their own lives and the world around them in new and complex ways.	**RL.6.1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.2** - Determine a theme or 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. **RL.6.5/RL6.5** - 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. **RI.6.8** - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	- Develop a clear claim and present the supporting reasons in topic sentences. - Select a variety of evidence to support each reason stated in the claim. - Write an introduction that includes a lead, necessary context, and a clear claim. - Introduce and connect evidence from multiple sources in the body paragraphs. - Write a conclusion that reinforces the central claim and explains why the argument is important.	- Write an **argumentative essay** that makes and supports a claim about how book banning affects coming-of-age youth.		- Knowledge of the past is essential for fully understanding the present moment and pushes us to think about what it means to be human. - Authors of dystopian fiction encourage readers to think critically about the world around them. Dystopian fiction serves as a warning about what is happening and what could potentially happen. - People have differing ideas about whether people should have full autonomy to make choices about their lives.
3	Expressing Yourself: Women in the Arts	Planned revision in Summer 2026	Memoir, variety of short texts	26	- What can individuals achieve through self-expression? - How does creating art both reflect and deepen an individual's sense of identity? - How do female artists—and specifically female artists of color—use art as a medium for empowerment?	Life in Motion is an unleveled nonfiction text. The qualitative measures for this memoir make it a rigorous but accessible text for 6th graders, especially as they develop into more skillful readers of nonfiction. The structure of the text is primarily chronological, as the reader follows Copeland's compelling story from her young childhood to the moment she achieves her dream of becoming a principal dancer in the American Ballet Theater. Copeland's use of figurative language and domain-specific vocabulary—as well as regularly referencing aspects of the dance world that will likely be unfamiliar—will be challenging for many students, but with necessary supports, her engaging story makes this text appropriate for 6th-grade students.	**RI.6.1**—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.2**—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. **RI.6.3**—Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **RI.6.7**—Integrate information presented in different media or formats (e.g., visually, quantitatively as well as in words to develop a coherent understanding of a topic or issue.	**W.6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	**Informational** (group): Create a well-researched, informational powerpoint presentation about a significant female artist. **Literary Analysis**: Closely "read" and analyze the mood of a dance performance and how it is developed.		- Women and minority artists have historically faced many obstacles to their success, and the fight against prejudice and discrimination in the art world continues today. - Art is a powerful way to express oneself and one's own identity, and can be a platform for an artist to communicate their unique perspective to the world. - Many artists mentor and support other developing artists, which empowers a larger community to continue to express their unique identities and perspectives.
4	Finding Connection: *The Outsiders*	Planned revision in Summer 2026	Novel	29	- How does being understood and accepted by others shape a person's life and identity? - How do stereotypes and prejudices influence the way we see others and ourselves? - What factors influence our decisions, and how do our significant decisions define us?-	The Outsiders has a Lexile Level of 750L which—by this measure—puts it below the mid-year median reading level of 6th-grade students. However, the subject matter and the qualitative measures of this classic novel make it an appropriate choice for this grade level. The book was written in the 1960s and includes slang from this time period that will be unfamiliar to students. Additionally, the author regularly uses idioms, irony, and figurative language, as well as tier-two vocabulary. Although many of the themes addressed in the novel are universal and applicable to the lives of any young person working to find their way in the world, the protagonist's life experiences will be unfamiliar (and perhaps difficult to understand) to many students.	**RL.6.1**—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.7**—Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **RL.6.3**—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. **RL.6.5/RI.6.5**—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. / Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**W.6.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Fiction**: Write a diary entry describing an event in the text from a different character's perspective. **Fiction**: Create a plot outline for a sequel to the core text and write the first scene of that sequel.		- People often see others as being more different from them than they really are; these perceived differences can lead to conflict and even violence. - All people have a desire to "belong" and form strong connections with others; for some people, friends can become a kind of family. - It is important to look for beauty in the world, even when things seem bleak or hopeless.
5	Fleeing Conflict: *Refugee & The Unwanted*	Planned revision in Summer 2026	Graphic Novel—nonfiction, novel	26	- Why do people make the decision to flee their homes and seek refuge elsewhere, and what are they willing to sacrifice to find safety? - How do people respond when they see others in need? - How are individuals impacted by coming of age during times of crisis and war?	Refugee has a Lexile Level of 800L, which–by this measure–puts it below the end of year median reading level for 6th-grade students. However, the qualitative features of this text make it appropriate for students at this grade level and this point in the year. The structure of this text is unique in that it follows three different protagonists living in three different time periods; throughout the novel, Gratz weaves their stories together in subtle and overt ways that students need to identify in order to fully understand the content and craft of the text. Additionally, the knowledge demands of this text are relatively rigorous–readers are assumed to already have some understanding of World War Two and the Syrian refugee crisis–and Gratz regularly uses figurative language, tier-two vocabulary, and words in different languages. Gratz's compelling characters and engaging story pull students into this important text as they learn about current and historical events on a deeply human level. The Unwanted has a Lexile Level of GN860L, which–by this measure–puts it below the end-of-year median reading level for 6th-grade students. However, this is only the second graphic novel (and the first nonfiction graphic novel) that students read in the K-12 Fishtank curriculum, which requires that students think in new ways about what it means to "read" a text. The text is structurally unique in other ways, in that it contains no clear protagonist, frequently jumps around in location between frames, includes numerous frames with no text at all, and uses only direct quotes in speech bubbles. Students quickly recognize that Brown's purpose is to inform the reader about an urgent issue.	**RL.6.2**—Determine a theme or 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. **RL.6.4/RI.6.4**—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. / Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RL.6.5**—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. **RI.6.6**—Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**W.6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Informational**: Write a paragraph updating the postscript of informational text about the Syrian refugee crisis. **Informational** (group): Create a well-researched radio interview script about a contemporary refugee crisis.		- Refugees flee their homes for a variety of reasons, often due to violence, persecution, or threats to their safety. The decision to leave is never easy, and refugees face difficult choices and significant sacrifices in their search for safety and stability. - The Syrian civil war has sparked one of the largest refugee crises in recent history as many millions of people have left the war-torn country seeking refuge and asylum elsewhere. - In times of crisis, individuals demonstrate remarkable resilience as they adapt to extreme challenges. The process of survival often requires difficult decisions that test one's strength, identity, and moral values. - The experience of war, violence, and displacement profoundly impacts young people, forcing them to mature quickly and face harsh realities. Coming of age during a crisis involves navigating trauma, loss, and change while holding onto hope and finding ways to survive. - When people see others in need, their responses can vary. Some may act out of compassion and a sense of shared humanity, while others may be driven by fear or indifference.

SEVENTH GRADE UNITS

Unit #	Unit Name/Link	Are There Upcoming Revisions for this Unit?	Unit Genre	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 7th Grade Text List)	Key Reading Standards	Writing Focus Areas	Writing Projects	Enduring Understandings
1	Longing to Belong: Poems, Essays, and Short Stories	N/A	Variety of short texts: poems, short stories, informational articles, multimedia resources	27	- How is the need to belong universal? - What does it mean to belong to a culture or community? - How does an individual contribute to a larger collective?	The poems, short stories, informational articles, and multimedia resources in this unit were carefully selected to present unique points of view of different narrators and create a diverse and engaging learning experience that resonates with students. The texts range in Lexile Level from being slightly below grade level to slightly above grade level, making them accessible to most students at the beginning of seventh grade. The poems and short stories are written from different literary points of view and feature characters who are navigating a need to belong—and the impacts of not belonging—to groups, communities, and/or cultures. Multimedia resources, such as videos, podcasts, and interactive content, cater to various learning styles and keep students engaged, making the material more accessible and memorable. The use of research and scientific articles aims to inform students about the psychological, innate need for humans to belong. This combination of different formats ensures that all students can find a point of connection and encourages empathy, reflection, and meaningful discussion within the classroom. By addressing the theme of belonging in Unit 1, the aim is to foster a sense of community and inclusivity, setting a positive tone for the school year ahead.	**RI.7.2**/**RL.7.2**—Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. / Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RL.7.4**—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	- Choose credible sources and take paraphrased notes when doing research on a topic. - Categorize the most important details into sections. - Use notes to synthesize the most important details about each section into summaries. - Present effectively to others about a social movement, and learn about the similarities and differences of social movements that have altered history through a gallery walk.	- Write a cohesive, organized paragraph that **makes and supports a clear and complete claim**. - Write a paragraph that **makes and supports a clear claim**. - Write a first-person, **fictional narrative** that explores a moment in time where a character explores their identity.	- The need to belong is an intrinsic human desire, and it has been throughout human history. - Individuals can feel a strong connection to their culture or community. These relationships strengthen the individual and help them develop their identity and who they want to become. - Feeling a positive sense of belonging has a measurable positive impact on people's lives and academic achievement. - The strong desire to belong can cause individuals to intentionally or unintentionally harm people who are outside of that group.
2	Advocating for Change: Uprising & Flesh and Blood So Cheap	N/A	Novel—fiction, nonfiction	36	- How does meaningful social change come about? - How do gender and class shape a person's experience of the world? - How do marginalized groups create a sense of belonging even when they feel excluded by society?	Flesh and Blood So Cheap has a Lexile Level of 1000L, which puts it at an appropriate level for 7th-grade readers at the beginning of the school year. Although this book addresses a complex time in U.S. history and covers a number of topics with which students are likely unfamiliar, the structure used and text features included in the book make it quite accessible for 7th-grade readers. The text is highly engaging, as the author provides a number of primary source documents and includes quotations from people who lived during that time period and experienced the events described. Although the text contains a number of tier-three vocabulary words, they are often defined explicitly or can be deciphered through context clues. This book is ideal for pairing with Uprising, as the content covered in each text overlaps frequently and provides students with the necessary schema to understand the setting and social context. Uprising has a Lexile Level of 790L, which—by this measure—puts it below the beginning-of-the-school-year median reading level for 7th-grade students. However, the qualitative features of the text position it appropriately at this grade level and point in the year. The structure of this text is unique in that the author employs a third-person limited point of view, challenging students to think critically about how the same setting and events can be perceived differently by different characters. This text includes a significant number of tier-two vocabulary words (see vocabulary list below) and requires that students develop a schema around a complex and likely unfamiliar time period.	**RI.7.1**/**RL.7.1**—Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. / Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.7.3**—Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **RL.7.6**—Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **RL.7.9**—Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	- Choose credible sources and take paraphrased notes when doing research on a topic. - Categorize the most important details into sections. - Use notes to synthesize the most important details about each section into summaries. - Present effectively to others about a social movement, and learn about the similarities and differences of social movements that have altered history through a gallery walk. - Draft an outline including a claim and counterclaim to strengthen their argument. - Include descriptions and word choice to convey an appropriate, formal tone in argumentative writing. - Use words, phrases, and clauses to connect ideas and clarify the relationship between claim and counterclaim.	- Conduct a **research project** using multiple credible sources to build and share knowledge about different aspects of a chosen topic. - Write an **op-ed** with a clear and developed claim and counterclaim.	- The Triangle Shirtwaist Factory fire remains one of the most significant workplace disasters in American history; the impact of this event has been far-reaching and can still be seen today. - Conditions in factories were horrible in the early 20th century, and workers had to fight tirelessly for safety, respect, and justice in their jobs; women and immigrants were at the forefront of this fight. - Collective suffering, though tragic, can bring people together and impact their sense of belonging in the community.
3	Pursuing Dreams: A Raisin in the Sun	Planned revision in Summer 2026	Play	30	- How does migration or displacement impact individuals' sense of belonging in their new environment? - How does the quest for belonging influence relationships between individuals and groups? - What role do race, class, and gender play in a person's ability to achieve their dreams?	A Raisin in the Sun is an unleveled dramatic work. This play includes text features such as stage directions, scenes, and acts that may be unfamiliar to seventh graders. The structure of the play is chronological, without any significant jumps in time between acts/scenes. Since the play was written in the 1960s, some of the language will seem dated to students, and some slang and idioms may be unfamiliar; additionally, some of the characters use African American Vernacular English (AAVE), which, depending on students' backgrounds and experiences, may impact the accessibility of the text. In spite of its date of publication, this play continues to feel relevant and urgent for readers, and students will undoubtedly be able to make connections between Hansberry's compelling interrogation of the American dream and their own lives.	**RL.7.6**—Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **RL.7.7**—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). **RI.7.8**—Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **RI.7.9**—Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**W.7.1** - Write arguments to support claims with clear reasons and relevant evidence. **W.7.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Persuasive**: Write a letter from a character's perspective arguing their position to another character. **Fiction**: Write a dramatic scene that continues the story of the characters after the conclusion of the core text.	- During the Great Migration, Black individuals who migrated from the South to the North had drastically different experiences based on their circumstances. Some found opportunities for better employment, education, and housing, while others faced new forms of discrimination and economic hardship. - The desire to belong can strengthen some relationships, while it can create tension or tear other relationships apart. Some individuals strive to belong in a community or culture, while others focus on belonging to a family unit. Regardless, the desire to belong is universal. - Throughout history, marginalized groups such as Black people, other minority racial groups, and women have advocated, and continue to advocate for equality. Individuals who are marginalized may have a harder time achieving their dreams due to systemic barriers. - The American dream started as a simple ideal for all Americans to aspire to. However it has become a fallacy that excludes certain Americans based on race or class from being able to achieve their aspirations themselves and their families due to racist and classist policies.
4	Finding Home: The House on Mango Street	Planned revision in Summer 2026	Novel	25	- How does a person's environment shape their identity and their sense of belonging? - How do gender expectations impact a person's experience of the world and their dreams for the future?	The House on Mango Street has a Lexile level of 870L, which—by this measure—puts it below the middle-of-the-school-year median reading level for 7th-grade students. This text may initially seem less complex, as it is quite short and made up of vignettes; however, the structure, language, and meaning of this novella make it a complex and worthy text for 7th-grade readers. Cisneros regularly uses figurative language, symbols, and allusions, as well as repetition and unusual syntactical formations. Students will find that these seemingly simple vignettes are rich with meaning, as Cisneros confronts themes around gender, misogyny, coming of age, social class, and racial identity.	**RL.7.3**—Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **RL.7.4**—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **RL.7.6**—Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**W.7.1** - Write arguments to support claims with clear reasons and relevant evidence. **W.7.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**Personal Essay:** Write a personal vignette in the style of the core text. **Literary Analysis**: Write an essay analyzing the use of symbolism in the text.	- "Home" can be both a physical place and also a symbol of larger ideas about belonging, independence, and empowerment. - Challenging life experiences can motivate a person to seek out a different future for themself. - Sexism can profoundly shape a young person's life, their sense of self, and their understanding of the world.
5	Exploring Identity: American Born Chinese	Planned revision in Summer 2026	Graphic Novel	23	- Where do stereotypes come from and how do they affect people? - What might motivate a person to reject aspects of their identity, and what are the risks of doing so? - How can individuals stay true to themselves in the face of judgment from others?	American Born Chinese has a Lexile Level of GN530L*, which—by this measure—puts it below the middle-of-the-school-year median reading level for 7th-grade students. The graphic novel format of American Born Chinese provides students an opportunity to access complex concepts around identity, stereotypes, and coming of age. The format of the text is deceptively straightforward, as the structure of the story is actually very complex: the book tells three stories with three protagonists; each story is told from a different literary perspective; each story is written in a different genre; and time moves unpredictably within stories and between them. Additionally, Yang uses complex and occasionally archaic vocabulary. Students will have to read closely to unpack the meaning of this text, which reveals itself to be both specific and universal. *The GN code indicates that the book is a graphic novel or comic book.	**RL.7.5**—Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **RL.7.6**—Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**W.7.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**Informational** (group): Create a well-researched, informational powerpoint presentation about a significant Asian/Pacific American	- Stereotypes are oversimplified—often offensive—ideas about specific groups of people. The media can create and perpetuate stereotypes and can have a significant impact on the way that people think about and treat one another. - Stereotypes can have a detrimental effect on the way that people in specific groups view themselves. - Self-acceptance is an important part of coming of age.

EIGTH GRADE UNITS

	Unit Name/Link	Are There Upcoming Revisions for this Unit?	Unit Genre	Instructional Days	Essential Questions	Core Text Selection Rationale (See complete 8th Grade Text List)	Key Reading Standards	Writing Focus Areas	Writing Projects	Enduring Understandings
1	Facing Prejudice: *All American Boys*	N/A	Novel	32	- How do race and racial bias shape a person's experience and understanding of the world? - What responsibility do people have when they witness—or are the victim of—injustice? - What can be done when aspects of society do not serve all people equally?	All American Boys has a Lexile Level of 770L, which—by this measure—puts it below the beginning-of-the-school-year median reading level for eighth-grade students. However, the content of the text, as well as the unique, highly complex text structure, make it an appropriate and worthwhile text for this grade level. Authors Reynolds and Kiely have written a text with two protagonists, each of whom narrates alternating chapters. The language they use is generally informal and colloquial, but the text includes many examples of wordplay, figurative language, verbal irony, and Tier 2 vocabulary. The accessibility of this text means that students have the opportunity to think deeply about the content and grapple with the complexities of racial injustice, police brutality, loyalty, and our obligation to stand up for what is right.	**RL.8.1/RI.8.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RL.8.3**—Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **RL.8.6**—Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	- Gather details from the text to generate ideas in response to a prompt. - Organize ideas in an outline in order to refine thinking and craft topic and concluding sentences. - Use an outline to draft a paragraph by turning notes into sentences that support claims. - Elaborate upon supporting details to describe and expand upon ideas related to claims. - Plan writing by studying mentor texts and brainstorming. - Use knowledge of rising action, climax, and falling action to craft a sequence of events that develops logically. - Use direct, precise, and active verbs to convey characters' points of view about the narrative's action. - Draft engaging expositions of first-person narratives to immediately bring the reader into the narrator's world. - Use dialogue and sensory details to develop characters' points of view and perspectives.	- Write a paragraph that **makes and supports a clear claim**. - Write a paragraph that **makes and supports a clear claim**. - Write a short, **first-person narrative** about a significant moment in your life. Then, write the same scene but from the perspective of another person who was there.	- Pervasive stereotypes mean that all people in the United States, regardless of race, hold prejudices and biases. - All people have a responsibility to stand up against injustice. It is important to stand up against injustice, even if we are fearful or it means making significant personal sacrifices - Protest is a powerful tool for raising awareness of racial injustice. - Police brutality disproportionately affects Black Americans.
2	Encountering Evil: *Night*	N/A	Memoir, play	30	- Are human beings really good at heart? - How do human beings respond when subjected to unthinkable horror? What do these responses reveal about human nature? - Why is it important to tell and listen to stories about the Holocaust?	The Diary of Anne Frank is an internationally renowned dramatic work. The complexity in this text lies within its structure and the background knowledge necessary to fully comprehend Anne's story. The features of a dramatic work may be unfamiliar to students, such as differentiating between spoken lines and stage directions, or how the playwright has chosen to use voice-over narration in addition to dialogue. While the text moves chronologically, there are frequent jumps in time that must be inferred by the reader. While Anne's story of coming of age will resonate with young adult readers, knowledge of this time period is essential to fully grasp the extremity of her situation. Night has a Lexile Level of 590L, which—by this measure—puts it below the beginning-of-the-school-year median reading level for eighth-grade students. However, this text is often taught in high school because of its content and the complexities of Wiesel's craft. Wiesel generally writes in short, deceptively simple sentences. His language is nonetheless complex because of his regular use of figurative language, symbols, motifs, and diverse punctuation—all in the service of communicating an experience that is impossible to capture in language. The vocabulary demands of the text are also high, as Wiesel uses many Tier 2 words. Students need to have significant schematic support to understand	**RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **RL.8.4/RI.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **RL.8.5** - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	- Plan arguments by collecting evidence, synthesizing trends, and writing strong claims and topic sentences that clearly communicate the ideas paragraphs will develop. - Draft body paragraphs that develop arguments by incorporating strong evidence and clearly connecting it back to the topic sentence and claim by explaining why it matters. - Research a topic by determining what information is relevant and how it fits into broader categories. - Conduct research by using specific search terms to locate credible sources from which to collect and cite accurate, relevant information. - Outline an essay by selecting and organizing the most relevant and supportive details with which to develop a topic. - Develop ideas and create cohesion by connecting supporting details with transitional language, context, and explanations.	- Write a logically organized **argument** that contains a clear, debatable claim and distinct topic sentences that are supported by relevant evidence. - Write an **informational essay** that explains how a specific individual took significant action to save lives during the Holocaust.	- People are capable of tremendous violence and evil; to be indifferent to the suffering of others is a kind of violence. - People can show remarkable generosity and kindness toward one another, even when it puts them at risk. - The Holocaust is one of the darkest chapters in human history. Fully understanding what happened during that time—through testimonies of those who lived through it—is a powerful way to prevent such tragedies from occurring again.
3	Abusing Power: *Animal Farm* and *Wicked History*	Planned revision in Summer 2026	Novel, biography	35	- What is propaganda and how can it be used as a tool of social control? - Other than propaganda, what techniques do corrupt leaders use to establish and maintain power over people? - How have human beings tried to solve the problem of inequality in society, and what were the results?	*Joseph Stalin (A Wicked History)* has a Lexile Level of 970L, which–by this measure–puts it below the middle-of-the-year median reading level for 8th-grade students. However, this text's presentation of complex subject matter in straightforward language makes it a valuable resource for developing student schema around the rise of Communism and the Russian Revolution. By reading this text before diving into *Animal Farm*, students will more clearly understand the way that Orwell has crafted an allegory that satirizes a significant part of 20th-century global politics and be able to confidently draw connections between the text and real-life events. *Animal Farm* has a Lexile Level of 1170L, which–by this measure–puts it below the middle-of-the-year median reading level for 8th-grade students. However, the qualitative features of the text make it arguably the most complex text that students will read in 8th grade. The language Orwell uses in the text is very complex, as he regularly uses tier-two and tier-three vocabulary words, subtle irony, and dense sentence structures that students will need to read carefully to determine meaning. Additionally, this text assumes a significant amount of knowledge about the Russian Revolution; students will need to bring the schema they developed from reading *Joseph Stalin (A Wicked History)* to this text. Additionally, the fact that the novel is an allegory, the first allegory that students encounter in the K-8 Fishtank curriculum, and adds several levels of complexity.	**RL.8.6**—Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. **RI.8.2/RL.8.2**—Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. / Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **RL.8.7**—Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**W.8.2** — Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **W.8.5** — With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **W.8.3** — Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.8.1** — Write arguments to support claims with clear reasons and relevant evidence. **W.8.9** — Draw evidence from literary or informational texts to support analysis, reflection, and research.	-Draft a paragraph and create a poster that informs classmates about a propaganda technique. - Rewrite one of the following scenes answering answer a "what if" question related to *Animal Farm* -Write an essay analyzing the different types of propaganda and propaganda techniques in Old Major's speech.	- Josef Stalin was the violent, tyrannical communist leader of the Soviet Union during and after the Russian Revolution, who is remembered by many as "the greatest criminal in history" (McCollum, p. 1) - Language can be used to manipulate and mislead others; propaganda is a powerful way to influence people's behavior and beliefs. - It is essential that citizens are educated, informed, and willing to speak out when they see those in power acting against the best interest of the people.
4	Surviving Repression: *Persepolis*	Planned revision in Summer 2026	Graphic Novel - autobiography	24	- In what ways is the experience of coming of age universal, and in what ways is it shaped by a person's setting and circumstances? - What tools do governments use to control and oppress people, and what tools do people use to resist oppression? - What kinds of ideals and beliefs are people willing to make sacrifices to defend? How might these ideals empower people?	*Persepolis* has a Lexile Level of GN380L*, which—by this measure—puts it below the middle-of-the-year median reading level for 8th-grade students. This measure includes the complexity of this text, particularly in terms of structure and knowledge demands. The text has a first-person narrator (the writer as an adult reflecting on her childhood) but occasionally transitions to different narrators who tell stories that are presented as flashbacks. Students will need significant cultural and historical support to understand the meaning of particular events in the text, as this is likely the first time they will study the Iranian Revolution in detail. **The GN code indicates that the book is a graphic novel or comic book.*	**RI.8.5**—Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **RI.8.3**—Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **RI.8.2**—Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **RI.8.7**—Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**W.8.2** — Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content **W.8.6** — Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	-Design and build an informational slideshow presentation, complete with clear bullet points and images on each slide.	- A country's government does not necessarily reflect the beliefs and desires of all of its people. - The experiences of growing up during a time of political upheaval are both unique and universal. - People are willing to make tremendous sacrifices—such as leaving one's homeland, breaking unjust laws, or even dying—for what they believe in because they would rather struggle and fight for the things that improve their quality of life than live without them.
5	Facing Calamity: Climate Change Facts and Fictions	Planned revision in Summer 2026	Variety of short texts: informational articles, poems, multimedia resources	23	- Who is responsible for causing the climate crisis and who is responsible for solving it? - What is the relationship between the climate crisis and social, economic, and political power? - How do scientists and fiction writers imagine the future if we do—and do not—address climate change?	The informational articles, poems, short stories, and multimedia resources in this unit are carefully selected to present unique points of view and create a diverse and engaging learning experience that resonates with students. The texts range in Lexile Level from 987–1470, making them accessible to most students at the end of 8th grade. The combination of different formats and genres ensures that all students can find a connection point, and it encourages empathy, reflection, and meaningful discussion within the classroom. Together, these texts enable students to grasp the science of climate change and its far-reaching effects while fostering a deeper understanding of the human, corporate, and global dimensions of this crisis.	**RI.8.8**—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. **RI.8.1/RL.8.1**—Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. / Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**W.8.3** — Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.8.1** — Write arguments to support claims with clear reasons and relevant evidence.	- Draft a short climate fiction scene. - Draft a letter urging a congressperson to take action to stop climate change.	- People are already seeing the impacts of climate change today, and things will only get catastrophically worse if individuals and communities do not immediately address this crisis. - People with less money and political power are most vulnerable to the impacts of climate change. - The world's slow response to climate change can at least partially be linked to the actions of large corporations that have benefited financially from ignoring the crisis. - There is a growing movement of activists and artists speaking out about climate change and the dangers we face by not urgently addressing it.

CKLA Skills

Scope and Sequence

Kindergarten
Units 1 and 2 Purely Oral Phonemic Awareness
Units 3–5 One-to-one letter-sound correspondences; CVC words with "short" vowel sounds like *cat, dog, bed*
Unit 6 Consonant Clusters; CCVC words like ***flag***; CVCC words like ***dust***; CCVCC words like ***blast***
Unit 7 Consonant sounds written with digraph spellings, e.g., 'sh', 'ch', 'th', 'ng'
Units 8 and 9 Tricky Words; double-letter spellings like 'ss', 'ff', 'ck'
Unit 10 Basic code spellings for /ae/ spelled 'a', /ue/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'; Tricky Words

Grade 1
Unit 1 Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words
Unit 2 Basic code spellings for /ae/ spelled 'a', /ue/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'; Tricky Words
Unit 3 Basic code spellings for vowel sounds /o͞o/, /o͝o/, /ou/, /oi/, and /aw/; Tricky Words
Unit 4 Basic code spellings for r-controlled vowel sounds (/ar/, /ir/, /or/), past-tense endings; two-syllable words; Tricky Words
Unit 5 Common spelling alternatives for consonant sounds, e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/; Tricky Words
Unit 6 Common spelling alternatives for consonant sounds, e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /w/

Grade 2
Unit 1 Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings 'c', 'g', 'n'
Unit 2 Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /o͞o/, /o͝o/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ae/, /ee/, /er/

	/ee/, /ow/, /oa/
Unit 7 Spelling alternatives for long vowel sounds, e.g., 'ai' and 'ay' for /ae/, and 'oa' for /oe/	**Unit 3** Spelling alternatives for /ie/, /oe/, /ie/, /ue/, and /aw/; tricky spellings 'a', 'o', 'i'
	Unit 4 Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings 'e', 'ow'
	Unit 5 Spelling alternatives for /u/ and /e/, tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'
	Unit 6 Spelling alternatives for /or/, /o/, /o/, /k/, /f/

Appendix 4

Letter of Good Standing from San Mateo SELPA

SAN MATEO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

101 Twin Dolphin Drive · Redwood City, CA 94065-1064 · (650) 802-5306

August 12, 2026

RE: Letter of Good Standing for KIPP Excelencia Community Prep Charter School

To whom it may concern:

This letter confirms that the charter held by KIPP Excelencia Community Prep Charter School is in good standing with the San Mateo County SELPA. It has no outstanding issues with respect to any special education related financial matters.

Please feel free to contact me with any follow-up questions.

Sincerely,



Mary Yung, Ed.D.
Associate Superintendent
San Mateo County SELPA

Participating LEAs: Bayshore Elementary School District, Belmont-Redwood Shores School District, Brisbane School District, Burlingame School District, Cabrillo Unified School District, Connect Community Charter, Design Tech High School, Everest Charter High School, Hillsborough City School District, Jefferson Elementary School District, Jefferson Union High School District, KIPP Esperanza, KIPP Excelencia, KIPP Valiant Community Charter, La Honda-Pescadero Unified School District, Las Lomitas Elementary School District, Menlo Park City School District, Millbrae Elementary School District, Oxford Day Academy, Pacifica School District, Portola Valley Elementary School District, Ravenswood City School District, Redwood City Elementary School District, San Bruno Park School District, San Carlos Charter Learning, San Carlos School District, San Mateo County Office of Education, San Mateo-Foster City School District, San Mateo Union High School District, Sequoia Union High School District, South San Francisco Unified School District, Summit Preparatory Charter High School, Woodside Elementary School District

Appendix 5

KIPP NorCal Articles of Incorporation

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FILED
SECRETARY OF STATE
STATE OF CALIFORNIA

JUL - 1 2019

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF KIPP BAY AREA SCHOOLS

The undersigned certify that:

1. They are the President and the Secretary of KIPP Bay Area Schools, a California nonprofit public benefit corporation (the "Corporation").

2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

ARTICLE I

The name of this corporation is KIPP Bay Area Schools.

ARTICLE II

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

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

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

ARTICLE III

This Corporation shall have no members within the meaning of the Nonprofit Public Benefit Corporation Law.

ARTICLE IV

A. Notwithstanding any other provision of these Articles, this corporation shall refrain from activities not permitted to be carried on by a corporation exempt from federal income tax

under Section 501(c)(3) of the Code, or by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

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

ARTICLE V

The property of this Corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code. No part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member, of this Corporation, or any other private person, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation. Upon the liquidation, dissolution or winding up of this Corporation (whether voluntary, involuntary, or by operation of law), this Corporation shall, after paying for or making adequate provision for payment of all of the liabilities of the Corporation, transfer all of the remaining property and assets of the Corporation, as the Board of Directors shall determine, to a nonprofit corporation or other organization which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption under Section 214 of the California Revenue and Taxation Code and as shall at that time qualify as an exempt organization under Section 50l(c)(3) of the Code and Section 2370ld of the California Revenue and Taxation Code. To the extent consistent with the foregoing limitations, this Corporation shall transfer all of such remaining property and assets to KIPP Foundation.

ARTICLE VI

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

ARTICLE VII

These Articles of Incorporation may be amended by the affirmative vote of a majority of the members of the Board of Directors then in office.

3. The foregoing amendment to and restatement of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The foregoing amendment to and restatement of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated:

Beth Thompson, President

Amber Watson, Secretary

Appendix 6

KIPP NorCal Bylaws

KIPP Public Schools
NORTHERN CALIFORNIA

AMENDED AND RESTATED BYLAWS
OF
KIPP BAY AREA SCHOOLS

ARTICLE I
NAME

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

ARTICLE II
PURPOSE

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

ARTICLE III
OFFICE

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

ARTICLE IV
CORPORATION WITHOUT MEMBERS

Section 4.1 Corporation without Members. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

ARTICLE V
BOARD OF DIRECTORS

Section 5.1 Powers. Subject to the provisions of the Nonprofit Corporation Law and any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Directors of the Corporation (the "Board").

Directors shall have no power as individual directors and shall act only as members of the Board.

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

Section 5.3 Qualifications of Directors. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote the Corporation, and a dedication to its charitable and educational endeavors. Notwithstanding any other applicable conflict of interest limitations, the majority of directors will be financially non-interested in the Corporation, as defined by Section 5227 of the Corporations Code.

Section 5.4 Election and Term of Office.

(a) The Board shall elect directors to serve for three-year terms. Directors shall be elected by vote of a majority of the directors then in office. Terms for directors shall end on the last day of a fiscal year, regardless of when in a fiscal year a director is elected. A director shall hold office until a successor has been elected and duly qualified or until that director's earlier resignation or removal in accordance with these Bylaws.

(b) Directors may serve no more than four consecutive terms, except as indicated in Section 5.4 (b) (i) and (ii) below. A director who served four such consecutive terms and leaves the Board shall not become eligible for service on the Board until at least one year passes after he or she last served on the Board. If initial service on the Board began other than on the first day of a fiscal year, service prior to the beginning of the first full fiscal year after election shall not be counted in applying the term limit rule set out in this Section 5.4(b).

(i) If an otherwise termed-out director is also serving as an officer at the end of his or her final term, then the director's term as a director will be extended unless and until the Board elects a replacement officer;

(ii) the Chairman may recommend and the Board may approve an extension, in increments of one-year, to the final term of an otherwise termed-out director in those rare instances where the director is leading a project or initiative deemed critical to the organization.

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

Section 5.6 Removal. Any director may be removed, with or without cause, by the vote of the majority of the Board of Directors then in office. Any vacancy caused by the removal of a director shall be filled as provided in Section 5.7.

Section 5.7 Vacancies. A vacancy in the Board shall be deemed to exist if a director dies, resigns, is removed, or in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court; has been convicted of a felony; or has been found by final order or judgment of any court to have breached any duty under Section 5230 under the Nonprofit Corporation Law. Vacancies on the Board may be filled by a majority of the directors then in office. Each director appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 5.8 Leave of Absence. A director may request, and the board may approve a leave of absence for a period not to exceed one year. In such instances, the board may extend the term of such director for up to one year. During the leave of absence, the director shall not be considered a director "in office" for any purpose, or counted for quorum under section 6.8.

Section 5.9 Representative of a Charter Authorizer. Notwithstanding any other provisions of these Bylaws, the number of directors shall be increased as needed if one or more charter authorizer(s) choose(s) to appoint a representative to the Board. The term, removal and replacement of such a director shall be governed by applicable provisions of these Bylaws, the Nonprofit Corporation Law and other applicable laws.

Section 5.10 Compensation of Directors. Directors shall not receive any compensation for their services as directors. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 5.11 Board Committees. The Board may create one or more board committees to serve at the pleasure of the Board ("Board Committees"). Appointments to any Board Committee shall be by a vote of a majority of the directors then in office. Board Committees may be given authority of the Board, subject to the limitations specified in Section 5212 of the Nonprofit Corporation Law and in the board resolution creating or delegating authority to the Board Committee. Individuals who are not directors may participate in and be members of Board Committees. Committees of the Board may include:

(a) The Executive Committee assists the Board by having the authority to carry out limited, expressly delegated functions between meetings of the Board and subject to statutory limitations on committee action.

(b) The Audit and Risk Management Committee oversees accounting and financial reporting processes including internal controls, recommends selection of the organization's auditor to the Board, and oversees the organization's annual fiscal audit. This committee shall

comply with all requirements of the Nonprofit Integrity Act for audit committees.

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

ARTICLE VI
MEETINGS OF BOARD AND COMMITTEES

Section 6.1 Open Meetings and Brown Act Compliance. The Corporation shall call, notice and conduct all Board and Board Committee meetings, including meetings relating to election and removal of directors and filling of vacancies on the Board, and otherwise take all actions as may be required by the "Brown Act" (Government Code Section 54950 *et seq.*) and any other applicable open meeting laws.

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

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

Section 6.4 Special Meetings. Special meetings of the Board may be called by the Chair of the Board, the Chief Executive Officer, or any two directors. Meetings shall be held in locations and in a manner consistent with the Brown Act and the Charter Schools Act.

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

Section 6.6. Notice of Special Meetings. In accordance with the Brown Act, the Corporation shall give at least 24 hours' notice of any special meeting to each director and to

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

Section 6.7 Waiver of Notice. To the extent permitted by law, the transactions of any meeting of the Board, however called and noticed, shall be valid as though taken at a meeting duly held after proper call and notice, if a quorum is present, and if, either before or after the meeting, each of the directors not present provides a waiver of notice, a consent to holding the meeting, or an approval of the minutes in writing. All waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any director who attends the meeting without protesting the lack of adequate notice before the meeting or at its commencement.

Section 6.8 Quorum and Voting. A majority of the actual directors then in office shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board, except as provided by Section 5211 of the Nonprofit Corporation Law or these Bylaws. The following actions may not be taken by the Corporation or the Board without approval of at least a majority of the directors then in office at a meeting at which a quorum is present:

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

h) closing of an existing school;
i) amendment of the Articles of Incorporation of the Corporation; or
j) amendment of these Bylaws under Section 13.1 of these Bylaws.

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

Section 6.9 Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to hear one another. In addition, the meeting shall be conducted in accordance with these Brown Act requirements: (a) a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction, defined as all counties wherein the Corporation operates a charter school; (b) all votes taken during a teleconference meeting shall be taken by roll call; (c) the Corporation shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting; (d) all locations where a member of the Board participates in the teleconference meeting must be fully accessible to members of the public and shall be listed on the agenda; (e) members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and (f) the agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.10 Board Committee Meetings. Meetings and actions of Board Committees shall be governed by and held in accordance with the applicable provisions of these Bylaws relating to meetings and compliance with the Brown Act.

ARTICLE VII
CERTAIN MATTERS

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

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

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

ARTICLE VIII
OFFICERS

Section 8.1 Officers. The officers of the Corporation shall be a Chair of the Board, a Chief Executive Officer (the "Chief Executive Officer"), a Secretary, and a Chief Financial Officer (the "Chief Financial Officer"). The Chair of the Board must be a director. The Corporation may also have such other officers, such as a Vice Chair and/or Board Co-Chair, as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chair of the Board or the Chief Executive Officer. Subject to the authority of the Board, the officers shall have the authority and responsibilities provided for in these Bylaws and as generally pertain to their respective offices.

Section 8.2 Election and Term. The officers of the Corporation shall be elected by the Board by a vote of a majority of the directors then in office. An officer who is a director and not an employee of the Corporation shall serve for a two-year term (or until his or her resignation or removal as a director, whichever is sooner). The exception is the Board Chair, who will serve up to two three-year terms. The Board may elect two Co-Chairs, at its discretion. Officers who are employees shall serve subject to the rights, if any, of an officer under any contract of employment, or to their separation from such employment, and shall not be subject to a term limit.

Section 8.3 Chair of the Board.

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

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

Section 8.5. Vice Chair of the Board. The Board at its discretion may elect a Vice Chair.

The Vice Chair of the Board, in the absence of the Chair of the Board, shall preside at meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by the Board.

Section 8.6 Leadership in the Absence of the Chair of the Board

(a) In the absence of the Chair of the Board, the duties of the Chair of the Board, namely, to preside at meetings of the Board, and exercise and perform such other powers and duties as may be prescribed by the Board, shall be carried out as laid out in 8.6b, until the Chair of the Board returns, or until the Board arranges otherwise:

(b) By the Vice Chair of the Board; and if there be no Vice Chair, then by the most recent former Chair of the Board still serving on the Board; and if the most recent former Chair of the Board is not present or available, then by the Chair of the Executive Committee; and if the Chair of the Executive Committee is not present or available, the Board may agree upon a Board member to serve as a temporary Chair.

Section 8.7 Chief Executive Officer. The Chief Executive Officer shall be the chief executive officer of the Corporation unless such title is assigned to another officer of the Corporation. The Chief Executive Officer shall generally supervise, direct and control the activities and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The Chief Executive Officer shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or by the Board, and by contract if an employee.

Section 8.8 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or by the Board.

Section 8.9 Chief Financial Officer. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or by the Board. The Chief Financial Officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as directed by the Board, shall render to the Chief Executive Officer and Board, upon request, an account of the Chief Financial Officer's transactions as Chief Financial Officer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 8.10 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is

without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 8.11 Removal. An officer may be removed from office with or without cause by the Board or by an officer, on whom such power of removal may be conferred by the Board, provided, however, that removal of the Chief Executive Officer requires approval by a majority of the directors then in office.

Section 8.12 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE IX
INDEMNIFICATION

Section 9.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a director, officer, employee or agent of a predecessor corporation of the corporation or another enterprise at the request of such predecessor corporation; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

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

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

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

the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

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

ARTICLE X
FISCAL YEAR AND REPORTING OBLIGATIONS

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

Section 10.2 Financial Reporting. The Corporation shall produce and provide to the Board the financial and other reports required by the Nonprofit Corporation Law, including, without limitation, the annual report required by Section 6321 and the statement of transactions or indemnification required by Section 6322, and if required produce and make publicly available the financial statements required by the Nonprofit Integrity Act.

ARTICLE XI
GIFTS, GRANTS, CONTRACTS, INVESTMENTS

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

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

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

Section 11.4 Payment of Money. The Board shall adopt a policy specifying the

authority of the officers of the Corporation to approve expenditures by the Corporation and sign related documents on behalf of the Corporation. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation must be signed on behalf of the Corporation by the Chair of the Board, Chief Executive Officer, or the Chief Financial Officer.

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

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

ARTICLE XII
OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

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

ARTICLE XIII
AMENDMENTS

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

* * * * * * * *

Amended and restated as of June 4, 2026

Appendix 7

KIPP NorCal Conflict of Interest Code

CONFLICT OF INTEREST CODE FOR THE

KIPP Bay Area Schools

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Section 18730) which contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices designating officials and employees and establishing disclosure categories shall constitute the conflict of interest code of the **KIPP Bay Area Schools**.

Individuals holding designated positions shall file their statements of economic interest with **KIPP Bay Area Schools**, which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **KIPP Bay Area Schools**.

APPENDIX "A"

DESIGNATED PERSONS

Designated Positions	Disclosure Category
Members of the Board of Directors	1, 4
Chief Executive Officer	1, 2
Chief of Schools	1, 2
Chief People Officer	1, 2
Chief of Growth, Real Estate, Advocacy and Community Engagement Officer	1, 2
Chief External Affairs and Communications Officer	1, 2
Chief Operating Officer	1, 2
Director of Finance	2
Director of Technology	3
Director of Special Education	3
Director of School Operations	3
School Leaders	3
Consultant/New Position	*

*The CEO may determine in writing that a particular consultant or new position, although a "designated position", is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements above. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure

requirements. The CEO's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interestcode.

PUBLIC OFFICIALS WHO MANAGE PUBLIC INVESTMENTS

The following positions are NOT covered by the conflict-of-interest code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

Members of the Finance Committee

Chief Financial Officer (CFO)

Consultants that Manage Public Investments

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations they believe that their position has been categorized incorrectly. The Fair Politica Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

APPENDIX "B"

DISCLOSURE

CATEGORIES

Category l. Designated positions assigned to this category must report:

Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles ofthe type utilized by KIPP Bay Area Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles ofthe type utilized by the designated position's department.

Category 4. Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) from sources of the type that provide financialaccounting auditing services.

This is the last page of the conflict of interest code for the **KIPP Bay Area Schools**

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **KIPP Bay Area Schools** was approved on 10/15/ 2021. This code will become effective on 11/14/ 2021.

John M. Feser, Jr.
Senior Commission Counsel
Fair Political Practices Commission

Appendix 8

KIPP NorCal Board of Directors Job Description

KIPP Public Schools
NORTHERN CALIFORNIA

Board of Directors Job Description
Primary Responsibilities and Criteria for Selection

Primary Responsibilities

The responsibilities of the board include:

- Define and refine the organization's mission, vision, and strategic direction
- Recruit, support, and evaluate the CEO
- Ensure effective organizational capacity and planning
- Ensure adequate resources and the effective management of those resources
- Monitor the organization's programs and services
- Enhance the organization's public standing
- Ensure fiscal, legal and ethical integrity and maintain accountability
- Recruit and orient new board members
- Assess board performance

Note that the legal responsibilities of nonprofit boards include standards of conduct described as "the duty of care, the duty of loyalty, and the duty of obedience." These standards are defined under well established principles of nonprofit corporate law

Critical Components of an Effective Board

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

Responsibilities of Individual Board Members

- Be an active advocate and ambassador for the values, mission, and vision of the organization
- Champion KIPP's commitment to diversity, equity and inclusion
- Regularly attend and participate in board and advisory council meetings, as well as fundraising events

KIPP Public Schools
NORTHERN CALIFORNIA

Board of Directors Job Description
Primary Responsibilities and Criteria for Selection

- Contribute to the effective operation of the board by focusing on the good of the organization and the group, supporting board decisions once they are made, and participating in an honest appraisal of one's own performance and that of the board as a whole
- Stay informed about the organization and its issues by reviewing materials, participating in discussions, and asking strategic questions
- Use personal and professional contacts to reach into diverse communities to identify and recruit donors, volunteers, and advocates to support the organization
- Serve as a council chair or member (or on ad hoc task forces created by the board)
- Help raise funds by working on a particular fundraising project or carrying out a particular fundraising responsibility or goal
- Inform the board of all potential conflicts of interest
- Adhere to relevant policies and procedures set by the board
- Travel to Santa Clara County for quarterly meetings

Estimated Time Commitment for Board Members

- Attend regular Board Meetings and Annual Retreat in-person (with a calendar of meeting dates set annually and an expectation of ≥80% attendance. Typical meeting length is 4 hours and roughly 5-7 meetings per year)
- Attend virtual Advisory Council and/or Board Committee meetings (with a calendar of meeting dates set annually and an expectation of ≥80% attendance)
- Prepare for Board and Council or Committee meetings (typically taking 3-4 hours of preparation per meeting)
- Complete projects/attend events outside of board meetings
- Visit KIPP school(s) at least once a year
- Engage with KIPP stakeholders (families, students, staff, community members, etc.)

Criteria for Board Member Selection

Characteristics of all Board members:

- Meets standards of conduct regarding duty of care, loyalty and obedience
- Supports the values, mission, vision, and strategic direction of the organization
- Prioritizes organizational needs over personal agenda
- Communicates openly and effectively

KIPP Public Schools
NORTHERN CALIFORNIA

Board of Directors Job Description
Primary Responsibilities and Criteria for Selection

- Thinks critically and strategically
- Listens well and is receptive to feedback
- Is willing and able to participate in dialogue and deliberations
- Welcomes divergent views to create the best solutions for the organization
- Has an affinity for working in a group; works well with others
- Possess entrepreneurial spirit and be interested in building the organization
- Recognized and respected in local or professional communities
- Has the necessary time to dedicate to active Board service
- Has desire and commitment to bring resources, expertise and relationships to bear in service of organization and schools

Range of desired functional skills and experience:

- Education – charter schools, K-12 education, higher education; served on Board of a school
- Community outreach -- experience working in the communities our schools are a part of
- KIPP Parent- is a parent/guardian of a current a student(s) attending a KIPP school in Northern California
- Advocacy -- able to represent and advocate on behalf of organization
- Diversity, equity and inclusion -- expertise in training/leading adults in building equitable, anti-racist systems and structures
- Multisite/growing operations – experience with multisite service organizations or networks of schools
- Business/Finance – accounting, banking, venture capital, strategy consulting, CFO experience
- Legal – experience in law, especially nonprofit law
- Facilities – real estate, facilities financing, construction management
- Fundraising – experience in cultivation of donors, face-to-face solicitations, or special events
- Governance – previous nonprofit Board experience

Types of diversity desired:

- Geographic – to span range of communities of KIPP NorCal schools
- Race/ethnicity – reflective of our school communities
- Diverse socioeconomic status
- Gender
- Age

KIPP Public Schools
NORTHERN CALIFORNIA

Board of Directors Job Description
Primary Responsibilities and Criteria for Selection

- Other seen or unseen identities reflected in our school communities
- Functional skills/experience

Appendix 9

KIPP NorCal Board Director List with Biographies

KIPP Public Schools
NORTHERN CALIFORNIA

Name	Board Member Biographies
Abe Friedman	Abe Friedman is a Partner and Head of PJT Camberview, based in San Francisco. He joined PJT Partners through the acquisition of CamberView Partners in 2018. Abe founded CamberView in 2012 and served as its Chief Executive Officer through 2018. Before founding CamberView, he was a Managing Director at BlackRock where he served as the Global Head of BlackRock's Corporate Governance and Responsible Investment functions worldwide. Abe was previously the Mayor of Piedmont and served on the City Council for 8 years. He currently serves as KIPP Northern California's Board Chair.
Caretha Coleman	Getting her start at Hewlett Packard, Caretha has spent 40 years in the technology industry working with start-ups and early-stage ventures in the areas of organizational strategy development; and executive coaching and effectiveness. Her philanthropic interests centers on work focused with underrepresented populations. Caretha is co-founder of the Black Directors Health Equity Agenda and member of the Board. She chairs the board of The Leverage Network (TLN), is a board member of Accion Opportunity Fund, KIPP Schools in Northern California, and member of the national board of Facing History and Ourselves. In addition, she serves on the advisory boards of the Black Economic Alliance and Culture Shift. She has been recognized as one of the Bay Area's most Influential Women by the San Francisco Business Times; and Outstanding Director by the Silicon Valley Business Journal, and was named a Visionary Leader by the SF Chronicle for her work in diversity.
D'Lonra Ellis	D'Lonra C. Ellis is the Chief Legal Officer of the Oakland Athletics. D'Lonra is an Adjunct Professor at UC Hastings College of Law and sits on the board of Bay Area Legal Aid, which provides direct legal services to low income residents in seven Bay Area counties; and on the board of Seven Stories Institute, which runs a non-profit bookstore collective in the Washington Heights neighborhood of New York City.
David Stinfil	David Stinfil serves as Managing Director at Siebert Williams Shank, an investment bank. He also currently serves as Chair of the Finance Committee for the Board of the Alameda Health System Foundation and as Chair of the Finance Council for the Board of KIPP Public Schools Northern California.
Jenny Risk	Jenny Shimizu Risk is a community volunteer and philanthropist in education. She previously served as the co-Chair of the Nueva School's Innovative Learning Conference Planning Committee, as a KIPP board member in Nashville, and on the Nashville Advisory board for Stand For Children. She is on the Advisory Council of the Stanford Graduate School of

KIPP Public Schools
NORTHERN CALIFORNIA

	Education and the Advisory Council for the Arts Division at University of California, Santa Cruz.
Jessica García-Kohl	Jessica García-Kohl is the Executive Director of the Westly Foundation. For two decades, she has dedicated her career to nonprofit, government, and philanthropic sectors, strengthening communities and creating equitable opportunities for children, youth, and families. She serves as Vice President for the Board of MidPen Housing and is a Board of Director for Braven.
Laura Fisher	Laura Fisher is a therapist for youth and families in underserved populations. She had previously served on boards for health, education, and civic engagement such as Peer Health Exchange, Civil Society at Stanford University, and The San Francisco Day School.
Michael Cohen	Michael, co-founder and Principal of Strada, is a member of the Investment Committee and helps lead Strada's deal sourcing efforts. Michael was the City of San Francisco's primary negotiator on many of the largest development projects over the last decade, including Naval Station Treasure Island, the Hunters Point Shipyard and the Transbay Terminal. Michael serves as the chair of KIPP NorCal's Facilities Advisory Council.
Octavio Sandoval	Octavio Sandoval, CFA, CAIA, is currently the Principal at Illumen Capital. He genuinely seeks innovative solutions to address social and economic injustice facing historically disadvantaged and underrepresented communities. He believes structural problems require structural solutions. Prior to Illumen Capital, Octavio was a leader at MassMutual Life Insurance Company in building the emerging fund manager program, which allocated $50 million to a wide variety of BIPOC-led funds that invest in BIPOC-led startups. At MassMutual, Octavio also deployed over $500 million in allocations to various alternative investment strategies including private equity and private credit. Prior to MassMutual, Octavio held positions throughout traditional finance, including roles within investment banking, private wealth management and capital markets. Octavio earned a B.S. in Applied Economic & Management at Cornell University and holds an M.B.A from MIT Sloan School of Management. Octavio is an active KIPP alum and serves as a board member of KIPP NorthCal.
Ron Gonzales	Ron Gonzales is the President and CEO of the Hispanic Foundation of Silicon Valley dedicated to improving the quality of life for Silicon Valley Latinx families. He served as Mayor of San José (1999-2006), California, and on the Santa Clara County Board of Supervisors (1989-97), and the Sunnyvale City Council (1979-87). He currently serves on the Silicon Valley Capital

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	Club Board of Governors and Board of Directors for Catholic Charities of Santa Clara County.
Sandra Thompson	Sandi Thompson is currently a volunteer immigration attorney practicing through Catholic Charities. She also serves on the Obama Foundation West Coast Advisory Board, the Center for Gender and Refugee Studies, WorkLife Law Center and Lawyers for America. Thompson previously served as a Planning Commissioner for the Town of Woodside, a Board Member of the University of California Hastings College of the Law and Peninsula Open Space Trust.
Sohi Sohn	Sohi Sohn Chien serves as Board Chair of the Community School of Music and Arts, bringing art and music education to over 28,000 Bay Area students. She is a founding member of Silicon Valley Community Foundation's Donor Circle for Safety Net: Housing and My New Red Shoes, bringing new clothing and shoes to children in underserved communities to help them start the new school year.
Bob Gutierrez	Bob Gutierrez is part of a new generation of political strategists disrupting the status-quo in Sacramento and Washington D.C. After nearly 20 years in the political arena, Bob brought a fresh approach to helping his clients redefine how they can win in pro-business policy making in California and on a national platform. Bringing forward new and often underrepresented audience perspectives and a comprehensive and tactical management approach, Bob focuses on helping BGS clients anticipate likely outcomes, and stay ahead of issues with customized service. His creative strategy and efficient media campaigns have put "wins" on the scoreboards of candidates, communities and industries facing significant challenges within the political landscape. Prior to founding BG Strategies, Bob was the Government Affairs Director for PAQ Inc, a family-owned grocery franchisee of the Food 4 Less grocery chain and Rancho San Miguel markets in California, and Times Supermarkets in Hawaii. For nine years, Bob navigated the company through complex industry issues such as recycling, plastic bags in California, theft thresholds and loss prevention. He worked closely with policymakers at the state and federal levels to ensure the grocery industry was well-represented in the ever-changing policies around the Women Infant Children (WIC) program and the federal Farm Bill's Supplemental Nutrition Assistance Program (SNAP). Bob's extensive political background also includes experience as a senior district representative for a member of the U.S. House of Representatives and Chairman of the Natural Resources Committee as well as a campaign consultant for a candidate for California Lieutenant Governor.

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Arryonna Santos	Arryonna Santos is a Customer Success Manager in Education Technology, pioneering solutions to staffing and learning issues in public schools nationwide. As a first-generation college graduate from Penn, Arryonna went on to be a Fulbright Scholar and is currently in her third year working in EdTech. As an alum of both KIPP King Collegiate and KIPP Summit Academy, Arryonna proudly serves on the Board of KIPP Public Schools Northern California as well as the Governance Council.
Karla Mondragón	Karla Mondragón is an alumna of KIPP San Jose Collegiate and identifies as a driven and innovative first-generation Latina who is passionate about advancing underserved communities in the workplace and into positions of leadership through professional development. She currently leads and manages the Latinos in Technology Initiative and the Latino Board Leadership Academy at the Hispanic Foundation of Silicon Valley, where she plays a key role in driving strategic and innovative ideas to cultivate a quality pipeline of Latinx STEM college students into the tech-industry. Her organization aims to change the playing field and increase the 3% of Latinos in the Silicon Valley tech industry and in nonprofit boards. She was also a member of the Engaged Latina Leadership Activist (ELLA) Program with Latina Coalition of Silicon Valley, a network of professional women who tackle pressing issues impacting Latinas and the broader empowerment movement of Latina women through civic engagement and leadership development. In her free time, she is a food blogger, enjoys working out, traveling, exploring art, fashion, and new restaurants.
Cindy Lora	Cindy Lora serves as the Vice President of Programs at SMASH, where she leads a team in designing and delivering STEM-intensive, residential programming for rising high school juniors and seniors. A proud KIPP parent for the past two years, Cindy's child attends KIPP University Park Elementary. A longtime Stockton resident of 28 years, Cindy brings a deep commitment to community-building and student empowerment. She is passionate about expanding educational opportunities and ensuring all students have the tools they need to thrive.

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Jamie Juni	As a dedicated mother of three and a passionate advocate for higher learning and educational equity, Jamie Juni has a strong voice in her community. Since 2023, Jamie has served on the KIPP Parent Leadership Team (KPLT), collaborating on key advocacy initiatives, including “Advocacy on the Hill” in Washington D.C., and “Advocacy Day” in Sacramento this year. Jamie’s other leadership and advocacy roles include: Co-Chair, Santa Clara County Board of Education (SCCOE) Candidate Forum hosted by Rocketship (2022), elected School Site Council (SSC) Member, RFZ (2019–2021) Chair, Virtual Townhall with CA State Senator Dave Cortese (2020), First PTG President, RFZ (2014), and Facilitator, research meetings with Alum Rock Union School District (ARUSD) and SCCOE Trustees through RFZ. She has also supported the campaigning efforts of various School Board, Supervisor, and Mayoral candidates, and has volunteered as a Poll Monitor through the Asian Law Caucus non-partisan Poll Monitoring Program during election seasons.
Blake Grossman	Blake Grossman is a Managing Member at ThirdStream Partners, focusing on venture and strategic opportunities in financial services and financial technologies. Blake has a twenty-eight-year career in the financial industry, notably serving as the CEO of Barclays Global Investors and the Vice Chairman of BlackRock.
Steve Seleznow	Steve Seleznow is a nationally respected leader in education, philanthropy, and nonprofit management. His career includes serving as President & CEO of the Arizona Community Foundation, where he oversaw $1.4B in charitable assets and significantly expanded community impact initiatives statewide. He was also a senior leadersh at the Bill & Melinda Gates Foundation, directing investments in education system improvement and school reform, including leading the foundation’s charter school portfolio across the country.
Tay Via Franklin	Tay Via Franklin is a Partner at Coblentz Patch Duffy & Bass LLP, where she advises public agencies, nonprofit organizations, and private clients on complex real estate, land-use, and environmental matters. Tay Via advises clients on commercial real estate and land use and development. She specializes in large public/private projects and represents real estate companies, nonprofit entities, healthcare companies, professional sports teams, and other businesses, identifying strategies for navigating the increasingly complex real estate development process. Her experience includes the California Environmental Quality Act (CEQA) and laws and regulations regarding housing, climate change, sustainability and resilience, life sciences, waterfront development (including the Bay Conservation and Development Commission and State Lands Commission), historic resources, and transportation.

Appendix 10

KIPP Excelencia School Safety Plan

CSSP SY26-27

KIPP Public Schools
NORTHERN CALIFORNIA

KIPP Excelencia
COMMUNITY PREP

School Safety Plan School Year: 2026-2027

Regional Organization: KIPP Public Schools Northern California

Regional Address: 1 Kaiser Plaza, Suite 550, Oakland, CA 94

Regional Website: KIPP Public Schools Northern California

School Site: KIPP Excelencia Community Prep

School Address: 2950 Fair Oaks Ave, Redwood City, CA 94063

School Website: KIPP Excelencia Community Prep

CDS Code: 41 69005 0132068

Date of Adoption: August 1, 2026

Board Approved as of: March 10, 2026

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Part One: Public School Safety Plan

Safety Plan Vision

The School Safety Plan describes the programs in place at our school and defines strategies for continued improvement in providing a safe, orderly school environment that is nurturing and conducive to learning.

School Safety Plan Requirements

California Education Code section 47605(b)(5)(F) requires charter schools to include, as part of the procedures to ensure the health and safety of pupils and staff, the development of a School Safety Plan. This School Safety Plan shall address the safety topics listed in subparagraphs (A) to (O), inclusive, of paragraph (2) of subdivision (a) of Section 32282 of the Education Code and shall be reviewed and updated annually by March 1.

Safe School Environment

Strategies and Programs to Provide and Maintain a High Level of Safety

A Safe and Orderly School Environment Conducive to Learning

KIPP works to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and connected and take pride in their school and achievements. Positive relationships between all members of the school community are paramount.

School climate refers to the quality and character of school life. Patterns of school life shape school climate for all stakeholders, including students, parents, and staff. A school's climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate fosters positive youth development and supports a high-quality learning environment that provides young people with the foundation for productive, rewarding lives.

Evidence of a positive school climate includes the following:

- Norms, values, and expectations that support social, emotional, and physical safety
- Respectful and engaging interactions and relationships
- A shared school vision that includes students, families, and educators working together
- Educators who lead by example and nurture positive attitudes
- Meaningful participation in the operations of the school and care of the physical environment by all stakeholders

Procedures to Notify Teachers of Dangerous Pupils

KIPP shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts as described in EC sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7 (excluding 48900[h]). KIPP shall provide the information to the teacher based upon any records that the school maintains in its ordinary course of business or receives from a law enforcement agency regarding a pupil described in this section. An employee of KIPP who knowingly fails to provide information about a pupil who has engaged

in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Assessing and Responding to Reports of Dangerous or Violent Activity

KIPP is committed to providing a safe and trusted learning environment. If any student, family member, or member of the extended community becomes aware of any dangerous, violent, or unlawful activity that has occurred, is occurring, or may occur at the school or at any school-sponsored or school-related event or location, or during transportation provided by the school to such events, they are strongly encouraged to report it to the School Leader. Reports can be made anonymously if needed.

A report can be submitted through a clear written note, via email, or by telephone. Reports should include the following details: the location, the time, the general nature of the activity being reported, whether any life-threatening situations or weapons are involved, and any other important information. If there is an imminent threat or a potential loss of life, you should first contact 9-1-1 immediately. Any school official who becomes aware of a threat or perceived threat by a student that results in a reasonable suspicion of homicidal intent must report it to law enforcement immediately, pursuant to Education Code section 49393.

KIPP will promptly review every report received and make a record of each one. They will conduct a reasonable inquiry into each report as necessary to ensure that no dangerous, violent, or unlawful acts occur. Additionally, the school will log the investigatory responses and actions taken in response to these reports.

Child Abuse Reporting Procedures

SY25-26 Board Policy: Mandated Reporting Policy

Teachers and support staff are mandated reporters and are required by the State of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency. No proof of abuse or neglect is needed, only "reasonable suspicion" that child abuse or neglect may have occurred. Any concern about the possibility of child abuse or neglect must be reported. Investigations will be conducted by law enforcement and/or the county child welfare department to determine if abuse or neglect has occurred.

Mandated reporters must immediately report to the County Child Welfare Department or local law enforcement by phone. A written report must then be sent within 36 hours by fax, or by electronic submission if a secure system has been made available for that purpose in the county. Written reports must be submitted on the California Suspected Child Abuse Report Form 8572. Telling a supervisor does not meet the mandated reporting requirement. If the supervisor decides to complete and submit the report to the county child welfare department or law enforcement agency, then one report is sufficient.

For mandated reporters, Penal Code 11172(a) provides absolute immunity from state criminal or civil liability for reporting as required. This immunity applies even if the mandated reporter acquired knowledge of, or a reasonable suspicion of, abuse or neglect outside their professional capacity or scope of employment. However, mandated reporters will have immunity under federal claims only if the report was made in good

faith.

Legally mandated reporters can be criminally liable for failing to report suspected abuse or neglect. The penalty for this misdemeanor is up to six months in jail and/or up to a $1,000 fine. Mandated reporters can also be subject to a civil lawsuit and found liable for damages, especially if the child victim or another child is further victimized because of the failure to report.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable Live Scan background check requirements for employees, contractors, and volunteers.

Discrimination and Harassment Policies

SY25-26 Board Policy: Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

KIPP believes all students are entitled to a safe, orderly, caring, and equitable learning environment that promotes academic achievement, school connectedness, and meaningful participation.

- Protect the right of all students, staff, and parents/guardians to be free from harassment or any activity that degrades the unique qualities of an individual or association with a person or a group with one or more actual or perceived protected characteristics, to include students' parental, family, or marital status, ancestry, color, race, gender, gender identity, gender expression, ethnicity, age,

culture, heritage, sexuality, physical/mental/intellectual attributes, or religious beliefs and practices.

- KIPP expressly prohibits discrimination, intimidation, bullying, cyberbullying, or harassment of any student or employee by any employee, student, or other person on any school campus or at any school activity, whether on or off campus.
- School personnel will take immediate steps to intervene when it is safe to do so and when they witness an act of discrimination, harassment, intimidation, or bullying.
- The Superintendent or designee shall ensure that all students receive age-appropriate information on sexual harassment.
- For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable KIPP to monitor, address, and prevent repetitive harassing behavior at KIPP schools.

Sexual Harassment Policies

SY25-26 Board Policy: Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

KIPP is an equal opportunity employer and is committed to implementing a nondiscrimination policy in all aspects of employment. KIPP provides equal opportunity to all applicants and employees without regard to race, color, religion, pregnancy, sex, sexual orientation, gender identity or perceived sex or gender, genetic information or characteristics (with respect to the applicant, employee, or a family member), national origin, ancestry, age, physical or mental disability, medical condition, family care status, marital status, veteran's status, uniformed service, or other basis protected by state or federal law.

KIPP does not unlawfully discriminate based on the perception that anyone has any of those characteristics or is associated with a person who has or is perceived as having any of those characteristics.

Dress Code Regarding Gang-Related Apparel

A school-wide dress code established pursuant to this section and Section 35183 shall be enforced at KIPP and at any school-sponsored activity by the school principal or person designated by the principal. Students' clothing must not pose a health or safety hazard or create a distraction that interferes with the educational process. KIPP expects students to pay proper attention to personal hygiene and to wear appropriate clothing for the school activities they participate in. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

School Discipline Rules and Consequences

KIPP is committed to providing a safe, supportive, and positive school environment that fosters student learning and prepares students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations for student behavior, the use of effective school and classroom management strategies, the provision of appropriate intervention and support, and parent involvement can minimize the need for discipline measures that exclude students from instruction as a means of correcting student misbehavior.

School Suspension, Expulsion, and Mandatory Expulsion Guidelines

SY25-26 Board Policy: Student Discipline - Suspension and Expulsion

KIPP desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standard of behavior expected of students and the disciplinary process and procedures for addressing violations of those standards, and therefore adhere to California Education Code 48915(a)(1) for grounds for suspension or expulsion.

Vision Statement Regarding Discipline

We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in a fair and equitable process in addressing student behavior, regardless of socio-economic status or any protected class status, including among other things, race, gender, ethnicity, sexual orientation, disability, national origin, and/or immigration status, in order to eliminate this disparity.

We Believe

- Suspensions and expulsions should be used only when student and/or staff safety is a concern.
- If a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.
- In more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.
- Expulsions should generally be used after all possible supports and consequences that the school can provide have been exhausted, except in the most egregious instances.

Student Threat Assessment Policy and Protocol

Sections 49390 to 49395 of the California Education Code require that a school official of a local educational agency that serve pupils in any grades from six through twelve as part of a middle school or high school of any school district, county office of education, or charter school shall immediately report homicidal threats, or perceived homicidal threats, they have observed or been alerted to, directly to law enforcement. Upon receiving notification of a threat from a school official, law enforcement must conduct an investigation and threat assessment. The investigation and threat assessment must include a review of the Department of Justice's firearm registry and a search conducted at the school site, but "only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat." LEAs must support law enforcement in investigating the threat and conducting a threat assessment.

KIPP's Regional Student Health Services Team oversees the Student Threat Assessment Protocol and Process for all schools within the KIPP network. The Student Threat Assessment Protocol and Process is designed for use with students who are engaged in circumstances that suggest the potential for aggression directed at other people, including procedures related to students bringing weapons on school campuses and at school-related functions. The KIPP NorCal Student Threat Assessment Protocol is designed for regional and/or school sites to oversee the site-based, multidisciplinary Level 1 Threat Assessment team. The Regional Level 2 Student Threat Assessment Team meets regularly and as needed to provide support to school sites in assessing, responding to, and providing services to students who make targeted threats of violence or suggest the potential to do so.

The Regional Student Health Services Team provides annual updates and training on the protocol and process.

Suicide Prevention Policy and Protocol

Suicide is one of the leading causes of death among youth. School personnel who regularly interact with students are often well-positioned to recognize warning signs and initiate assistance or an appropriate referral. The Regional Student Health Services provides schools with a comprehensive approach to prevention, intervention, and postvention strategies for students struggling with suicide and self-injurious behavior.

Measures and strategies specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Prevention and Intervention strategies are developmentally appropriate for the student population that is being served. KIPP's Suicide Prevention Protocol for Schools addresses the following:

- Strategies to help promote a positive school climate
- Staff development on suicide awareness and prevention for all K-12 staff
- Instruction to students in problem-solving and coping skills, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- Information to parents/guardians regarding risk factors and warning signs of suicide, basic steps for helping suicidal youth, and school and community resources.
- Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- Crisis intervention procedures for addressing suicide threats or attempts
- Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

Disaster Procedures

When an emergency occurs, staff members take immediate steps to protect themselves, their students, and other people on campus. Staff, certificated and classified, are provided with opportunities each year to receive training on the School Emergency Guidelines, Immediate Action, and Hazard Response Protocol.

The School Emergency Guidelines training includes the following:

- Earthquake preparedness, response, and recovery actions.
- Evacuation/Relocation procedures in response to fire, bomb threat, or explosion
- Shelter-In-Place procedures in response to smoke, wildlife, bioterrorism, or hazardous materials
- Secure Campus procedures for the danger of violence in the surrounding area
- Lockdown procedures for a violent intruder on school premises

The Hazard Responses include guidance for:

- Chemical and Gas
- High Winds
- Fire Off-Site & Fire On-Site
- Power Outages
- Poor Air Quality
- Heat Events and Heat-Related Illness
- Tsunami
- Medical Emergency

Staff members must learn and train in each Immediate Action and Hazard Response and be prepared to perform their assigned responsibilities. All students must be familiar with the actions to take if a response is implemented. It is highly recommended that school staff and students participate in monthly trauma-informed, developmentally appropriate emergency drills. Tabletop exercises, walk-through drills, and social stories are examples of trauma-informed, developmentally appropriate training and drills.

Presence of Immigration Enforcement

KIPP is committed to ensuring a safe and secure environment for all students and staff and to protecting their rights. If immigration enforcement is confirmed at the school site, KIPP will notify parents and guardians, teachers, administrators, and school personnel. The content and timing of such notification shall take into account the safety and well-being of the pupils, employees, and community members of the school site when determining when and how to issue the notification.

The notification may include a hyperlink to additional resources for families with information about their educational rights, state laws that protect parents' and students' privacy and confidentiality, and, if available, counseling or support services, which may include services that support families impacted by immigration enforcement, as well as model policies adopted by KIPP pursuant to Education Code § 234.7(g). No personally identifiable information shall be included in the notification.

The term "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

Procedure for Safe Ingress and Egress

To ensure the safety of students, staff, parents, and campus visitors, KIPP has implemented specific policies and procedures.

Routes of Egress During an Evacuation
The School will identify a primary escape route for use during evacuations and an alternate route to use if the primary route is blocked. The School will ensure that all exits are clearly marked and free of clutter. Evacuation maps shall be posted in each occupied area in a prominent place near the door.

Passage and Aisle Widths:
A minimum width of 36 inches of free and clear passage shall be maintained in all doorways and aisles within each occupied area. Equipment, furniture, or other materials that reduce these passageways to less than 36 inches must be relocated.

The School has established procedures to ensure the Safe Ingress and Egress of students, parents and guardians, visitors, and school employees to and from school.

- To assist students in safely crossing streets near school sites, the School shall periodically examine traffic patterns within school areas to identify where crossing assistance may be needed.
- The School holds students accountable for conduct on campus and on their way to and from school.
- Pick up their child before the end of the school day.
- School prohibits the possession of weapons, imitation firearms, or dangerous instruments of any kind, including when traveling to and from school.
- Late Arrival: Parents/guardians must sign their child in at the office if they arrive after the school day has started.
- Early Dismissal: Parents/guardians must sign their child out at the front office if they are picking up before the end of the school day.

In addition to the safety measures defined above, student safety will be ensured by controlling campus visitors' ingress and egress. To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds. For school safety and security purposes, the principal or designee will develop and ensure the use of a visible means of identification for visitors while on school premises.

- The school holds visitors accountable for signing in at the front office.
    - Visitors will be asked to present identification if not recognized by school staff or as required by the School's Visitor Management System (VMS)
    - Visitors will be asked to obtain a visitor pass and to prominently display it at all times.

Procedures to prepare for active shooters or other armed assailants

School site staff should participate in action-oriented Lockdown (violent intruder) drills. Table-Top exercises, or Walk-Through Drills, can be used in lieu of Lockdown drills or simulations when young students are present. State regulations require that any Lockdown drill conducted with students must not be high-intensity and must comply with the requirements outlined in EC 32282(K).

Protocol for student cell phone use during an emergency

To ensure smooth coordination with emergency responders (police, fire, EMTs), prevent network congestion, avoid the spread of misinformation, and protect operational security (e.g., preventing location disclosure or distractions from official directives), independent student use of smartphones is prohibited or restricted during emergencies and in response to perceived threats to safety unless expressly authorized by school personnel. Students may only use smartphones at the direction of staff (e.g., for approved 911 calls or family contact when deemed safe). Devices will remain secured or silenced per standard protocols, with access granted on a case-by-case basis following threat assessment. Staff will communicate emergency instructions clearly and coordinate any necessary parent notifications.

Protocol for Opioid Overdose

SY25-26 Board Policy: Opioid Overdose Policy

KIPP provides Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to individuals exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

It is the policy of KIPP to assist any person(s) who may be suffering from an opioid overdose following protocols and procedures of the California Department of Public Health and the National Association of School Nurses. Staff members trained in accordance with the policy may make every reasonable effort, including the use of Naloxone (Narcan), to revive the victim of an apparent drug overdose.

Trained volunteer employees may administer emergency naloxone hydrochloride to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of an opioid overdose at school or a school activity, pursuant to Education Code section 49414.3.

The School Leader or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Protocol for Cardiac Arrest or Life-Threatening Medical Emergencies

SY25-26 Board Annual Notice: Sudden Cardiac Arrest Prevention and Automated External Defibrillators

KIPP is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating suddenly and unexpectedly. Those wishing to participate in athletics at KIPP must review the information sheet on sudden cardiac arrest via the link below:

- https://cifstate.org/sports-medicine/sca/Parent-Athlete_SCA_Fact_Sheet CIF.pdf (English)
- https://cifstate.org/sports-medicine/sca/Parent-Athlete_SCA_Fact_Sheet_CIF_Spanish.pdf (Spanish)
- https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity a pupil who passes out or faints while participating in, or immediately following, an athletic activity, or who is known to have passed out or fainted while participating in, or immediately following, an athletic activity. The athlete may not return to that activity until the athlete is evaluated and cleared to return

to participate in writing by a physician, surgeon, nurse practitioner, or physician assistant. Annually, an acknowledgment of receipt of information on sudden cardiac arrest symptoms and warning signs must be signed and returned by the athlete and the athlete's parent or guardian before the athlete participates in an athletic activity not governed by the California Interscholastic Federation ("CIF"). This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Furthermore, schools with athletic programs are required to have access to, regularly test and maintain, at least one automated external defibrillator (AED).

Public Agency Use of School Buildings for Emergency Shelters

KIPP shall make school buildings, grounds, and equipment available to the Department of Emergency Services or other disaster-related public agencies, including the American Red Cross, for mass care and welfare shelters during a disaster or other emergency affecting public health and welfare.

Upon request, the disaster-related public agency may initiate facility use agreements with KIPP, subject to approval from all parties listed here:

- School: School Leader or Director of School Operations
- KIPP: Chief of Schools or Chief Operating Officer

Terms and Conditions

1. Use of Facility: Upon request and, if feasible, the Owner will permit the Red Cross to use and occupy the Facility temporarily to conduct emergency or disaster-related activities.
2. The Red Cross will designate an official to manage activities at the Facility.
3. The Facility Coordinator and Red Cross Manager (or designee) will jointly survey the Facility before it is turned over to the Red Cross. They will use the first page of the Red Cross's Facility/Shelter Opening/Closing Form to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment in the Facility that the Red Cross should not use. The Red Cross will exercise reasonable care while using the Facility and will not modify the Facility without the Owner's express written approval.
4. Upon request by the Red Cross, and if such resources are available, the Owner will make the Facility's food service resources, including food, supplies, equipment, and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate meals at the direction of and in cooperation with the Red Cross Manager. The Food Service Manager will establish a feeding schedule and supervise meal planning and preparation. The Food Service Manager and Red Cross Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies before the Facility is turned over to the Red Cross. When the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the Red Cross's activities at the Facility.
5. Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility.

6. In coordination with the Facility Coordinator, the Red Cross Manager, as they deem necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.
7. The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator. The Red Cross will remove such signs upon concluding its activities at the Facility.
8. Closing the Facility: The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection.

Instructional Continuity Plan

KIPP has established procedures to ensure continuity of instruction if in-person learning at our regular site is not viable due to emergencies, natural disasters, public health concerns, or other disruptions. The following plan outlines communication, continuity of learning, including support for students' academic needs, social-emotional and mental health, and access to instruction and support services; professional learning resources for staff; an established emergency partnership; and considerations that determine the return to in-person instruction.

1. Communication

KIPP Public Schools Northern California will establish communication with families as soon as possible, but no later than 5 days after any school disruption following an emergency, using multiple communication channels.

- **ParentSquare** is the primary communication tool utilized by KIPP NorCal. It can send messages via phone calls, text alerts, and emails, and these messages are automatically translated into our top five languages based on families' preferred home languages. Two-way communication between school staff and families is possible via ParentSquare and email. Parent Square use has made communication more accessible by allowing families to communicate via text messaging, which over 90% of families currently do. ParentSquare messages can also be sent to staff members and students to support multiple means of communication.
- **Regional and School Websites** and official social media platforms will have a dedicated space on the front page to communicate with families, students, and staff.
- **Printed Notices** will be posted at school sites and distributed to families, students, and staff when feasible.
- **Webinars via Zoom** will also be available for families and staff to share their input on the planning.
- **Community Hubs** for families will be established to provide more direct contact with staff for assistance, subject to guidance from our local county health department and regional safety team.
- **Designated School Staff Members** will serve as the primary point of contact for questions during any instructional disruption.

2. Technology

Since the pandemic, KIPP NorCal has maintained a 1:1 device-to-student ratio. While these devices are currently at school sites, a comprehensive checkout system, as established during COVID, will be in place to ensure students have the devices needed to access instruction and connect to the internet. As noted above, communication with students and families will be delivered through our usual channels, including ParentSquare, email, Zoom webinars, and the KIPP NorCal Website and official social media accounts.

3. Instruction and Assessment

In the event of an emergency that interrupts instruction and the school site setting is not safe, remote instruction (i.e., not in-person) will be designed to meet the standards of independent study (traditional or course-based) pursuant to EC sections 51747 and 51749.5 (EC Section 32282[a][3][A][ii]). Instruction will be provided as soon as practicable, but no later than 10 instructional days following the emergency.

- **Digital Learning (Primary Plan):** All students are issued a school-provided Chromebook, ensuring every student can transition to remote instruction when needed. Instruction will continue through the school's Learning Management System (e.g., Google Classroom, Schoology), supported by live and/or recorded lessons delivered via video conferencing platforms (e.g., Zoom).
- **Internet Access:** For families without reliable internet access, the school will provide hotspots or support them in accessing community-based internet resources.
- **Non-Digital Options (Backup):** If internet access remains a barrier, the school will provide:
    - Printed instructional packets and learning materials.
    - Paper-based assignments aligned to grade-level standards.
    - Phone-based teacher check-ins to monitor progress and provide support.
- **Special Populations:** Additional supports will be provided for English Learners, students with disabilities, and other high-need groups to ensure equitable access to instruction.

4. Access

All students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students, will have equal access to instructional resources during a natural disaster or emergency. Given that the emergency context of this plan is unknown, initial information and resources for families will be made available as described in the communication plan.

- **Students with Disabilities** will receive all accommodations and IEP plans in accordance with remote learning guidelines.
- **Foster Youth or Student Experiencing Homelessness** will be assigned a home/school liaison and/or receive regular check-ins.
- **English Learners** will receive instruction that is
    - **Grades TK-2:** Responsive to strengths, needs, and identities; reflects a coherent set of practices and pathways to support skills, language, literacy, and knowledge needed to meet their needs.
    - **Grades 3-12:** Adapted to ensure that students are accessing the content, ELD standards-based instruction in both small group and one-on-one instruction that addresses the four language domains of Listening, Speaking, Reading, and Writing, and translation services.

5. Professional Learning

Educators receive regular training in the tools, platforms, and strategies needed to deliver remote instruction and assessment to students through independent study. There will be an initial opportunity for staff to provide input on the professional learning they need via Zoom or Google Meet. A plan will be designed to address the professional learning needs identified by KIPP NorCal Staff.

- **Teachers** will maintain digital contingency lesson plans and ensure that essential resources are accessible through student Chromebooks.
- **Administrators** will oversee communication protocols, ensure all students have functioning devices and internet access, and monitor instructional quality.
- **Student support staff** will provide outreach to families experiencing barriers to participation.

6. Well-being

Mental health platforms for students and staff will be available during an emergency. Engagement with students, families, and staff will be conducted to gather their input on what they consider helpful for well-being provisions. Appropriate well-being provisions will be established and offered according to feedback and the specific emergency.

- **Social-Emotional:** will be supported by a variety of grade-level-appropriate options, including an SEL curriculum, read-alouds, circles, classroom meetings, facilitated discussions, and discussion boards.
- **Mental Health:** will be supported by access to online resources, access to established counseling services, access to the counselor, classroom meetings, intervention referral processes, home/school communications with resources

7. Support Services

In an effort to maintain continuity of established support services, KIPP will adapt the following services to the online or hybrid environment when necessary.

- **After School Programs**
- **Access to meals**

8. Site-Based Collaboration

Site-based instructional teams will be provided planning opportunities to understand and implement home learning plans and/or modified in-person learning. These teams will be offered professional learning to work with the central office to understand the plan and identify how their site will implement it. Site-based teams will then be responsible for supporting the school site staff in understanding and implementing the plan. Because each context is different, school sites will be supported by the Regional Team in adjusting their plan implementation.

9. Return to Site-based Learning

The primary goal during any emergency-related learning disruption is to return to on-site learning as soon as it is safe. KIPP NorCal will collaborate with emergency responders, regional partners, and county officials to address essential operational factors that will determine when students and staff can safely return to in-person instruction. We will promptly communicate important logistical details and timelines regarding the transition back to in-person learning to families and staff.

Evacuation orders lifted
Power and utilities are functioning
Internet fiber lines are connected and functioning
Access to safe and clean water
Healthy air quality is sustainable
The campus is free from debris and hazards
Sufficient staff to cover those affected by the natural disaster or emergency
Kitchens function for meal preparation
Classrooms are clean and functional
Access to curriculum and instructional materials

Part Two: Non-Public School-Specific

Safety Planning

The School Safety Plan is reviewed and evaluated annually and amended as needed by the designated Regional Safety Leadership Team.

School Staff Safe Start Training

All school staff members are required to attend an in-person training covering the contents of this SSP, including emergency preparedness and response, before the first day of school.

Date training was completed:	**Training was presented by:**
Aug 5, 2026	Ana Jones & Jeanette Gutierrez

School Safety Drills

Schools in California are required to participate in Fire and Earthquake drills each school year, and the number of drills depends on the grade span served. In addition, KIPP NorCal requires schools to participate in at least two Lockdown drills. Schools can plan for more drills throughout the year at their discretion.

	August	**September**		**October**		**November**	**December**	
TK-4	Fire	Fire	Lockdown	Fire	Earthquake	Fire	Fire	Earthquake
5-8	Fire	N/A	Lockdown	N/A	Earthquake	Fire	Make-up date	
9-12	Fire	N/A	Lockdown	N/A	Earthquake	N/A	Make-up date	
	January	**February**		**March**		**April**	**May**	
TK-4	Fire	Fire	Earthquake	Fire	Lockdown	Fire	Fire	Earthquake
5-8	Fire	N/A	Earthquake	N/A	Lockdown	Fire	Make-up date	
9-12	Fire	N/A	Earthquake	N/A	Lockdown	N/A	Make-up date	

Emergency Contact Numbers

Emergency when first responders are required			**9-1-1**
Local Agencies: Non-Emergency Numbers			
Police: Non-Emergency	(650) 780-7100	FEMA	800-621-3362
Fire Department/Dispatch	(650) 780-7400	Local Fire Station	(650) 780-7400
Hospital	(650) 369-5811	Poison Control Center	1-800-222-1222
Dept. of Public Health	(650) 573-2222	Electric Utility	(650) 482-2200
Dept. of Mental Health	(650) 363-4305	Gas Utility	(650) 482-2200
Dept. of Children/Family Services	(650) 363-4000	Water Utility	(650) 482-2200
San Mateo Emergency Response Child Abuse Reporting Telephone Number			(650)-595-7922 (650)-802-7922 (800)-632-4615

Regional Safety Leadership Team:	**Name**	**Contact Information**
Safety Team Emergency Line	Safety Team	510-920-1162
Associate Director of Operations	Jessica Sorrels	510-379-8423
Director of Operations	Kendra Feeley	917-415-4929
Director of Operations	Katie Guardado	650-437-3652
Director of Culture	Susi Mena	408-914-8413
Director of Student Health Services	Sarah Taylor	503-943-0761

School-Day Contacts:	**Name**	**Contact Information**
School Leader	Liz Coughenour	412-726-5849
Director of Operations (DSO)	Ana Jones	650-445-3994
Data & Student Information Manager (DSIM)	Jeanette Gutierrez	650-730-8501
Business Operations Manager (BOM)	Viri Estacuy	650-468-8224

Redwood City School District Facilities	Martin Cervantes	(650) 423-2263
Day Porter or Custodian	Cinthia Morales	650-621-0999

Co-Locacted School-Day Contacts:	**Name**	**Contact Information**
School Leader	Hayley Dupuy	650-465-0377

After-School Contacts:	**Name**	**Contact Information**
ELO-P Director	Shaq McCray	650-477-8839
ELO-P Assistant Director/Associate	Morgan Lee	510-600-5386
Janitorial Staff #1	Miguel Moreno	650-400-5463
Janitorial Staff #2	Cinthia Morales	650-621-0999

Estimated Campus Population

Time of Day	**Number of People on Campus**	
	Students	**Staff**
Normal School Days	**700**	**90**
During After School Hours	**250**	**20**
Family Events	**150**	**90**
Weekend Events	**50**	**20**
Sporting Events	**25**	**5**

At-A-Glance

Calling 911

ADDRESS: 2950 Fair Oaks Ave
CROSS STREET: 2972 Spring St
NOTIFY DSO OR SCHOOL LEADER ASAP

Emergency Numbers

NON-EMERGENCY POLICE: 650-363-4911
CHILD ABUSE HOTLINE: 800-856-5553
POISON CONTROL: 800-222-1222

Fire

1. LINE UP STUDENTS
2. GRAB EMERGENCY BAGS
3. TURN OFF LIGHTS
4. CLOSE DOORS
5. EVACUATE TO THE ASSEMBLY AREA

Earthquake

1. DROP, COVER, & HOLD
2. TURN AWAY FROM GLASS/WINDOWS
3. STAY COVERED UNTIL SHAKING STOPS
4. GRAB EMERGENCY BAGS
5. TURN OFF LIGHTS
6. CLOSE DOORS
7. EVACUATE TO THE ASSEMBLY AREA

Allergic Reactions

1. NOTIFY DSO OR SCHOOL LEADER
2. MONITOR STUDENT FOR 30 MINUTES
3. IF THE REACTION SUBSIDES, RETURN TO CLASS & CONTINUE TO MONITOR
4. IF EPIPEN IS ADMINISTERED OR THERE IS NO IMPROVEMENT, CALL 911

Shelter-In-Place

1. GATHER STUDENTS IN ROOMS
2. CLOSE AND SEAL DOORS, WINDOWS, AND VENTS
3. SHUT OFF HVAC SYSTEMS
4. LISTEN FOR INSTRUCTION
5. PASS OUT N95 MASKS (IF NEEDED)

Secure Campus

EXTERIOR

INTERIOR

1. EVERYONE MOVES INSIDE
2. CLOSE DOORS AND WINDOWS.
3. *LOCK DOORS FOR SECURE CAMPUS: INTERIOR
4. NO OUTDOOR ACTIVITIES
5. RESTRICT MOVEMENT BETWEEN ROOMS AND BUILDINGS
6. BE ALERT FOR FURTHER INSTRUCTIONS

Lockdown

1. EVERYONE IN A SECURE ROOM
2. LOCK DOORS, COVER WINDOWS, TURN OFF LIGHTS
3. STAY SILENT - TURN CELL PHONES TO SILENT - NOT VIBRATE
4. STAY OUT OF SIGHT, KEEP LOW TO THE FLOOR
5. REMAIN IN LOCKDOWN UNTIL CLEAR

Incident Command System

School personnel are likely to be the first on the scene when an incident occurs on school property or involves school staff or students. Eventually police, fire, emergency medical services or another external agency will manage response to the incident. However, the first response will likely be by school employees. They will act as a bridge, conducting initial response activities until first-responders such as police, fire and emergency medical services can arrive. School employees can manage these initial response activities for an incident more effectively by establishing incident command. (FEMA ICS for Schools)

School Leadership Assignments

School Site Incident Command			
ICS Role	**Lead**	**Designees**	**Responsibilities**
Liaison Officer (RSO based)	School Leader Manager	Safety Leadership Team	Acts as the liaison between the School Leadership Team and RSO Teams. Supports the School Leadership team with incidents as needed.
Incident Commander	School Leader	Assistant Principal	Manages the incident or event on campus. Works closely with Regional ICS Team Members as needed. Liaison to emergency services and media.
Safety Leader	Director of School Operations	Business Operations Manager	Monitors safety conditions to ensure that all activities are conducted safely. Oversees the work of and establishes methods of communication with all teams.
Communications, Documentation, & Supplies	Business Operations Manager	Data & Student Information Manager	Sends approved communication to families via the Emergency Notification System. Collects, tracks, and maintains accurate information, including timekeeping. Coordinates the purchase of materials as well as appropriates finances in preparation for, at the time of, and in recovery from an emergency or disaster.
Attendance, Student Release, & Reunification	Data & Student Information Manager	Business Operations Manager	Account for the attendance and status of all people on campus, including students, staff, substitute teachers, parent volunteers, outside vendors, or special guests. Facilitates efficient reunification of students with approved parents/guardians at the predesignated area; maintains records

Staff Member Assignments

School Site Operations + Logistics			
ICS Role	**Lead**	**Designees**	**Responsibilities**
Search & Rescue	Staff Team Lead	Designated School Staff	Searches the facility for injured and/or missing students and staff members; conducts initial damage assessment and identifies dangers
First Aid & Triage	Staff Team Lead	Designated School Staff	*Prioritize PE teachers, Athletic Directors, Coaches, & CPR/AED/FA-certified staff.* Assess the extent of all injuries. Triage and tag the injured for treatment accordingly. Treat all injuries to the extent possible; establish a morgue if needed.
Facilities & Site Security	Staff Team Lead	Designated School Staff	*Prioritize Janitorial staff* Controls entry and exit points and coordinates security needs, including traffic and crowd control. Directs fire, ambulances, and police to areas of need. Disrupt and/or restore utilities as needed, and isolate fire/HazMat. Will pre-assess the stability and viability of buildings on campus. Will also assist with the distribution and transportation of team supplies.
Evacuation, Shelter, & Care	Staff Team Lead	Designated School Staff	Works to ensure that all student- and staff-related needs are met, given the circumstances. Provides long-term care for students until they are reunited with parents/guardians; helps manage food, water, shelter, and sanitation needs.
Crisis Counseling	Staff Team Lead	Designated School Staff / SpEd and MHC	*Prioritize Mental Health Counselors and CPI-trained staff* Monitor the well-being of individuals in emotional distress.

Critical Site Information

Utilities Locations

Utility	Location
Electrical Panel(s)	**Electrical Closet Across from the Front Office**
Fire Alarm Panel	**Front Office/Front Desk**
Security Alarm Panel	**Inside School Leader Office**
Public Announcement (PA) System Phone(s)	**Front Office/Front Desk**

Emergency Supplies

Supply Type	Location	Date Verified
Emergency Binder #1	**Front Office/Front Desk**	Aug 1, 2026
Emergency Binder #2	DSO Office	Aug 1, 2026
Back-Up Emergency Supplies	**Inside Medical Locked Cabinet**	Aug 1, 2026
Classroom Emergency Supplies	**Inside All Classrooms & Work Spaces**	Aug 1, 2026

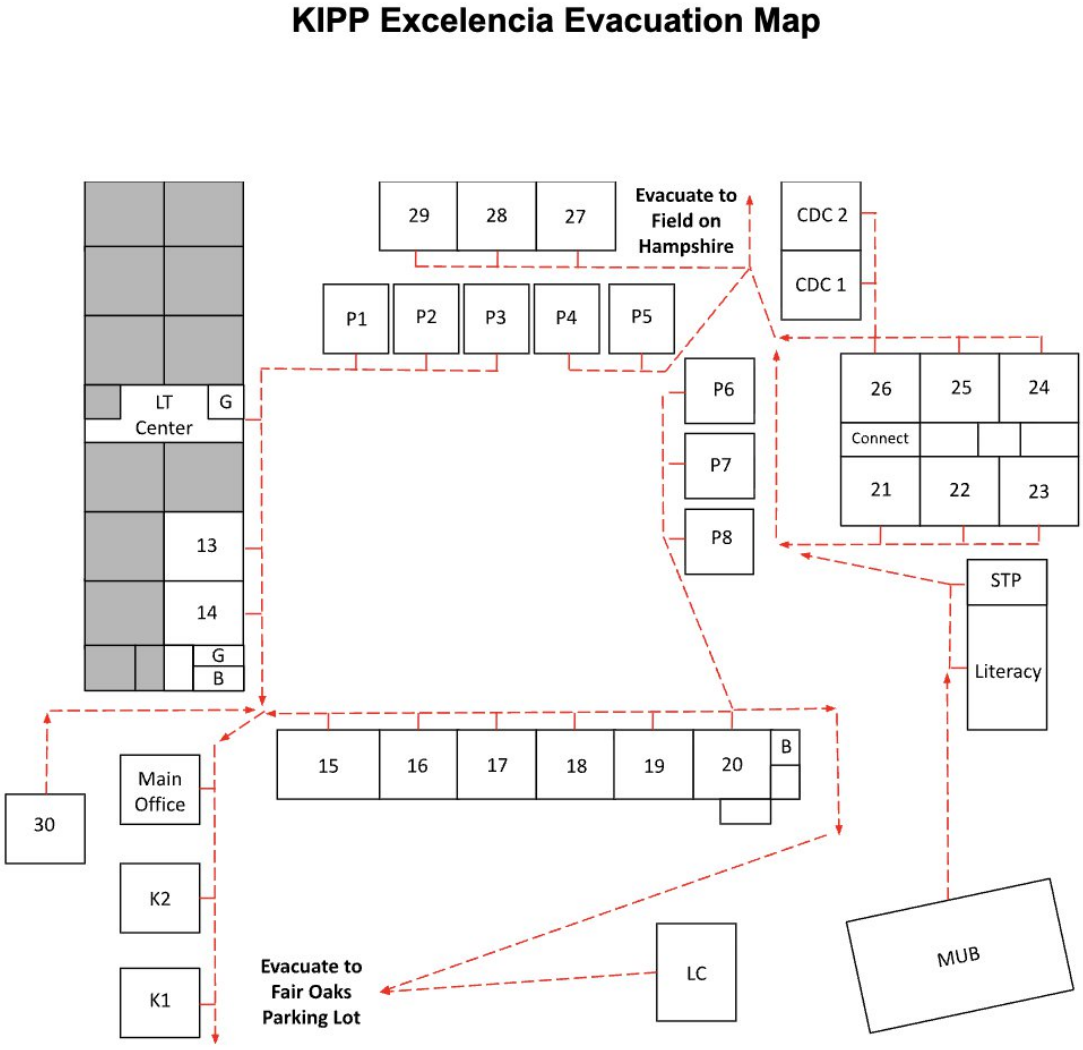
Critical Site Locations

Off-Site ASSEMBLY AREAS	Location Address	Method of Transportation
Off-Site ASSEMBLY AREA #1	**2972 Spring St**	**Walking**
Off-Site ASSEMBLY AREA #2	**905 Barron Ave**	**Walking**

On-Site ASSEMBLY AREAS + Staging Locations	
On-site ASSEMBLY AREA #1	**Fair Oaks Parking Lot**
On-site ASSEMBLY AREA #2	**Hampshire Field**
Incident Command Post	**Blacktop**
Medical Triage Staging Area	**Front Office**
Media Staging Area	**School Cafeteria/MUB-Multi Use Building**
Helicopter Landing Zone	**Hampshire Field**

Site Maps

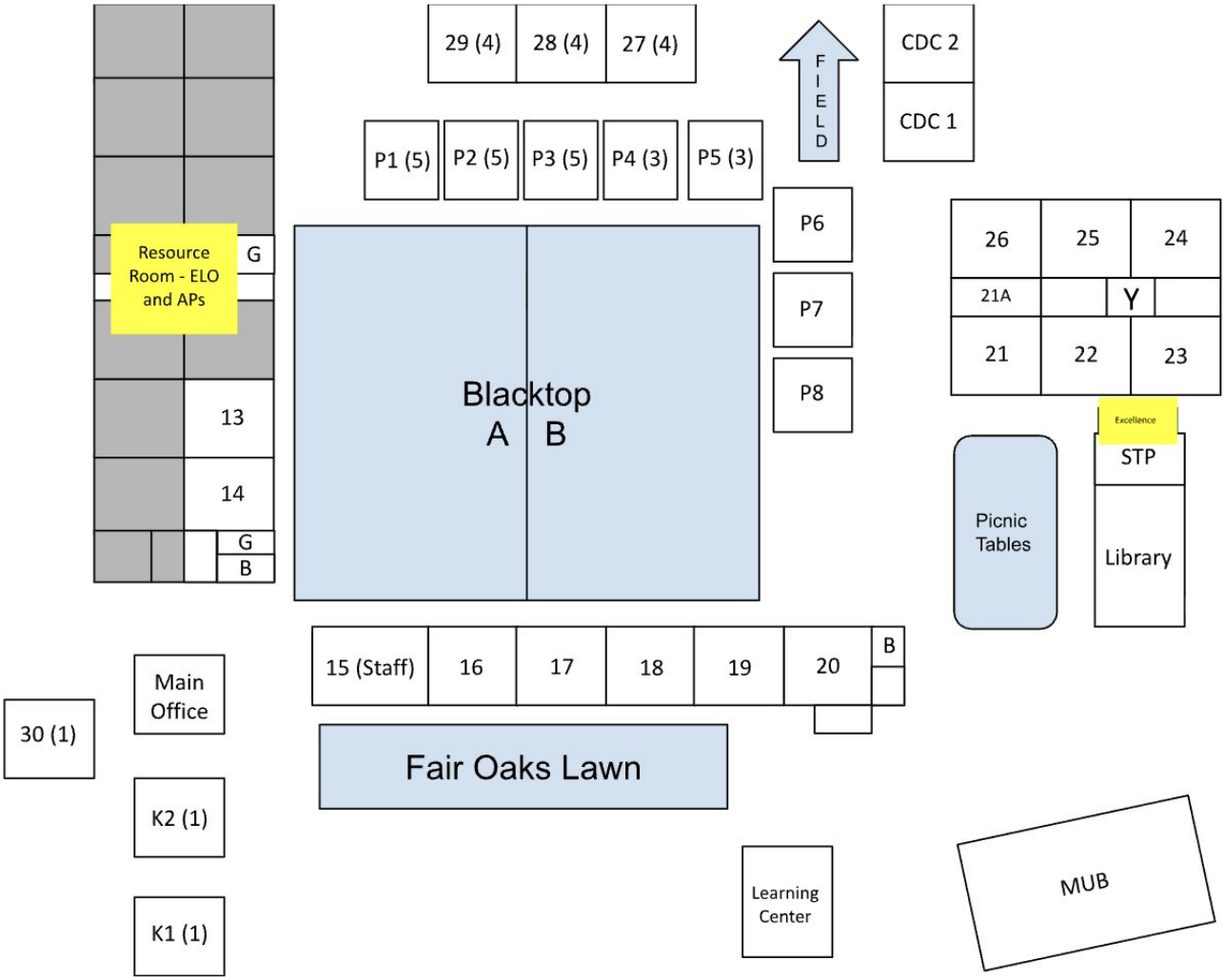
Classroom Evacuation Map



Campus Evacuation Map



Facilities Map



Part Three: Non-Public Tactical Immediate Action and Hazard Responses

Adapted from the Big Five Immediate Action and Hazard Responses developed by

Coalition for Safe Schools & Communities

&

SAN MATEO COUNTY OFFICE OF EDUCATION

Immediate Actions

Immediate Actions are the five standard responses that may be used in a given emergency: **Evacuation; Drop, Cover, and Hold; Shelter-in-Place; Secure Campus; and Lockdown.**

Evacuation is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside assembly area. This response is considered appropriate for bomb threats, chemical accidents, explosions or threats of explosions, fires, or earthquakes.

Drop, Cover, and Hold is the immediate action taken to protect students and staff from flying and falling debris. It is an appropriate action for earthquakes and explosions. Depending on the incident, it may be followed with Evacuation.

Shelter-in-Place is implemented to isolate students and staff from the outdoors and prevent exposure to airborne contaminants or environmental threats. It is appropriate for external chemical releases, fire in the community, hazardous material spills, unhealthy air quality, or dangerous wildlife on or near campus.

Secure Campus is implemented as a precautionary measures to ensure school safety. This response is considered appropriate for a potential threat of violence in the surrounding community or law enforcement activity in the surrounding community.

Lockdown is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed to do so by law enforcement. During Lockdown, students are to remain in designated classrooms or lockdown locations at all times. This response is considered appropriate for gunfire or a threat of extreme violence outside the classroom.

Hazard Responses

Responding to Hazards such as poor air quality, a threat to the surrounding community, and power outages, may require the quick implementation of Immediate Actions listed above. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of the Immediate Actions in the event of an emergency.

It is essential for school staff and students to conduct safety drills and engage in various preparedness exercises. Exercises should occur on a regular basis and be used to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school, the Regional Office, and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

EVACUATION

EVACUATION may not be necessary for every emergency. In some cases, an administrator may decide to call for an **EVACUATION**; in other cases, the decision to **EVACUATE** may fall to the classroom teachers. If no directives are given in a situation, assess whether it would be safer for everyone to remain in the current location or move to another area. If the environment seems precarious, the fire alarm sounds, or you are instructed to do so, proceed with **EVACUATION**.

These situations may include, but are not limited to: **Fire; Bomb Threat; Bioterrorism; Hazardous Materials; Earthquake; Flood; Power Failure or Blackout; Explosion; Gas or Fumes.**

In the event of an explosion, earthquake, or any other event that causes falling debris, **EVACUATION** will be preceded by the "**DROP, COVER, and HOLD**" protocol. Students and staff should **DROP** to the floor, duck under a desk or table, **COVER** their heads with their arms, and **HOLD** onto furniture.

THINK ON YOUR FEET: LOOK, LISTEN, then LEAVE

Before **EVACUATION**, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, EVACUATE the office or classroom to a designated safe area.

General EVACUATION:

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation practices are as follows

- **Fire**: Evacuate at least 50 feet from the building.
- **Bomb Threat**: Evacuate at least 300 feet from the building.
- **Multi-hazardous**: Evacuate at least 300 feet from the building.

Controlled EVACUATION:

The Incident Commander or police/fire authorities will execute a controlled evacuation. A controlled evacuation is typically conducted classroom by classroom. Areas or classrooms closest to the threat are evacuated first. Staff and students are directed to evacuate away from the threat.

EVACUATION

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:
CLASSROOM **EVACUATION** TO **ON-SITE ASSEMBLY AREA**

- Assume the Incident Command role.
- Instruct a designee to call 911.
- Initiate the alarm and make a PA announcement.

EXAMPLE:

Your attention, please. We have an emergency. **EVACUATE** immediately to the [on-site/off-site] **ASSEMBLY AREA**. Staff, remember to look and listen before you leave. Students remain with the assigned teacher. **EVACUATE** all buildings immediately.

- When able, alert the Regional Office
- Access the School's Emergency Binder for site maps, keys, rosters, etc.
- Meet emergency responders and transfer incident command to them. Provide assistance or information as required. The School Incident Commander remains part of the ICS Unified Command and is expected to serve at the Incident Command Post for the duration of the event.
- Take attendance and report your findings to the Attendance Team
- If the incident includes casualties, deploy the Liaison Officer to First Responder's Emergency Medical Command Post. After identification, only the Coroner, police chaplain, or other public official should deliver official notification of the deceased.
- When cleared to return to the buildings, announce **ALL CLEAR** and oversee a safe return to the classroom and normal school activities.
- If the site is deemed unsafe to return to, initiate **STUDENT RELEASE** procedures.
- Using whatever means are most effective, provide parents/guardians with a brief

description of the emergency, the school's response, and the steps being taken to ensure the safety of students and staff.

EVACUATION

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:
CAMPUS EVACUATION TO **OFF-SITE ASSEMBLY AREA** (ADDITIONAL CONSIDERATIONS)

- Send someone out to scout the route to the off-site **ASSEMBLY AREA** to ensure the pathway is safe.
- Position additional staff members at any point where students must cross the street.
- Place signage at the school entrance to inform parents and guardians that you have moved off campus and to await further instructions regarding reunification.

STAFF ACTIONS:
CLASSROOM EVACUATION TO **ON-SITE ASSEMBLY AREA**

- Prepare students to leave all belongings and calmly exit the building
- Gather everyone in the area to line up at the door
- Direct the group to the exit by stating the planned route of egress
- Take the Emergency Backpack, cell phone, and class roster
- Upon exiting, turn off the light and close the door, leaving it unlocked if possible
- Guide everyone to the **ASSEMBLY AREA**
- Take attendance and report your findings to the Attendance Team
- Remain in the **ASSEMBLY AREA** until further instruction
- Wait for another action or, if the **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

STAFF ACTIONS:
CAMPUS **EVACUATION** TO **OFF-SITE ASSEMBLY AREA** (ADDITIONAL CONSIDERATIONS)

- Take attendance before you move to the off-site **ASSEMBLY AREA** if it is safe.
- Keep students in line and moving quickly. Ensure they stay together while walking.
- If additional adults are available, have one adult at the front of the line and one at the end.

- Follow all traffic signals when crossing streets.
- Take attendance once you have arrived and report findings to the Attendance Team

EVACUATION

EVACUATION of Individuals Requiring Additional Support:

An individual plan is in place for each student or staff member on campus who requires assistance during an **EVACUATION** due to physical, cognitive, or emotional/behavioral needs, whether temporary or permanent. This plan is reviewed with all staff directly involved with students, including (but not limited to) classroom and special education teachers, as well as all adults assigned to aid students in an emergency requiring **EVACUATION**. Consultation with the student and their family is strongly advised when developing individual student plans.

Employees with permanent or temporary physical disabilities will be identified upon hire, and a personal emergency **EVACUATION** plan will be created. A safety coordinator will be assigned to assist the employee during emergency drills or an actual emergency.

Visitors with permanent or temporary physical disabilities will be assisted during an emergency by the staff members present.

Options include:

- Carrying a student (physical disability).
- Adults and students waiting for the fire department in a prearranged area (physical disability)
- Staff member assigned to a specific student to assist during an **EVACUATION**.

As part of this EVACUATION plan:

- Post a list of these individuals and their **EVACUATION** plans in the classrooms where these students receive regular instruction.
- Include a list of these individuals in the checklists for Incident Command, Attendance, Search and Rescue, and First Aid Teams.
- Inform classroom teacher(s), students, and parents of the individual **EVACUATION** plan.

-

EARTHQUAKE: DROP, COVER, & HOLD

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is unlikely to last more than 90 seconds. Assess the situation and remain calm. Emergency action to be taken is as follows:

GENERAL EARTHQUAKE SAFETY FOR ALL:

- Take a moment to gain situational awareness of your surroundings
- Move out of harm's way if possible, but do not try to move too far.
- More people are injured while moving during an earthquake to find a 'safe space' than from falling objects or building collapses.

WHEN INSIDE A BUILDING, STAY INSIDE.

- **DROP, COVER, and HOLD**.
    a. **DROP** to the ground wherever you are, kneel, and make your body as small as possible.
        - If possible, move quickly to place yourself against an interior wall in a hallway or large room.
        - Face away from any glass, windows, doors, or skylights.
        - Avoid large movable objects, such as bookcases.
    b. **COVER** the base of the head and neck with both arms or shelter under a desk, table, chair, or bench.
    c. **HOLD** still until the shaking stops. If under a piece of furniture, **HOLD** onto it with one arm to keep it in place, and cover the head and neck with the other arm.
- When safe to do so, **EVACUATE** to the **ASSEMBLY AREA**.

WHEN OUTDOORS, STAY OUTSIDE.

- **DROP, COVER, and HOLD**.
    - Check your surroundings and move away from buildings and hazards.
        - Hazards include, but are not limited to, power poles and lines, trees or overhead lighting, and roads and streets, as cars may lose control.
    - **DROP** to the ground wherever you are, kneel, and make your body as small as possible.
    - **COVER** the base of the head and neck with both arms
    - **HOLD** still until the shaking stops.
- When safe to do so, **EVACUATE** to the **ASSEMBLY AREA**.

EARTHQUAKE: DROP, COVER, & HOLD

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume the Incident Command role
- As soon as possible after recognizing seismic activity, make a PA announcement. If the PA system is unavailable, use alternative communication methods, such as sending messengers to rooms to deliver instructions.

EXAMPLE:

Attention please. We are experiencing an earthquake. For your protection, **DROP, COVER, and HOLD**.

- According to the site protocol, collect status reports from each classroom. Determine the extent of physical injuries and/or structural damage
- If injuries are reported, instruct the designee to call 911 immediately.
- Access the School's Emergency Binder for site maps, keys, rosters, etc.
- If 911 is called, meet emergency responders. Be prepared to transfer command of immediate emergency to First Responders. School Incident Commander remains part of the ICS Unified Command and is expected to serve at the Incident Command Post through the duration of the event.
- Before initiating any **EVACUATION**, and if it is deemed safe to move around the building, deploy the Search and Rescue Team to check for fires, the status of utilities, and structural and nonstructural damage. If the team can smell or hear gas, take appropriate steps to shut off the gas.
- Based on available information, decide on the need for **EVACUATION**
  - An **EVACUATION** outdoors should be ordered if the structural integrity of the building is in doubt
  - Structural damage might not require an **EVACUATION**.
- When able, report campus status to the Regional Office
- If the incident includes casualties, deploy the Liaison Officer to First Responder's Emergency Medical Command Post. After identification, only the Coroner, police chaplain, or other public official should deliver official notification of the deceased.

EARTHQUAKE: DROP, COVER, & HOLD

- If the site is designated unsafe to return, initiate **STUDENT RELEASE** procedures
- Through whatever means are most effective, provide parents/guardians with a description of the emergency and the response, and, if appropriate, the steps being taken in its aftermath.

STAFF ACTIONS: EVACUATION AFTER AN EARTHQUAKE:

- Each time an aftershock is felt, **DROP, COVER, AND HOLD**. Aftershocks frequently occur minutes, days, or even weeks following an earthquake.
- When it appears safe to release from **COVER**, assess any injuries and/or damage and report status to the Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary.
- **EVACUATE** the space as quickly as possible
- Check the primary **EVACUATION** route for blockages or hazards.
- If the primary route is blocked, check alternate routes.
- Do not walk under covered walkways unless necessary.
- If all routes are blocked, do not risk injury to yourself or your students. Wait for help to arrive.
- When **EVACUATING** the classroom, take your Emergency Backpack, cell phone, and class roster.
- Close the door, but leave it unlocked, if possible.

SHELTER-IN-PLACE

SHELTER-IN-PLACE is implemented to isolate students and staff from the outdoors and to prevent exposure to airborne contaminants, wildlife, or other environmental hazards. The procedures may require closing and sealing doors, windows, and vents; shutting down the classroom/building's heating, ventilation, and air conditioning systems to prevent exposure to outside air; and turning off pilot lights.

SHELTER-IN-PLACE is also used during medical emergencies, such as cardiac arrest, to provide privacy and clear access for emergency personnel.

SHELTER-IN-PLACE is appropriate for, but is not limited to, the following emergencies:

- External chemical release or hazardous material spills
- Fire in the community
- Wildlife on or near campus poses a danger
- Unhealthy air quality outside
- High winds, severe weather, or a tornado
- Tsunami- yellow and green zones
- Medical emergency

A **SHELTER-IN-PLACE** response may require shutting down HVAC systems to prevent contaminated outside air from entering. Students and staff may move freely within the classrooms, but no one should leave the protected space until directed by fire officials, Law Enforcement, or site administration.

SHELTER-IN-PLACE:

- All heating, air conditioning, and ventilation systems may need to be shut down immediately, depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

SHELTER-IN-PLACE

POOR AIR QUALITY:

Continue to monitor the EPA's Air Now website and refer to the Air Quality Guide about when and how to modify outdoor physical activity and outdoor learning based on the AQI. If the AQI reaches 151 or higher, the school should implement its **SHELTER-IN-PLACE** protocols. Refer to the Air Quality Guide to help determine whether the school meets the requirements to stay open. Closure decisions are made in collaboration with Regional Leadership. If the school's HVAC system air filter is new or has been upgraded, set the central system's circulating fan to operate continuously (set to "ON" rather than "AUTO") and make sure HEPA or MERV-13 filters are installed.

- An alternative option is to use portable air cleaners, which should be set to run continuously. Windows and doors should be closed for the greatest effectiveness.
- Avoid activities that increase indoor and outdoor air pollution, such as frying food, sweeping, vacuuming, and using gas-powered appliances.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume the Incident Command (IC) role
- Instruct a designee to call 911.
- Make a PA announcement.

EXAMPLE:

Your attention, please. Due to [*ENVIRONMENTAL HAZARD*] affecting our campus, we are implementing a **SHELTER-IN-PLACE**. Students and all staff are to remain indoors and follow directions as they come. If you are outside, move indoors immediately. Do not go outside for any reason until you receive further instructions.

SITE ADMINISTRATOR ACTIONS (continued):

- Designate an individual to close doors and windows in the administration building
- Designate an individual to shut off HVAC units in the administration building, if necessary
- Initiate central HVAC shutdown, if necessary
- When able, alert the Regional Office
- Access the School's Emergency Binder for site maps, keys, rosters, etc.
- If applicable, meet emergency responders and transfer incident command to them. Provide assistance or information as required. The School Incident Commander remains part of the ICS Unified Command and is expected to serve at the Incident Command Post for the duration of the event.
- If possible, provide periodic updates to staff via public address, email, or other agreed-upon means. Continue updates even if there is no change in the situation.
- When directed by fire, health, or other authority, give the **ALL CLEAR** instruction to indicate that the school routine can resume.
- Using whatever means are most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and the steps being taken to ensure the ongoing safety of students and staff.

STAFF ACTIONS:

- Immediately clear the outdoors and halls of all people.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials.
- Take attendance and report your findings to the Attendance Team
- Wait for updates or, if an **ALL CLEAR** is issued, return to class routine.

SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a school is in **SECURE CAMPUS** status, classroom instruction and/or activities should continue, and all students and staff should remain inside for the duration of the event, except for essential needs. Outer gates and other entrance points can be closed to deter a potential perpetrator from entering school grounds.

During a **SECURE CAMPUS**, the Incident Commander or designees shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include, but are not limited to, the following:

- Bathroom/Toileting
- Medical Attention/Response
- Mental Health/Wellness Needs/Response

SECURE CAMPUS is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law Enforcement activity in the surrounding community
- Anonymous targeted threat to the campus
- Medical incident on campus

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** as circumstances demand, in which case instruction immediately ceases, and students and staff follow **LOCKDOWN** procedures.

SECURE CAMPUS allows instruction to continue while the school takes preventive action in the event of a threat in the surrounding neighborhood. Lock all classroom/office doors, secure the school's perimeter, and continue classroom instruction indoors.

SECURE CAMPUS

SECURE CAMPUS:

- To prevent a potential threat present in the community from entering the campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors be locked and remain locked to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until the School Incident Commander issues an **ALL CLEAR.**

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume the Incident Command role
- Make a PA announcement.

EXAMPLE:

"Your attention, please. Due to [*BRIEF DESCRIPTION OF REASON*], please implement **SECURE CAMPUS** procedures immediately."

- Instruct a designee to call the law enforcement non-emergency number and inform them of the **SECURE CAMPUS** status. Ask to be kept up to date on the active event.
- Designate an individual to lock all doors leading into the administration building.
- Designate an individual to close all entrance points on the campus perimeter.
- When able, alert the Regional Office.
- Maintain a heightened state of readiness in the case that the community threat intensifies and the school needs to elevate its response to **LOCKDOWN**.
- Assign staff to assist with escorting students and staff to locations on campus for essential needs (e.g., restrooms, front office, etc.)

SECURE CAMPUS

- If students are out at break, recess, or lunch, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
- Communicate clearly with students about what is going on. Explain that there is no immediate danger and that the school is taking extra safety precautions. Give students a chance to ask questions related to the event and protocol
- Continue teaching and learning until **SECURE CAMPUS** is released
- If possible, provide periodic situational updates to staff via PA, email, or other agreed-upon means. Continue updates even if there is no change in the situation
- Depending on the timing, consider deactivating the passing-period bells. Students and staff must remain inside for as long as the threat persists
- Utilize assigned staff to provide Essential Needs breaks during the situation
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means are most effective, provide parents/guardians with a description of the emergency and the response, and, if appropriate, the steps being taken in its aftermath.

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to their assigned classroom immediately
- Close and lock the door
- Continue the class routine
- Be alert to the possibility that the response may escalate to a **LOCKDOWN**
- Do not call the office to ask questions; periodic updates will be sent out
- Be prepared to escort students to locations on campus for essential needs
- Wait for another action or, if **ALL CLEAR** is issued, return to class routine.

SECURE CAMPUS

STAFF ACTIONS - IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize them into an orderly formation
- Inform students that, as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location.
- Proceed to the predetermined classroom location as quickly as possible.
- Once inside, take attendance to ensure all students are accounted for and report your findings to the Attendance Team.
- By classroom phone, cell phone, walkie-talkie, or other means, contact the School Incident Commander to report class location and any absent or missing students.
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Wait for another action or, if the **ALL CLEAR** announcement is issued, return to the class routine

LOCKDOWN

LOCKDOWN is implemented when an imminent threat of violence is identified on campus, or when the school is directed to do so by Law Enforcement. During **LOCKDOWN,** students, staff members, and other community members are to remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by Law Enforcement or site administration.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- There is a weapon or a violent intruder on campus
- Gunfire on or near campus
- Threat of extreme violence in a classroom

During a **LOCKDOWN**, remember that immediate safety from the emergency is the priority and guides all actions, above all other concerns.

LOCKDOWN requires closing and locking doors. No one is allowed to enter or exit until a door-to-door release is issued by Law Enforcement or the School Incident Commander, who will unlock the door from the outside using the keys.

LOCKDOWN:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action
- Requires common sense thinking under duress; do what must be done to ensure the survival of students and staff.
- Once a room is secured, no one is allowed to enter or exit under any circumstances.
- Prioritize clear communication

LOCKDOWN

THINK ON YOUR FEET

In the event of an imminent threat of violence on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action.

In the event of an imminent threat of violence on campus, you may hear alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in chaotic situations. Proper training should include helping staff recognize the sounds of danger and teaching them to communicate forcefully and take necessary action.

These actions would likely include:

RUN:

- Look for an escape route and have your destination in mind
- Get off campus and proceed to your school's **Off-Site Assembly Area**
- Encourage others you might encounter on the way to follow you to safety
- Call 911 as soon as you are safe to do so
- Once in a safe place, stay there and take note of others who are with you

HIDE:

- If unable to cover inside a secure room, quickly seek out a hiding place on campus
- Barricade or block the entry to your hiding place
- Silence your cell phone (including vibrate mode) and remain quiet
- If you are with others, encourage them to stay quiet and find hiding places as well

FIGHT:

- If confronted by a Violent Intruder, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment, such as fire extinguishers or chairs.
- There are documented instances in which victims' aggressive actions have stopped an attacker.
- **FIGHT** is NOT an expectation; it is merely one option for a last-resort response.

LOCKDOWN

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume the Incident Command role
- Instruct a designee to call 911.
- Make a PA announcement.

EXAMPLE:
"Your attention, please. This is a **LOCKDOWN**. This is a **LOCKDOWN**. This is a **LOCKDOWN**. "

- Designate an individual to lock all doors leading into the administration building.
- Instruct staff to seek safe refuge in predetermined locations within the building.
- Through whatever means are most effective, provide parents/guardians with a description of the emergency and the response.

ONLY IF SAFE TO DO SO:

- When able, alert the Regional Office
- Meet emergency responders and transfer incident command to them. Provide assistance or information as required. The School Incident Commander remains part of the ICS Unified Command and is expected to serve at the Incident Command Post for the duration of the event.
- Access the School's Emergency Binder for site maps, keys, rosters, etc.
- If possible, provide periodic updates to staff via public address, email, or other agreed-upon means. Continue updates even if there is no change in the situation.
- Take attendance and report your findings to the Attendance Team and law enforcement.
- If the incident includes casualties, deploy the Liaison Officer to First Responder's Emergency Medical Command Post. After identification, only the Coroner, police chaplain, or other public official should deliver official notification of the deceased.
- Through whatever means are most effective, provide parents/guardians with a description of the emergency and the response, and, if appropriate, the steps being taken in its aftermath.

LOCKDOWN

STAFF ACTIONS:
IF STUDENTS ARE IN CLASS AT THE TIME OF THE LOCKDOWN:

- Immediately move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door. If the door has a window, ensure it is covered.
- Close blinds and turn off lights.
- Instruct students to stay quiet and out of sight.
- Turn off the television, LCD projector, document camera, etc. The room should be dark and quiet.
- Silence all cell phones. Do not provide students with their cell phones at this time.
- **DO NOT OPEN THE DOOR FOR ANYONE**. Law enforcement and/or the School Incident Commander will use keys to unlock the door and clear the rooms.
- If safe to do so, locate the Emergency Backpack, cell phone, and class roster. Take attendance, document who is present or missing, and report findings to the Attendance Team.
- Remain in the classroom or secured area until the School Incident Commander or Law Enforcement provides further instructions.
- Do not call the office to ask questions; periodic updates will be sent out
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect/defend themselves (FIGHT)
- Maintain order in all areas and await the arrival of Law Enforcement. Be ready for a 2-4 hour stay.

LOCKDOWN

STAFF ACTIONS
IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCKDOWN:

- Move students to the nearest safe location without drawing attention to themselves. Consider moving students off-campus if that seems the safest option
- Do not chase students who run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Remain calm and stay alert to changing conditions
- When it is safe to do so, take attendance, document who is present, and report your findings to the Attendance Team
- According to site protocol, contact the School Incident Commander or designee to document your whereabouts and any students/staff under your supervision.
- Maintain order in all areas and await the arrival of Law Enforcement. Be ready for a 2-4 hour stay.
- If an active threat is still present when Law Enforcement arrives on scene, Law Enforcement will bypass injured victims to neutralize the threat.

STAFF ACTIONS:
IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD:

- Gather students and inform them that the class will evacuate off campus to a predetermined Off-Site Assembly Area.
- Should the group be confronted by an intruder intent on doing harm, consider taking measures to protect and defend against the intruder.
- Upon arrival at the Off-Site Assembly Area, take attendance and report your findings to the Attendance Team or the 911 Dispatcher, including the class location and any absent or missing students.
- Maintain order. Do not release students to parents/guardians until instructed by the School Incident Commander or Law Enforcement.

LOCKDOWN

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:
RELEASING A LOCKDOWN

With Law Enforcement:
If Law Enforcement responds to the **LOCKDOWN**, they will lift the **LOCKDOWN** by gaining access to spaces by any means necessary, i.e., breaking down a door or locating keys.

- Meet emergency responders and transfer incident command to them. Provide assistance or information as required.
- Provide Law Enforcement with master keys to open doors throughout the campus.

Without Law Enforcement:
If a **LOCKDOWN** de-escalates (i.e., the threat moves off campus and law enforcement pursues, or a **LOCKDOWN** was called prematurely and law enforcement is not on campus), the School Incident Commander will send THREE messages to release the **LOCKDOWN**.

These messages can come in any form, including, but not limited to:

- PA announcement
- Emergency Notification Message
- Email Communication
- Mass Text Message
- School Administrators are coming to each room and unlocking the doors.

STAFF ACTIONS
RELEASING A LOCKDOWN

With Law Enforcement

- Keep students in the **LOCKDOWN** position, quiet, on the ground, and out of sight.
- Do NOT move until told to do so.
- Follow all Law Enforcement instructions.

Without Law Enforcement

- Keep students in the **LOCKDOWN** position, quiet, on the ground, and out of sight.
- Do NOT move until all THREE messages to release the **LOCKDOWN** have been provided.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. The fire's location and size determine the response actions, whether wind- or chemical-driven, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:

- Assume the Incident Command role
- Contact the local fire department (call **911**) to determine the fire's location and the appropriate action for the school site.
- Access the School’s Emergency Binder for site maps, keys, rosters, etc.
- If appropriate, **SHELTER-IN-PLACE** or begin **EVACUATION** to the off-site **ASSEMBLY AREA** according to the site emergency plan.
- To ensure all students and staff have left the building and are free from injury, direct the Operations Division Leader to engage the Search and Rescue team
- Monitor radio stations and other public information sources for status reports
- Determine if Student Release should be implemented. If so, notify staff, students, and parents

STAFF ACTIONS:

- If students are to be **EVACUATED** and it is safe to do so, take attendance before leaving the building site
- **DO NOT STOP** to collect belongings; be sure to bring the Emergency Backpack, cell phone, and class roster.
- Leave windows and doors closed, but unlocked.
- Maintain control of the students at a safe distance from the fire and fire equipment.
- At the **ASSEMBLY AREA,** take attendance and report your findings to the Attendance Team or emergency response personnel.
- Remain with students until Incident Command has determined it is safe to return.
- Follow school emergency protocols for return to school.

HAZARDS: FIRE ON-SITE

In the event of an on-site fire, act quickly to prevent injuries. Close all doors leading to the fire and do not re-enter for belongings. If there's smoke, crawl along the floor near walls for better breathing and direction. Before opening any door, check for heat by placing your hand an inch from the top, and be ready to close it quickly if there is a fire. Notify the Fire Department of any fire extinguished on-site by school staff, regardless of size.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:
FIRE WITHIN SCHOOL BUILDING:

- Sound the fire alarm to implement the **EVACUATION** of the building
- Assume the Incident Command role.
- Instruct the designee to call **911**.
- Access the School's Emergency Binder for site maps, keys, rosters, etc.
- Immediately **EVACUATE** the campus using the primary or alternate fire routes.
- When able, alert the Regional Office.
- To ensure access roads remain open for emergency vehicles, direct the Safety Officer to open gates and clear pathways.
- To ensure that all students and staff have left the building and to locate injured students/staff, direct the Safety Leader to engage the Search and Rescue team or communicate with Unified Command.
- To ensure injured students and staff members receive medical attention, direct the Safety Leader to engage the Medical Team.
- Do not allow staff and students to return to the building until the Fire Incident Commander declares that it is safe to do so

STAFF ACTIONS: FIRE WITHIN SCHOOL BUILDING:

- ***EVACUATE*** *to the* ***ASSEMBLY AREA***. **DO NOT** collect belongings; be sure to bring the Emergency Backpack, cell phone, and class roster.
- Leave the windows and doors closed, but unlocked, if possible.
- Stay calm; maintain control of the students at the designated **ASSEMBLY AREA**
- Take attendance and report your findings to the Attendance Team. Maintain supervision of students.

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocols before digging on school property. The facilities staff should call **811** to confirm that the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school transportation routes and student pick-up/drop-off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure **EVACUATION** routes are safe in a pipeline emergency.

HOW TO DETECT A GAS LEAK:

A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: CHEMICALS AND GAS

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume the Incident Command role and call **911** from a safe location.
  You must be ready to provide the location, the campus status, and all available details about the situation.
- If a gas leak is discovered inside the building, **EVACUATE** immediately to an area upwind of the leak.
- Follow **EVACUATION** Protocol
  - Do *not* use a telephone of any kind until you are in a safe area
  - Do *not* take any action to cause heat or sparks
- Consult the emergency personnel and the utility company to determine next steps.
- When able, alert the Regional Office.
- Deploy Incident Command System (ICS) Safety Team to isolate and restrict access to potentially contaminated areas.
- A Unified Command Post will be established at a safe location away from the building to determine any further action. The Fire Department Incident Commander or other emergency personnel will assume responsibility for the scene and determine the appropriate actions to further mitigate the emergency. The School Incident Commander will coordinate directly with the fire and police commanders and the utility company.
- In consultation with the Fire Department Incident Commander and the utility company, the School Incident Commander will determine whether to implement procedures to cancel school or resume normal building operations.

INSIDE SCHOOL BUILDINGS:

- In the event of a suspected hazardous chemical or gas odor or leak, immediately notify the School Incident Commander
- At the direction of the Incident Commander, **EVACUATE** students from the immediate vicinity of danger. If odor is severe, leave the area immediately; do not wait for Incident Command
- Follow the **EVACUATION** protocol and use the designated or alternate safe routes to the **ASSEMBLY AREA** located upwind of the affected room or building
- Leave any equipment or machinery “as is” – Do *not* switch electrical equipment on or off.

HAZARDS: INCLEMENT WEATHER: HIGH WINDS

High winds can occur any time during the school year and may require additional actions depending on the accompanying weather event. Notification of possible high winds may occur days or hours before the event.

STAY INFORMED:

Monitor the *National Oceanic and Atmospheric Administration Weather Radio All Hazards* for current status reports for high winds resulting from inclement weather.

High winds may be associated with **heat events**, wildfires, or **poor air quality** due to wildfire smoke. School sites may experience Public Safety Power Shutoffs (PSPS) **(power outages)** and, in that event, may need to implement a **Fire Watch**.

High winds may also occur during colder months and be associated with winter storms, resulting in **power outages** and flooding. If more than one emergency is present, please treat it as a multi-hazard event and implement the necessary hazard response protocols.

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command Role
- Make the announcement to implement the **SHELTER-IN-PLACE** protocol
- Close all doors and windows.
- Notify Law Enforcement that the school site is implementing **SHELTER-IN-PLACE** due to high winds.
- Communicate with students, staff, and families about the situation and provide regular updates.
- Monitor the **National Oceanic and Atmospheric Administration Weather Radio All Hazards** for current status reports for high winds resulting from inclement weather.
- When it is safe to do so, direct the Operations Division Leader to conduct Search and Rescue and the Logistics Chief to assess facilities and utilities for damage and need for restoration.

INCLEMENT WEATHER: HIGH WINDS

CONSIDERATIONS:

Relocate staff and students from portable classrooms, gymnasiums, or multipurpose rooms into safer spaces, if possible.

Instruct staff to move students into interior hallways if winds are strong enough to compromise windows and rooftops.

STAFF ACTIONS:

- Immediately gather any students from hallways or outside and direct them to return to their assigned classroom
- Close doors and windows (turn off HVAC if instructed to do so by Incident Commander)
- If instructed to do so by the Incident Commander, relocate students and staff from portables or large open buildings, such as gymnasiums or multi-purpose rooms, to safer buildings
- If instructed, gather students and **EVACUATE** them to interior hallways. Have students sit in the hallway, facing the interior walls in a **DROP, COVER, and HOLD** position.
- If remaining in the classroom, move students away from exterior windows and doors, if possible.
- If remaining in the classroom, continue instruction
- Stay alert, and wait for the next instructions or **ALL CLEAR**

HAZARDS: POWER OUTAGES

If strong winds and dry conditions, combined with a heightened fire risk, are forecast to threaten a portion of the electric system, Pacific Gas and Electric (PG&E) may need to turn off electricity to ensure safety. In the event of a planned or unplanned power outage (due to weather, construction, or a downed line), regional and site administrators will need to determine if school closures are necessary.

For residents in impacted communities, **PG&E will attempt to contact individuals by telephone, text, and email to alert them to an outage.** Outages for a weather event could last longer than 48 hours. PG&E suggests customers prepare for outages that could last several days.

SCHOOL INCIDENT COMMANDER:
ACTIONS TO TAKE BEFORE A **PLANNED POWER OUTAGE**

- PG&E will send notice of Planned Power Outages when forecast conditions threaten the electric system. PG&E will notify the assigned account holder/contact name on the PG&E account. ***Individuals will not automatically receive notifications***.
- The Account Holder or Contact Name should update their contact information regularly to ensure they continue to receive emergency notifications.
- Individuals (e.g., Site Administrators, Facilities Managers, and key Regional Staff) who are not account owners are encouraged to register with PG&E to receive notifications about planned power outages 48 hours before the outage. ***Individuals must re-enroll each year to maintain this service.***
- One phone number can be enrolled per call, but an individual may choose to receive alerts for one or more ZIP Codes within PG&E's service territory
- To receive Public Safety Power Shutoff (PSPS) ZIP Code Alerts for an area where an individual is not the account holder, call 1-877-900-0743 or click PSPS Alerts
- How PSPS alerts work for non-account holders:
    - Alerts are sent out according to ZIP Code
    - Contacts are notified in advance at 48 hours, 24 hours, and just before power is shut off for safety in all or part of the ZIP Code(s) selected
    - The message informs the receiver how to get additional information about the potential outage, including specific areas potentially impacted

HAZARDS: POWER OUTAGES

SCHOOL INCIDENT COMMANDER ACTIONS:
AT NOTIFICATION OF **PLANNED POWER OUTAGE**

- Assume the Incident Command role.
- As soon as possible, communicate with the Regional Office
- Determine when an outage might occur and create a timeline for actions
- Work with Site and Regional Facilities staff regarding the need for generator use (if applicable) to keep key equipment operating (student medical equipment, kitchen facilities, science lab equipment, athletic center mechanical equipment)
- If the planned outage occurs during a school day, with Regional support, determine if **Student Release** should be implemented. If so, notify staff, students, and parents
- If the planned outage is scheduled for subsequent days, determine the need for school closure or relocation of services
- Appropriately notify staff, students, and parents

SCHOOL INCIDENT COMMANDER ACTIONS:
UNPLANNED POWER OUTAGE

- Assume the Incident Command role.
- As soon as possible, communicate with the Regional Office
- Gather information as to the cause of the outage (construction, circuit breaker, downed power line, or PG&E Shut-Off)
- View or Report Outages, or call PG&E at 1-800-743-5000 and determine the potential timeline for Power Restoration, if possible
- Appropriately notify staff, students, and parents of the immediate plan regarding school closure
- Work with Site and Regional Facilities staff regarding the need for generator use to keep key equipment operating (student medical equipment, kitchen facilities, science lab equipment, athletic center, and mechanical equipment)
- If power is not restored within 2 hours and the site is designated unsafe to remain open, determine the need to implement **STUDENT RELEASE** procedures
- Continue to communicate clearly to staff, students, parents, and community

members

HAZARDS: POWER OUTAGES

STAFF ACTIONS:

- Continue the class routine as much as possible. Implement education plans for no tech activities.
- In the event of a prolonged power outage, the Incident Commander may implement an early release or school closure. Follow **EVACUATION** and **STUDENT RELEASE** procedures as directed.
- If directed to **EVACUATE**, gather emergency supplies/materials (Go Bag), including the student roster for the current class and the "Buddy Teacher."
- Bring all belongings
- Leave windows and doors closed, but unlocked.
- Stay calm. Follow the **EVACUATION** route that keeps students at the safest distance from any downed power lines or PG&E equipment.
- At the **ASSEMBLY AREA,** take attendance and report your findings to the Attendance Team or emergency response personnel.
- If directed by Incident Command, initiate **STUDENT RELEASE** procedures
- Remain with students until **STUDENT RELEASE** procedures are complete

HAZARDS: POOR AIR QUALITY

DURING A SMOKE EVENT:

If a smoke event occurs, schools should stay informed, as conditions can change throughout the day, and take steps to minimize risks to both students and staff.

- Continue to monitor the AirNow website (www.airnow.gov), which reports air quality using the Air Quality Index (AQI). The AQI tells the public how clean or polluted the air is using standard descriptors.
- Stay indoors. However, the usefulness of this strategy depends on how well the building limits smoke from entering from outdoors.
- If the filter was upgraded, set the central system's circulating fan to operate continuously (set to "ON" rather than "AUTO") to obtain maximum particle removal by the central air handler filter.
- In general, buildings should be operated at a slight positive pressure to keep contaminants out and help exhaust air systems function properly.
- Respirators (masks) should be used only after implementing other, more effective methods to reduce exposure, including staying indoors, reducing activity, and using HEPA air cleaners.
- Refer to the *School Air Quality Activity Recommendations* for guidelines about when and how to modify outdoor physical activity based on the AQI.
- When air quality improves, even temporarily, "air out" buildings to reduce indoor air pollution.
- Damp mop, dust, and clean with a high-efficiency particulate air [HEPA] filter-equipped vacuum.

HAZARDS: HEAT EVENTS

PREVENTION:

- Cover windows and close drapes/shades to eliminate sun exposure
- Weather strip doors and windows
- If possible, install window A/C or swamp coolers in classrooms not attached to the central HVAC system
- Closely monitor the **National Weather Service HeatRisk Forecast** for next steps

RESPONSE:

- Monitor the **National Weather Service HeatRisk Forecast** and appropriately respond based on current conditions
- Follow the guidance in the **High Heat Index** for outdoor activities, including recess, lunch, and physical education. Avoid high-energy activities
- Cancel/postpone outdoor events on Red or Magenta days
- Postpone outdoor events to cooler times of day or move them inside on Orange Days
- Move Physical Education classes into air-conditioned buildings on Orange, Red, and Magenta days
- Move recess and lunch inside into air-conditioned buildings on Red and Magenta days
- Encourage students to wear loose, lightweight, light-colored clothing
- Encourage students and staff to stay hydrated
- Train administrators, teachers, coaches, and office staff to recognize the signs of heat-related illnesses
- Closely monitor the **National Weather Service HeatRisk Forecast** for any needed next steps.

HEAT-RELATED ILLNESS		
	Signs & Symptoms	**Actions to Take**
Heat Cramps	• Muscle pains or spasms in the stomach, arms, and/or legs	• Go to a cooler location • Sip cooled sports drinks with salt and sugar • Remove excess clothing • Get medical help if cramping lasts more than an hour
Heat Exhaustion	• Heavy sweating • Paleness • Muscle cramps • Tiredness • Weakness • Dizziness • Headache • Nausea • Vomiting • Fainting	• Go to an air-conditioned place and lie down • Sip cooled sports drinks with salt and sugar • Remove excess clothing • Take a cool bath or douse with cold water • Call 911 if symptoms worsen or last more than one hour
Heat Stroke	• Extremely high body temperature (above 103) indicated by an oral thermometer • Red, hot, and dry skin with no sweat • Rapid, strong pulse • Dizziness • Confusion • Unconsciousness	• Call 911 or take person to a hospital immediately • Go to an air-conditioned place to wait for help or transport in an air-conditioned vehicle • Sip cooled sports drinks with salt and sugar • Remove excess clothing • Take a cool bath or douse with cold water • Place ice packs on the body

RESOURCES:

- National Weather Service HeatRisk Forecast
- Extreme Heat Preparedness
- California Department of Public Health Guidance for Schools on Sports and Strenuous Activities During Extreme Heat

Heat Risk Guide

The National Weather Service (NWS) has developed the **HeatRisk Forecast** to help schools and families prepare for and respond to upcoming heat events. It provides a quick view of potential heat risk over seven days. The Heat Risk is portrayed in a numeric and color scale, similar to the Air Quality Index, but may vary by location.

Value	Risk	What does this mean?	Who is at risk?	What actions can be taken?
0	**Little**	This level of heat poses little risk	• Little to no Risk	• No preventative actions necessary
1	**Yellow/ Minor**	This level of heat primarily affects individuals who are extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.	• Low Risk for Sensitive Groups	• Increase hydration • Avoid vigorous outdoor activity • Decrease time spent outside • Stay in shaded areas
2	**Orange/ Moderate**	This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.	• Moderate Risk for Sensitive Groups • Moderate Risk for Outdoor Activity	• Move outdoor activities to cooler times of day or move them indoors • Stay hydrated • Reduce time in the sun from 10 am-5 pm • For those without A/C, use fans and open windows
3	**Red/ Major**	This level of heat affects anyone without effective cooling and/or adequate hydration.	• High Risk for Sensitive Groups • High Risk for Outside Activity • **Dangerous for all without adequate cooling and hydration** • Poor air quality is possible • Power interruptions may occur	• Cancel outdoor activities from 10 am-5 pm, relocate inside if A/C is available, or move them to the coolest parts of the day, usually after sunset • Stay hydrated • Utilize air conditioners if available – fans may not be adequate
4	**Magenta/ Extreme**	This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration. Populations at higher risk of heat-related illness include those who are very young, living with disabilities, affected by certain chronic health or mental health conditions, taking certain medications (like antidepressants) or substances (like alcohol), limited English proficient (LEP), and/or those who already experience social and health inequities.	• **Very High Risk for All** • Very Dangerous without proper cooling and hydration • Multi-Day Heat Event likely • Poor air quality is likely • Power outages are increasingly likely	• Cancel outdoor activities • Stay hydrated • Avoid being outside from 10 am –5 pmm • Stay in a cool place, including overnight • Utilize air conditioners if available – fans will not be adequate

Air Quality Guide			
Value/ Risk	**What does this mean?**	**Who is at risk?**	**What actions can be taken?**
Good: 0 - 50	Air quality is satisfactory, and pollution poses little or no risk	• No one.	• None
Moderate: 51 - 100	Air quality is acceptable. However, there may be some risk to unusually sensitive people.	• Some people may be unusually sensitive to particle pollution.	• Ensure HVAC systems are maintained, and filters are replaced routinely • Identify students and staff with known respiratory sensitivities • Identify alternative schedule and space options for modified operations in case of poor air quality
Unhealthy for Sensitive Groups: 101 - 150	Members of sensitive groups may experience some effects. The general population is not likely to be affected.	• Sensitive groups include people with heart or lung disease, older adults, children, and teenagers.	• **Keep the school open** • Allow short outdoor activities & lunch • Restrict PE, after-school, and enrichment programs to indoor areas • Student transitions are allowed • Standard dismissal procedures at the end of the day • Accommodations for students and staff with severe airborne allergies or other breathing difficulties
Unhealthy: 151 - 200	Everyone may begin to experience effects. Sensitive groups may experience serious health effects.	• **Everyone**	• **Keep the school open** • Close doors and windows • Inspect and replace HVAC filters more regularly. • Discontinue use if indoor air quality is compromised due to poor filtration. • Consider optimizing indoor filtration by adding portable air purifiers • Restrict lunch, PE, after-school, and enrichment programs to indoor areas • Students switch classrooms as quickly as possible, and only if necessary • Dismissal procedures that will allow students to remain inside as long as possible at the standard time • Accommodations for students and staff with severe airborne allergies or other breathing difficulties
Very Unhealthy: 201-300	Health Alert: Everyone may experience more serious health effects.	• **Everyone**	• **Early Dismissal / Close School** • No outdoor activities or transitions • Individuals should remain indoors at home • Individuals should wear N95 respirators when outdoors for essential reasons • Seek medical attention if experiencing respiratory symptoms
Hazardous: 300 +	**Health Warnings of Emergency Conditions. Everyone is likely affected.**	• **Everyone**	• **Same as Above**

HAZARD: TSUNAMI

A tsunami warning may be issued after a high-magnitude earthquake. Signs of an impending tsunami include strong ground shaking, receding water followed by rapidly rising tides, and large bands of waves. A tsunami can affect riverbeds as well as coastal areas.

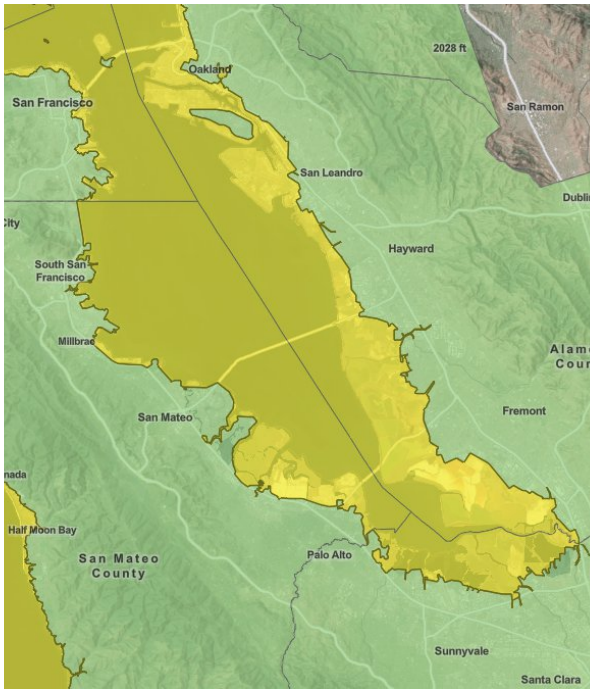
Tsunami hazard zones, **RED** and **YELLOW**, identify areas of the coast and bay that may experience the impact of a wave or surge, resulting in bay waters rising and flowing onto land due to a tsunami. **RED** zone schools may experience significant impacts from a tsunami surge; they **EVACUATE** to an alternate location. **YELLOW** zone schools may experience gradual flooding at a slow rate that could require **EVACUATING** affected classrooms to dry ground.

GREEN zone schools play a vital role in tsunami response, even though they are not directly impacted by a tsunami wave or surge. The **SHELTER-IN-PLACE** protocol ensures student safety and clear roadways for emergency officials until the warning has passed, then follows regular dismissal procedures or, if necessary, coordinated student release.

TSUNAMI WARNING:	
GREEN ZONE	**SHELTER-IN-PLACE until the tsunami warning has ended.**
YELLOW ZONE	**SHELTER-IN-PLACE. If flooding occurs, EVACUATE affected classrooms to dry ground.**
RED ZONE	**EVACUATE to alternate location: move to higher ground or inland.**

Cal MyHazards - MyHazards is a tool for the general public to discover hazards in their area (earthquakes, floods, fires, and tsunamis) and learn steps to reduce personal risk. Using the MyHazards tool, users can enter an address, city, or ZIP code, or select a location on a map. The map targets the location and allows users to zoom and scroll to their desired view. The screen then presents information on the risks identified within the search radius, along with recommended actions. The MyHazards website performs best in Internet Explorer. Hazard Data is approximate, and data layer visibility varies with the extent of the Map.

HAZARD: TSUNAMI



TSUNAMI HAZARD ZONE MAP

- All KIPP Schools in the Bay Area are located in **GREEN ZONES.**
- Some KIPP Schools are located a few blocks away from **YELLOW ZONES** but are unlikely to experience any tsunami effects.
- No KIPP Schools are located in **RED ZONES**.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:

GREEN ZONE

AT notification of a Tsunami Warning

- Assume the Incident Command role.
- Remain in coordination with the Regional Safety Team regarding communication.
- Implement the **SHELTER-IN-PLACE** protocol
- Notify staff, students, and parents/guardians of **SHELTER-IN-PLACE**
- Take attendance and report your findings to the Attendance Team.

AFTER a Tsunami Warning

- Wait for official clearance from emergency or Regional officials
- When directed by the appropriate authority, give **ALL CLEAR** instruction to indicate that the school routine can resume or provide other directed action
- Send communication to parents/guardians

HAZARD: TSUNAMI

YELLOW ZONE

AT notification of a Tsunami Warning

- Assume the Incident Command role
- Coordinate communications with Regional officials
- Implement the **SHELTER-IN-PLACE** protocol
- Notify staff, students, and parents/guardians to confirm student safety, current status, and action steps for classroom **EVACUATION** if gradual flooding occurs.
- Take attendance and report your findings to the Attendance Team.
- Monitor weather resources for current status reports
- Provide frequent updates to students, staff, and families
- Coastside schools: **EVACUATE** affected classrooms to dry ground if needed per site protocol; **EVACUATE: TSUNAMI** to alternate location if directed by emergency officials
- Bayside schools: **EVACUATE** affected classrooms to dry ground if needed per site protocol
- If **EVACUATION** of classrooms occurs, take attendance after **EVACUATION.**

AFTER a Tsunami Warning

- Wait for official clearance from emergency or Regional officials
- When directed by the appropriate authority, give **ALL CLEAR** instruction to indicate that the school routine can resume, or follow **STUDENT RELEASE GUIDANCE** if **EVACUATED** due to flooding
- Send communication to parents/guardians

HAZARD: TSUNAMI

STAFF ACTIONS:

GREEN ZONE

- Stay calm
- When directed to **SHELTER-IN-PLACE**, take attendance, and report your findings to the Attendance Team
- Wait for **ALL CLEAR** announcement; return to class routine or follow other directed action

YELLOW ZONE

- Stay calm
- When directed to **SHELTER-IN-PLACE**, take attendance and report your findings to the Attendance Team
- If directed to **EVACUATE** the classroom due to minimal flooding, follow the direction of the Incident Commander; bring all belongings; take attendance, and report your findings to the Attendance Team
- Wait for another action, if **ALL CLEAR** announcement; return to class routine

RESOURCES:

- Tsunami Warning Centers (Weather.com)
- Tsunami.gov (NOAA)
- California Tsunami Maps (CA Department of Conservation)

HAZARD: MEDICAL EMERGENCY

A medical emergency can occur at any time for anyone. Knowing which immediate actions to take when responding to an individual experiencing a life-threatening emergency can be life-saving. Events such as sudden cardiac arrest or similar emergencies may occur while on school grounds, including during and after school. Key indicators of the likely need for CPR and use of an automated external defibrillator (AED) can include being unresponsive, unconscious, having intermittent breaths, not breathing at all, gasping, gurgling, convulsing, or seizure-like behavior.

The Medical Response Team (CERT), as part of the Operations section of the Incident Command Structure (ICS), provides prompt, skilled action for individuals in distress. The first person on the scene initiates the Medical Emergency Event actions. Use of a **SHELTER-IN-PLACE** ensures prompt access to the individual by emergency personnel.

MEDICAL EMERGENCY EVENT:

- Stay calm
- Check, Call, and Compress
- **Check:** Assess the individual's breathing and behaviors
- **Call:** 911 or designate an individual to call if immediately available
    - Designate an individual to access the nearest AED
    - Designate an individual to alert the site administrator and activate the ICS/CERT Team
- **Compress:** Initiate CPR for two minutes if the individual in distress is displaying a key indicator, use an AED, resume CPR for two minutes; repeat the cycle.
    - *If trained in CPR*, initiate cycles of 30 hard and fast chest compressions two inches deep and two rescue breaths.
    - *If untrained in CPR*, follow the instructions provided by emergency dispatch; transfer to an individual trained in CPR as soon as possible.
- Transfer CPR response to emergency personnel upon their arrival.



HAZARD: MEDICAL EMERGENCY

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role
- Confirm activation of the Medical Response Team; assign classroom coverage
- Confirm call to 911
- Make the announcement to implement the **SHELTER-IN-PLACE** protocol
- Notify the Regional Office
- Notify the individual's emergency contact(s)
- Designate an individual to meet emergency personnel
- Print the individual's emergency information to provide to first responders, including the Individualized Health and Support Plan, if any
- Transfer Incident Command to emergency personnel upon their arrival
- Give **ALL CLEAR** instruction to indicate that the school routine can resume, or provide other directed action
- Communicate updates to staff, students, and families
- Complete Incident Form

- Debrief the incident with the Incident Command Team/CERT/staff

STAFF ACTIONS:

- Stay calm
- Upon notification to **SHELTER-IN-PLACE**, immediately clear students from the halls
- Keep all students in the classroom until further instructions are received
- Take attendance and report your findings to the Attendance Team
- Wait for **ALL CLEAR** announcement; return to class routine or follow other directed action

RESOURCE:

- **American Heart Association Cardiac Emergency Response Plan Implementation Guide**

Appendix 11

KIPP NorCal 2025 Audit Report

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA

CONSOLIDATED FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025
(WITH SUMMARIZED FINANCIAL INFORMATION FOR THE YEAR ENDED JUNE 30, 2024)

OPERATING:

REGIONAL SUPPORT OFFICE
KBARE

Charter Schools:
KIPP BAYVIEW ACADEMY - #0549
KIPP BAYVIEW ELEMENTARY- #1954
KIPP BRIDGE ACADEMY - #0938
KIPP ESPERANZA HIGH - #2085
KIPP EXCELENCIA COMMUNITY PREPARATORY - #1735
KIPP HEARTWOOD ACADEMY - #0628
KIPP HERITAGE ACADEMY - #1608
KIPP KING COLLEGIATE - #0880
KIPP NAVIGATE COLLEGE PREP - #1955
KIPP PRIZE PREPARATORY ACADEMY - #1609
KIPP SAN FRANCISCO BAY ACADEMY - #0551
KIPP SAN FRANCISCO COLLEGE PREPARATORY - #1502
KIPP SAN JOSE COLLEGIATE - #0976
KIPP STOCKTON KINDERGARTEN-12 - #2109
KIPP SUMMIT ACADEMY - #0524
KIPP VALIANT COMMUNITY PREP - #1868
KIPP STOCKTON UNIVERSITY PARK (K-8) - #2124

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KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
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INDEPENDENT AUDITORS' REPORT

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California
Oakland, California

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the consolidated financial statements.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's ability to continue as a going concern for one year after the date the consolidated financial statements are available to be issued.

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Auditors' Responsibility for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the consolidated financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the consolidated financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the consolidated financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's ability to continue as a going concern for a reasonable period of time.

- We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's 2024 consolidated financial statements, and expressed an unmodified opinion on those statements in our report dated December 11, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024 is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements as a whole. The KBAS, KBARE, and Eliminations columns in the statements of financial position, activities, and cash flows as well as the supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited," was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued a report dated December 12, 2025 on our consideration of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2024)

	KBAS	KBARE	Eliminations	Total 2025	Total 2024
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$ 46,328,953	$ 16,813,613	$ (445,237)	$ 62,697,329	$ 53,300,469
Accounts Receivable - Federal and State	19,573,527	-	-	19,573,527	18,405,861
Accounts Receivable - Other	1,569,635	(160)	-	1,569,475	1,567,371
Contributions Receivable, Current	4,140,520	-	-	4,140,520	3,002,820
Restricted Cash Equivalents	7,161,721	-	-	7,161,721	6,731,500
Investments	66,715,713	-	-	66,715,713	72,160,746
Intercompany Receivables	39,560,363	2,173,919	(41,734,282)	-	-
Deferred Rent Asset	-	485,939	(485,939)	-	-
Deposits and Prepaid Expenses	2,974,688	22,320	(813,966)	2,183,042	1,599,041
Total Current Assets	188,025,120	19,495,631	(43,479,424)	164,041,327	156,767,808
NONCURRENT ASSETS					
Contributions Receivable, Net of Current	9,385,502	-	-	9,385,502	4,929,034
Total Noncurrent Assets	9,385,502	-	-	9,385,502	4,929,034
PROPERTY, PLANT, AND EQUIPMENT					
Building and Improvements	26,276,351	78,843,803	-	105,120,154	104,155,047
Leasehold Improvements	355,005	-	-	355,005	486,511
Furniture and Equipment	1,569,117	428,270	-	1,997,387	1,747,505
Work in Progress	2,670,347	48,572,869	-	51,243,216	16,550,045
Less: Accumulated Depreciation	(9,367,969)	(8,366,937)	-	(17,734,906)	(14,159,553)
Property, Plant, and Equipment, Net	21,502,851	119,478,005	-	140,980,856	108,779,555
RIGHT-OF-USE ASSET	92,453,695	5,874,777	(86,991,651)	11,336,821	13,818,650
Total Assets	$ 311,367,168	$ 144,848,413	$ (130,471,075)	$ 325,744,506	$ 284,295,047
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts Payable	$ 12,088,833	$ 12,353,773	$ -	$ 24,442,606	$ 11,369,543
Accrued Liability	1,947,749	280,634	-	2,228,383	1,751,870
Intercompany Payables	2,173,919	40,005,600	(42,179,519)	-	-
Deferred Revenue	3,565,805	-	-	3,565,805	5,164,226
Net Notes Payable, Current Portion	145,436	1,230,228	-	1,375,664	1,046,856
Lease Liability, Current Portion	4,463,188	124,487	(2,167,929)	2,419,746	3,438,875
Total Current Liabilities	24,384,930	53,994,722	(44,347,448)	34,032,204	22,771,370
LONG-TERM LIABILITIES					
Deposits Held	-	813,966	(813,966)	-	-
Notes Payable, Net	2,946,294	79,461,648	-	82,407,942	61,315,198
Lease Liability, Net	88,229,649	5,881,420	(85,309,661)	8,801,408	10,355,827
Total Long-Term Liabilities	91,175,943	86,157,034	(86,123,627)	91,209,350	71,671,025
NET ASSETS					
Without Donor Restrictions	175,822,593	4,696,657	-	180,519,250	175,229,081
With Donor Restrictions:					
Time or Purpose Restricted	13,509,021	-	-	13,509,021	8,678,346
Endowment Fund	6,474,681	-	-	6,474,681	5,945,225
Total With Donor Restrictions	19,983,702	-	-	19,983,702	14,623,571
Total Net Assets	195,806,295	4,696,657	-	200,502,952	189,852,652
Total Liabilities and Net Assets	$ 311,367,168	$ 144,848,413	$ (130,471,075)	$ 325,744,506	$ 284,295,047

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2024)

	KBAS			KBARE			
	Without Donor Restriction	With Donor Restriction	Total	Without Donor Restriction	Eliminations	Total 2025	Total 2024
REVENUES							
State Revenue:							
State Aid	$ 62,124,874	$ -	$ 62,124,874	$ -	$ -	$ 62,124,874	$ 57,838,614
Other State Revenue	29,439,089	-	29,439,089	-	-	29,439,089	34,724,420
Federal Revenue	6,422,320	-	6,422,320	-	-	6,422,320	9,854,147
Local Revenue:							
In-Lieu Property Tax Revenue	30,755,656	-	30,755,656	-	-	30,755,656	30,586,657
Contributions	17,917,212	15,020,919	32,938,131	-	-	32,938,131	17,959,551
In-Kind Contribution	510,895	-	510,895	-	-	510,895	138,457
Other Revenue	2,403,877	-	2,403,877	6,383,944	(6,383,944)	2,403,877	1,680,800
Net Assets Released from Restriction	10,644,542	(10,644,542)	-	-	-	-	-
Total Revenues	160,218,465	4,376,377	164,594,842	6,383,944	(6,383,944)	164,594,842	152,782,646
EXPENSES							
Program Services Expense:							
Educational Programs	124,997,442	-	124,997,442	-	(6,383,944)	118,613,498	120,249,994
Facilities Programs	-	-	-	6,026,480	-	6,026,480	5,150,528
Total Program Services Expense	124,997,442	-	124,997,442	6,026,480	(6,383,944)	124,639,978	125,400,522
Support Services Expense:							
General and Administrative	35,968,224	-	35,968,224	-	-	35,968,224	22,543,831
Fundraising	1,528,906	-	1,528,906	-	-	1,528,906	478,456
Total Supporting Services Expense	37,497,130	-	37,497,130	-	-	37,497,130	23,022,287
Total Expenses	162,494,572	-	162,494,572	6,026,480	(6,383,944)	162,137,108	148,422,809
CHANGE IN OPERATING NET ASSETS	(2,276,107)	4,376,377	2,100,270	357,464	-	2,457,734	4,359,837
NONOPERATING REVENUE							
Interest Income on Cash in County	89,378	-	89,378	-	-	89,378	128,131
Investment Income (Loss)	6,109,849	983,754	7,093,603	1,009,585	-	8,103,188	7,503,627
Total Nonoperating Revenues	6,199,227	983,754	7,182,981	1,009,585	-	8,192,566	7,631,758
CHANGE IN NET ASSETS	3,923,120	5,360,131	9,283,251	1,367,049	-	10,650,300	11,991,595
Net Assets - Beginning of Year	171,899,473	14,623,571	186,523,044	3,329,608		189,852,652	177,861,057
NET ASSETS - END OF YEAR	$ 175,822,593	$ 19,983,702	$ 195,806,295	$ 4,696,657	$ -	$ 200,502,952	$ 189,852,652

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2024)

	KBAS	KBARE	Eliminations	Total 2025	Total 2024
CASH FLOWS FROM OPERATING ACTIVITIES					
Change in Net Assets	$ 9,283,251	$ 1,367,049	$ -	$ 10,650,300	$ 11,991,595
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:					
Depreciation	1,983,551	2,132,152	-	4,115,703	4,021,818
Loan Premium/Issue Cost Amortization	-	(47,550)	-	(47,550)	(57,490)
Net Investment Gain	(2,504,334)	-	-	(2,504,334)	(2,788,234)
Noncash Lease Expense	(153,949)	43,709	-	(110,240)	(76,376)
Loss on Disposal of Property, Plant and Equipment	366,232	-	-	366,232	-
Transfers of Purchases of Property, Plant, and Equipment	(366,232)	366,232	-	-	-
(Increase) Decrease in Assets:					
Accounts Receivable - Federal and State	(1,167,666)	-	-	(1,167,666)	12,108,423
Accounts Receivable - Other	(7,104)	5,000	-	(2,104)	629,126
Intercompany Receivables	(6,718,689)	(1,525,617)	8,244,306	-	-
Contributions Receivable	(5,594,168)	-	-	(5,594,168)	(1,440,141)
Deferred Rent Asset	-	18,520	(18,520)	-	18,521
Deposits and Prepaid Expenses	(919,438)	5,000	280,104	(634,334)	(12,361)
Increase (Decrease) in Liabilities:					
Accounts Payable	1,879,356	11,193,707	-	13,073,063	(19,094,665)
Accrued Liabilities	199,818	276,696	-	476,514	173,172
Intercompany Payables	1,525,617	7,163,926	(8,689,543)	-	-
Deferred Rent Liability	(68,853)	-	68,853	-	(394,801)
Deferred Revenue	(1,529,568)	-	-	(1,529,568)	(9,379,565)
Deposits Held	-	330,437	(330,437)	-	-
Net Cash (Used) Provided by Operating Activities	(3,792,176)	21,329,261	(445,237)	17,091,848	(4,300,978)
CASH FLOWS FROM INVESTING ACTIVITIES					
Transfer of Cash to Investments	962,430	-	-	962,430	736,972
Purchases of Investments	(24,435,465)	-	-	(24,435,465)	(25,679,955)
Proceeds from Investments	31,422,402	-	-	31,422,402	24,258,796
Purchases of Property, Plant, and Equipment	(3,154,987)	(33,528,249)	-	(36,683,236)	(14,682,226)
Net Cash Provided (Used) by Investing Activities	4,794,380	(33,528,249)	-	(28,733,869)	(15,366,413)
CASH FLOWS FROM FINANCING ACTIVITIES					
Debt Issuance Costs and Premium	-	(297,374)	-	(297,374)	(43,969)
Proceeds from Debt	-	23,000,000	-	23,000,000	-
Repayments of Debt	(142,558)	(1,090,966)	-	(1,233,524)	(1,004,004)
Net Cash (Used) Provided by Financing Activities	(142,558)	21,611,660	-	21,469,102	(1,047,973)
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS	859,646	9,412,672	(445,237)	9,827,081	(20,715,364)
Cash, Cash Equivalents, and Restricted Cash Equivalents - Beginning of Year	52,631,028	7,400,941	-	60,031,969	80,747,333
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS - END OF YEAR	$ 53,490,674	$ 16,813,613	$ (445,237)	$ 69,859,050	$ 60,031,969

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF CASH FLOWS (CONTINUED)
YEAR ENDED JUNE 30, 2025
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2024)

	KBAS	KBARE	Eliminations	Total 2025	Total 2024
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION					
Cash Paid for Interest	$ 59,435	$ 3,491,173	$ -	$ 3,550,608	$ 2,782,490
RECONCILIATION OF CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS REPORTED WITHIN THE STATEMENT OF FINANCIAL POSITION					
Cash and Cash Equivalents	$ 46,328,953	$ 16,813,613	$ (445,237)	$ 62,697,329	$ 53,300,469
Restricted Cash and Cash Equivalents	7,161,721	-	-	7,161,721	6,731,500
Total Cash, Cash Equivalents, and Restricted Cash Equivalents Shown in the Statement of Cash Flows	$ 53,490,674	$ 16,813,613	$ (445,237)	$ 69,859,050	$ 60,031,969
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	$ 110,657,735	$ 6,322,429	$ -	$ 116,980,164	$ 115,795,417
Total	$ 110,657,735	$ 6,322,429	$ -	$ 116,980,164	$ 115,795,417

See accompanying Notes to Consolidated Financial Statements.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025
(WITH COMPARATIVE TOTALS FOR JUNE 30, 2024)

	Program Expenses			Supporting Expenses				
	KBAS: Educational Programs	KBARE: Facilities Programs	Total Program Expenses	Management and General	Fundraising	Eliminations	2025 Total Expenses	2024 Total Expenses
Salaries and Wages	$ 66,620,291	$ -	$ 66,620,291	$ 17,919,157	$ 853,109	$ -	$ 85,392,557	$ 80,762,925
Pension Expense	2,404,325	-	2,404,325	1,070,487	-	-	3,474,812	3,224,743
Other Employee Benefits	7,911,155	-	7,911,155	3,783,472	-	-	11,694,627	9,963,670
Payroll Taxes	6,315,037	-	6,315,037	212,514	-	-	6,527,551	6,056,929
Management Fee	23,592,697	-	23,592,697	-	-	(22,420,008)	1,172,689	984,269
Legal Expenses	-	4,346	4,346	2,111,687	-	-	2,116,033	374,807
Accounting Expenses	127,880	-	127,880	151,223	-	-	279,103	363,185
Instructional Materials	8,256,316	-	8,256,316	186,431	-	-	8,442,747	9,493,718
Other Fees for Services	20,678,194	-	20,678,194	5,561,906	264,796	(14,612,655)	11,892,241	9,770,014
Advertising and Promotion Expenses	239,202	-	239,202	734,124	10,027	-	983,353	1,100,409
Office Expenses	1,806,998	-	1,806,998	219,521	-	-	2,026,519	1,948,606
Printing and Postage Expenses	549,775	-	549,775	43,754	-	-	593,529	541,062
Information Technology Expenses	2,827,018	-	2,827,018	504,897	39,096	-	3,371,011	3,108,810
Occupancy Expenses	15,281,458	402,571	15,684,029	744,151	-	(6,383,944)	10,044,236	9,212,766
Travel Expenses	615,831	-	615,831	211,852	-	-	827,683	602,938
Conference and Meeting Expenses	810,026	-	810,026	338,420	3,476	-	1,151,922	1,255,113
Interest Expense	59,435	3,491,173	3,550,608	-	-	-	3,550,608	2,691,518
Depreciation Expense	1,964,271	2,132,152	4,096,423	19,280	-	-	4,115,703	4,021,818
Insurance Expense	854,560	-	854,560	17,598	-	-	872,158	752,315
Other Expenses	1,115,636	(3,762)	1,111,874	2,137,750	358,402	-	3,608,026	2,193,194
Subtotal	162,030,105	6,026,480	168,056,585	35,968,224	1,528,906	(43,416,607)	162,137,108	
Eliminations	(43,416,607)	-	(43,416,607)	-	-	43,416,607	-	-
2025 Total Functional Expenses	$ 118,613,498	$ 6,026,480	$ 124,639,978	$ 35,968,224	$ 1,528,906	$ -	$ 162,137,108	
2024 Total Functional Expenses	$ 120,249,994	$ 5,150,528	$ 125,400,522	$ 22,543,831	$ 478,456	$ -		$ 148,422,809

See accompanying Notes to Consolidated Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is a network of public charter schools educating elementary, middle, and high school students in grades TK-12. KIPP schools are free, public, and open to all students. Together with families and communities, KIPP creates joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose – college, career, and beyond – so they can lead fulfilling lives and create a more just world.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California operates high-performing, college-preparatory schools in the San Francisco Bay area. These campuses serve students with the goal of preparing them for success in college and in life.

- KIPP Bayview Academy
- KIPP Bayview Elementary
- KIPP Bridge Academy
- KIPP Excelencia Community Preparatory
- KIPP Esperanza High
- KIPP Heartwood Academy
- KIPP Heritage Academy
- KIPP King Collegiate
- KIPP Navigate College Prep
- KIPP Prize Preparatory Academy
- KIPP San Francisco Bay Academy
- KIPP San Francisco College Preparatory
- KIPP San Jose Collegiate
- KIPP Stockton Kindergarten-12
- KIPP Summit Academy
- KIPP Valiant Community Prep
- KIPP Stockton University Park (K-8)

KBARE is a nonprofit corporation which was formed to finance, develop, lease, and maintain certain school facilities for the exclusive support of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation

The accompanying consolidated financial statements include the accounts of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and KBARE, a California nonprofit public benefit corporation formed exclusively to support KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, and its single member limited liability company subsidiaries, Seven Trees, LLC, 1700 Market School, LLC, 1039 Garden Street, LLC, Houston Avenue, LLC, 820 North American, LLC, 1060 Key, LLC and North Aurora, LLC. All material intercompany transactions have been eliminated.

Cash, Cash Equivalents, and Restricted Cash Equivalents

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less. Restricted cash equivalents includes certain with liquid investments with original maturities of three months or less that are maintained according to bond reserve requirements.

Basis of Accounting

The consolidated financial statements have been prepared on the accrual method of accounting, and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's programs and other activities have been allocated on a functional basis in the consolidated statement of activities. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Contributions Receivable

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California recognizes unconditional promises to give expected to be received in one year or less are reported as contributions receivable at net realizable value, which approximates fair value. Unconditional promises to give expected to be received after one year are reported as contributions receivable at fair value using estimated future cash flows discounted by rates ranging from 1.44% to 6.27%.

Pledges receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. The allowance for uncollectible pledge is $683,685 for the year ended June 30, 2025.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Investments

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the consolidated statement of financial position. Unrealized and realized gains and losses, investment income, and investment expense are reported in the consolidated statement of activities according to the existence of donor restrictions. Investment income and gains restricted by a donor are reported as increases in net assets without donor restrictions if the restrictions are met (either by the passage of time or by use) in the reporting period in which the income and gains are recognized.

Property, Plant, and Equipment

Property, plant, and equipment purchased or acquired with an original cost of $5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs for repairs and maintenance are expensed as incurred. Depreciation on all assets is provided on a straight-line basis over the various estimated useful lives of the assets which range from 3 to 7 years for equipment, 5 to 15 years for leasehold improvements, and 30 to 40 years for new facility construction.

Debt Issue Costs

Costs incurred in connection with acquiring long-term debt financing are netted against the related note payable in the accompanying consolidated statements of financial position. These are amortized to interest expense over the term of the associated long-term debt on a straight-line basis, which approximates the effective interest method.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by KIPP Bay Area Schools dba: KIPP: Public Schools Northern California based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

In-Kind Contributions

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California receives donated professional legal services as in-kind contribution at the respective fair values of the services. Services received during the year ended June 30, 2025 is $510,895.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the consolidated statement of financial position. As of June 30, 2025, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has conditional grants of $10,883,211, of which $3,565,805 is recognized as deferred revenue in the consolidated statement of financial position.

Other Revenue

Other revenues consist primarily of uniform fees and other student charges. The performance obligation for providing these services is simultaneously received and consumed by the students; therefore, the revenue is recognized ratably the course of the academic year.

Income Taxes

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and KBARE are nonprofit entities exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and KBARE file informational returns and any applicable unrelated business income tax return in the U.S. federal jurisdiction, and the state of California.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes (Continued)

Seven Trees, LLC and 1700 Market School, LLC, 1039 Garden Street, LLC, Houston Avenue, LLC, and 820 North American, LLC, are considered disregarded and therefore exempt from the payment of income taxes. Additionally, the LLCs have been granted exemption from the California state LLC fee under California Revenue and Taxation Code. 1060 Key, LLC and North Aurora, LLC are not deemed tax exempt LLCs and file the required LLC returns.

Comparative Totals

The consolidated financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements for the year ended June 30, 2024, from which the summarized information was derived.

Leases

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California leases school facilities, office facilities, and equipment. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the consolidated statement of financial position.

ROU assets represent KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's right to use an underlying asset for the lease term and lease liabilities represent KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that KIPP Bay Area Schools dba: KIPP: Public Schools Northern California will exercise that option. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the consolidated statement of financial position.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California lease agreements do not contain any material residual value guarantees or material restrictive covenants.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

In evaluating contracts to determine if they qualify as a lease, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California considers factors such as if it has obtained substantially all of the rights to the underlying asset through exclusivity, if KIPP Bay Area Schools dba: KIPP: Public Schools Northern California can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to use a risk-free rate determined using a period comparable with that of the lease term for computing the present value of lease liabilities.

Evaluation of Subsequent Events

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has evaluated subsequent events through December 12, 2025, the date these consolidated financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions less with donor restricted net assets:

Cash and Cash Equivalents	$ 62,697,329
Accounts Receivable - Federal and State	19,573,527
Accounts Receivable - Other	1,569,475
Contributions Receivable, Current	4,140,520
Restricted Cash Equivalents	7,161,721
Investments	66,715,713
Contributions Receivable, Net of Current	9,385,502
Less: Net Assets with Donor Restrictions	(19,983,702)
Total	$ 151,260,085

As part of our liquidity management plan, we invest cash in excess of daily requirements in short-term investments and money market funds.

NOTE 3 CONCENTRATION OF CREDIT RISK

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California maintains its cash in bank deposit accounts at two financial institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has a need to maintain cash balances with a single financial institution in excess of the $250,000 FDIC-insured limit. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash and cash equivalents.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California invests excess cash in various types of investments. Balances in the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's investment accounts exceed the Securities Investors Protection Corporation insured limit. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has established guidelines relative to diversification and maturities that maximize safety and liquidity. These guidelines are periodically reviewed and modified to take advantage of trends in yields and interest rates. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has not experienced any losses in these accounts.

NOTE 4 CONTRIBUTIONS RECEIVABLE

Unconditional promises to give are expected to be realized in the following periods as follows:

In One Year or Less	$ 4,140,520
Between Two and Five Years	10,069,187
Total Gross Contributions Receivable	14,209,707
Less: Discount on Pledges Receivable	(414,237)
Less: Allowance for Uncollectible	(269,448)
Net Contributions Receivable	$ 13,526,022

NOTE 5 FAIR VALUE MEASUREMENTS AND INVESTMENTS

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California follows accounting standards relating to fair value measurements which define fair value, establishes a framework for measuring fair value in accordance with accounting principles generally accepted in the United States of America, and expands disclosures about fair value measurements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The accounting standards relating to fair value measurements establish a three-level valuation hierarchy for disclosure of fair value measurements. The valuation hierarchy is based upon the transparency of inputs to the valuation of an asset or liability as of the measurement date. The hierarchy gives the highest priority to unadjusted quoted prices in active markets (Level 1) for identical assets or liabilities and the lowest priority to unobservable inputs (Level 3).

NOTE 5 FAIR VALUE MEASUREMENTS AND INVESTMENTS (CONTINUED)

The three-level valuation hierarchy on inputs is summarized as follows:

Level 1 – Quoted prices for identical assets or liabilities in active markets at the measurement date.

Level 2 – Observable inputs other than quoted prices as described in Level l for the asset or liability through corroboration with market data at the measurement date.

Level 3 – Unobservable inputs that reflect management's best estimate of what market participants would use in pricing the asset or liability at the measurement date.

As of June 30, 2025, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's financial instruments consist of cash and cash equivalents, investments, accounts receivable, contributions receivables, prepaid expenses, accounts payable and accrued liability, deferred revenue, and long-term debt. The fair values of the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's financial instruments excluding investments and long-term debt approximate their fair values because of the short-term nature of these instruments. Long-term debt at fixed rates is not materially different from fair value based upon maturities and similar credit risk comparisons available to the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California at June 30, 2025.

The fair market value for the KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's investments is based upon Level 1 inputs. Investments were comprised of the following on June 30, 2025:

	Level 1	Fair Value
Bond Exchange-Trade Fund (ETF)	$ 56,315,891	$ 56,315,891
Bond Mutual Funds	10,399,822	10,399,822
Total	$ 66,715,713	$ 66,715,713

Investment income for the year ended June 30, 2025 consists of:

Interest and Dividends From Investments	$ 3,459,112
Realized Gains From Investments	68,133
Unrealized Gains From Investments	2,504,334
Total	$ 6,031,579

NOTE 6 PROPERTY, PLANT, AND EQUIPMENT

A summary of changes in property, plant, and equipment is as follows:

	Beginning Balance	Additions	Disposals	Transfers	Ending Balance
Building and Improvements	$ 104,155,050	$ 687,006	$ (195,929)	$ 474,030	$ 105,120,157
Leasehold Improvements	486,511	-	(139,156)	7,650	355,005
Furniture and Equipment	1,747,505	72,907	(205,262)	382,237	1,997,387
Work in Progress	16,550,042	35,969,570	(412,482)	(863,917)	51,243,213
Total	122,939,108	36,729,483	(952,829)	-	158,715,762
Less: Accumulated Depreciation	(14,159,553)	(4,115,703)	540,350	-	(17,734,906)
Property, Plant, and Equipment, Net	$ 108,779,555	$ 32,613,780	$ (412,479)	$ -	$ 140,980,856

NOTE 7 NOTES PAYABLE

Through Proposition 1D, KIPP King Collegiate has a note payable of $4,141,422, maturing in 2043 and bearing interest at a rate of 2%. During the year ended June 30, 2025, principal payments of $130,735 and interest of $56,762 were made. The total balance as of June 30, 2025 was $2,755,613.

A second loan was obtained in September 2017 for $411,349, maturing in 2047 and bearing an interest rate of 2%. During the year ended June 30, 2025, principal payments of $11,824 and interest of $6,873 were made. The total balance as of June 30, 2025 was $336,116.

Estimated future maturities of the notes are as follows:

Year Ending June 30,	Amount
2026	$ 145,435
2027	148,369
2028	151,362
2029	154,415
2030	157,532
Thereafter	2,334,617
Total	$ 3,091,730

KBARE entered into a loan agreement with Charter Impact Fund, Inc. for $16,000,000 on March 14, 2019. The note bears interest at 4.25% and matures on April 1, 2049. During the year ended June 30, 2025, principal payments of $337,711 and interest of $606,814 were made. The balance as of June 30, 2025 was $14,093,865.

KBARE entered into a loan agreement with Equitable Facilities Fund, Inc. for $11,733,266 on April 28, 2021. The note bears interest at 4.00% and matures on March 1, 2056. During the year ended June 30, 2025, principal payments of $171,847 and interest of $445,251 were made. The balance as of June 30, 2025 was $11,055,952.

NOTE 7 NOTES PAYABLE (CONTINUED)

KBARE entered into a loan agreement with Equitable Facilities Fund, Inc. for $32,226,266 on June 2, 2022. The note bears interest at 5% and matures on May 1, 2057. During the year ended June 30, 2025, principal payments of $381,628 and interest of $1,459,426 were made. The balance as of June 30, 2025 was $31,178,572.

KBARE entered into a loan agreement with Equitable Facilities Fund, Inc. for $23,000,000 on August 30, 2024. The note bears interest at 4.79% and matures on August 1, 2059. During the year ended June 30, 2025, principal payments of $191,878 and interest of $826,341 were made. The balance as of June 30, 2025 was $22,808,122.

Estimated future maturities of the KBARE notes are as follows:

Year Ending June 30,	Charter Impact Fund	Equitable Facilities Fund I	Equitable Facilities Fund II	Equitable Facilities Fund III	Total
2026	$ 351,103	$ 187,073	$ 407,255	$ 271,014	$ 1,216,445
2027	366,319	194,694	428,091	284,285	1,273,389
2028	382,194	202,626	449,992	298,205	1,333,017
2029	398,757	210,882	473,015	312,807	1,395,461
2030	416,039	219,473	497,214	328,123	1,460,849
Thereafter	12,179,453	10,041,204	28,923,005	21,313,688	72,457,350
Total	14,093,865	11,055,952	31,178,572	22,808,122	79,136,511
Unamortized Bond Discount, Net	-	1,174,731	1,617,476	-	2,792,207
Debt Issue Costs	(308,662)	(189,336)	(412,017)	(326,827)	(1,236,842)
Total, Net of Issue Costs	$ 13,785,203	$ 12,041,347	$ 32,384,031	$ 22,481,295	$ 80,691,876

NOTE 8 ENDOWMENT AND NET ASSETS CLASSIFICATION

The Board of Directors of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has interpreted the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California classifies as restricted net assets in perpetuity (a) the original value of gifts donated to the endowment in perpetuity, (b) the original value of subsequent gifts to the endowment in perpetuity, and (c) accumulations to the endowment in perpetuity made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund.

The remaining portion of the donor-restricted endowment fund that is not classified in donor restricted net assets in perpetuity is classified as donor restricted net assets for purpose until those amounts are appropriated for expenditure by KIPP Bay Area Schools dba: KIPP: Public Schools Northern California in a manner consistent with the standard of prudence prescribed by UPMIFA.

The purpose of the Endowment Fund is to provide funds for the current and future support of KIPP Forward, based on a donor-restricted contribution. The objective of the financial goal is to preserve and enhance the endowment fund's inflation-adjusting purchase power, and withdrawal no more than 4% of the value of the endowment fund without withdrawing from the corpus. The spend rate is targeted at 4% of the value of the fund as of March 31 of the preceding budget year.

NOTE 8 ENDOWMENT AND NET ASSETS CLASSIFICATION (CONTINUED)

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has adopted policies for return on investments to achieve a moderate rate of return and risk for initial investments. Appropriations of expenditures, after the minimum disbursement value is achieved, are made by approval of the Board of Directors.

In accordance with UPMIFA, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

1) The duration and preservation of the various funds
2) The purposes of the donor-restricted endowment funds
3) General economic conditions
4) The possible effect of inflation and deflation
5) The expected total return from income and the appreciation of investments
6) Other resources
7) The investment policies

From time to time, the fair value of assets associated with donor-restricted endowment funds may fall below the level that the donor or the UPMIFA requires KIPP Bay Area Schools dba: KIPP: Public Schools Northern California to retain as a fund of perpetual duration. Subsequent gains that restore the fair value of the endowment fund to the required level are classified as an increase in net assets without donor restrictions and net assets with donor restrictions, as appropriate. There were no deficiencies of this nature as of June 30, 2025. Changes in endowment net assets for the year ended June 30, 2025 are as follows:

	June 30, 2024	Additions	Releases	June 30, 2025
Regional Support Office:				
Endowment Fund	$ 5,945,225	$ 983,754	$ (454,298)	$ 6,474,681

NOTE 9 NET ASSETS WITH DONOR RESTRICTION

For the year ended June 30, 2025, net assets with donor restriction, which were received and released within the year, is as follows:

	June 30, 2024	Additions	Releases	June 30, 2025
Regional Support Office:				
Restricted Due to Time	$ 4,475,031	$ 12,679,873	$ (6,750,313)	$ 10,404,591
Restricted Giving for a Specific School	4,203,315	2,341,046	(3,439,931)	3,104,430
Endowment Fund	5,945,225	983,754	(454,298)	6,474,681
Total	$ 14,623,571	$ 16,004,673	$ (10,644,542)	$ 19,983,702

NOTE 10 EMPLOYEE RETIREMENT

401(k) Plan

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has a 401(k) defined contribution plan for those employees who meet the eligibility criteria set forth in the plan. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California matches employee contributions based upon criteria set forth in the plan up to 4% of compensation. Contributions to the plan for the year ended June 30, 2025 totaled $2,961,891.

State Teachers' Retirement System (STRS)

Qualified employees of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California (KIPP Summit Academy and the Regional Support Office) are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the State Teachers' Retirement System (STRS). The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law, and (c) if KIPP Bay Area Schools dba: KIPP: Public Schools Northern California chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has no plans to withdraw from this multiemployer plan.

Plan Description

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California contributes to the State Teachers' Retirement System (STRS), a cost-sharing, multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024 total STRS plan net assets are $341 billion, the total actuarial present value of accumulated plan benefits is $482 billion, contributions from all employers totaled $8.577 billion, and the plan is 76.7% funded. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

NOTE 10 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy (Continued)

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's (KIPP Summit Academy and the Regional Support Office) contributions to STRS for the past three years are as follows:

Year Ended June 30,	Required Contribution	Percent Contributed
2023	$ 500,881	100%
2024	510,842	100%
2025	512,921	100%

NOTE 11 LEASES

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California leases equipment as well as certain operating and office facilities for various terms under long-term, non-cancelable lease agreements. The leases expire at various dates through December 31, 2053. In the normal course of business, it is expected that these leases will be renewed or replaced by similar leases. Certain facility leases provide for increases in future minimum annual rental payments based on defined increases in the Consumer Price Index, subject to certain minimum increases. Additionally, the agreements generally require KIPP Bay Area Schools dba: KIPP: Public Schools Northern California to pay real estate taxes, insurance, and repairs. Some lease agreements also require KIPP Bay Area Schools dba: KIPP: Public Schools Northern California to comply with certain covenants and to maintain certain financial ratios. As of June 30, 2025, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California believes it was in compliance with all ratios and covenants.

NOTE 11 LEASES (CONTINUED)

The following table provides quantitative information concerning KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's lease for the year ended June 30, 2025:

Lease Costs (Income):	
Operating Lease Costs	$ 9,057,430
Sublease Income	(6,383,944)
Total Lease Costs	$ 2,673,486
Other Information:	
Cash Paid for Amounts Included in the Measurement of Lease Liabilities:	
Operating Cash Flows from Operating Leases	$ 9,168,775
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	1,174,984
Weighted-Average Remaining Lease Term - Operating Leases	27.13 Years
Weighted-Average Discount Rate - Operating	3.28%

KIPP Bridge Academy (Bridge) has a conditional future rent credit with its lessor in the amount of $8.13 million as of June 30, 2025. The barrier for the condition is that Bridge is required to make leasehold improvements up in exchange for rent credit up to $8.13 million. As of June 30, 2025, Bridge has not recorded the future rent credit as the condition has not been fulfilled.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California classifies the total undiscounted lease payments that are due in the next 12 months as current. A maturity analysis of annual undiscounted cash flows for lease liabilities as of June 30, 2025, is as follows:

Year Ending June 30,	Related Operating Leases	Unrelated Operating Leases
2025	4,960,986	2,748,226
2026	4,960,986	1,750,003
2027	4,960,986	1,379,931
2028	4,960,986	878,660
2029	4,960,986	317,272
Thereafter	99,751,454	17,579,915
Total Lease Payments	124,556,384	24,654,007
Less: Interest	(37,078,794)	(13,432,853)
Present Value of Lease Liabilities	$ 87,477,590	$ 11,221,154

NOTE 12 RELATED PARTY TRANSACTIONS

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California received contributions of $2,925,613 from the KIPP Foundation, a related party, during the year ended June 30, 2025. There were outstanding contributions receivable from the related party at year end of $527,686.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California expense licensing fees of $463,024 to the KIPP Foundation during the year ended June 30, 2025. On June 30, 2025, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California recorded $463,024 in accounts payable due to the KIPP Foundation for these fees.

In the year ended June 30, 2025, the board of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California created a pledge matching pool, in which certain board members pledge to match contributions for the purpose of supporting the organization's growth plan. As of June 30, 2025, $7,151,232 was recorded in pledges receivable from board members.

NOTE 13 COMMITMENTS

As of June 30, 2025, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has construction projects in progress with approximately $8,699,874 left to complete.

NOTE 14 CONTINGENCIES, RISKS, AND UNCERTAINTIES

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has a commercial card line of credit with a financial institution for up to $800,000. This line of credit is associated with KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's credit cards and is settled monthly. The line of credit expires in March 2026.

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 14 CONTINGENCIES, RISKS, AND UNCERTAINTIES (CONTINUED)

Litigation

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is subject to asserted and unasserted claims encountered in the normal course of business. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's management and legal counsel assess such contingent liabilities and such assessment inherently involves an exercise of judgment. In assessing loss contingencies related to legal proceedings that are pending against KIPP Bay Area Schools dba: KIPP: Public Schools Northern California or unasserted claims that may result in such proceedings, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's legal counsel evaluates the perceived merits of any legal proceedings or unasserted claims as well as the perceived merits of the amount of relief sought or expected to be sought therein. These claims are covered by insurance, and no range of loss is estimated. In the opinion of management, disposition of these matters will not have a material effect on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's financial condition or results of operations.

NOTE 15 SUBSEQUENT EVENT

On July 1, 2025, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California obtained a line of credit with a financial institution for $15,000,000. The line of credit bears an annual interest rate of one-month Secured Overnight Financing Rate (SOFR) plus 200 basis points. The line of credit expires in June 2027.

SUPPLEMENTARY INFORMATION

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2025

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Bayview Academy:				
Grades 4-6	68.38	68.38	67.88	67.88
Grades 7-8	84.40	84.40	84.35	84.35
ADA Totals	152.78	152.78	152.23	152.23
Bridge:				
Grades TK/K-3	187.66	187.66	184.32	184.32
Grades 4-6	160.26	160.26	159.36	159.36
Grades 7-8	111.35	111.35	110.86	110.86
ADA Totals	459.27	459.27	454.54	454.54
Excelencia:				
Grades TK/K-3	250.86	250.86	251.29	251.29
Grades 4-6	231.80	231.80	231.09	231.09
Grades 7-8	174.88	174.88	174.26	174.26
ADA Totals	657.54	657.54	656.64	656.64
Heartwood:				
Grades 4-6	206.37	206.37	205.34	205.34
Grades 7-8	200.46	200.46	199.58	199.58
ADA Totals	406.83	406.83	404.92	404.92
Heritage:				
Grades 4-6	240.55	240.55	240.45	240.45
Grades 7-8	196.79	196.79	197.51	197.51
ADA Totals	437.34	437.34	437.96	437.96
King:				
Grades 9-12	618.10	618.10	615.18	615.18
ADA Totals	618.10	618.10	615.18	615.18
Prize:				
Grades 4-6	204.82	204.82	204.19	204.19
Grades 7-8	186.00	186.00	185.67	185.67
ADA Totals	390.82	390.82	389.86	389.86
SF Bay:				
Grades 4-6	98.90	98.90	97.77	97.77
Grades 7-8	146.88	146.88	145.92	145.92
ADA Totals	245.78	245.78	243.69	243.69
SF College Prep:				
Grades 9-12	168.44	168.44	166.76	166.76
ADA Totals	168.44	168.44	166.76	166.76
San Jose:				
Grades 9-12	492.23	492.23	490.72	490.72
ADA Totals	492.23	492.23	490.72	490.72
Summit:				
Grades 4-6	210.40	210.40	210.34	210.34
Grades 7-8	204.48	204.48	204.78	204.78
ADA Totals	414.88	414.88	415.12	415.12

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2025

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Valiant:				
Grades TK/K-3	181.83	181.83	182.21	182.21
Grades 4-6	185.37	185.37	185.09	185.09
Grades 7-8	165.81	165.81	163.68	163.68
ADA Totals	533.01	533.01	530.98	530.98
Navigate:				
Grades 9-12	278.76	278.76	278.03	278.03
ADA Totals	278.76	278.76	278.03	278.03
Bayview Elementary:				
Grades TK/K-3	100.69	100.69	99.78	99.78
Grades 4-6	22.01	22.01	22.02	22.02
ADA Totals	122.70	122.70	121.80	121.80
Esperanza:				
Grades 9-12	172.03	172.03	168.12	168.12
ADA Totals	172.03	172.03	168.12	168.12
Stockton K-12:				
Grades TK/K-3	98.61	98.61	98.47	98.47
Grades 4-6	72.29	72.29	71.94	71.94
Grades 7-8	67.58	67.58	67.03	67.03
ADA Totals	238.48	238.48	237.44	237.44
University Park:				
Grades TK/K-3	221.19	221.19	217.60	217.60
Grades 4-6	108.61	108.61	108.52	108.52
Grades 7-8	50.51	50.51	49.70	49.70
ADA Totals	380.31	380.31	375.82	375.82
ADA Totals	6,169.30	6,169.30	6,139.81	6,139.81

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025

	Instructional Minutes		Total	
	Requirement	Actual	Calendar Days	Status
Transitional Kindergarten:				
Bayview Elementary	36,000	56,500	177	In compliance
Bridge	36,000	42,690	176	In compliance
Excelencia	36,000	56,360	176	In compliance
Stockton K-12	36,000	62,380	176	In compliance
University Park	36,000	68,280	176	In compliance
Valiant	36,000	59,565	176	In compliance
Kindergarten:				
Bayview Elementary	36,000	60,040	177	In compliance
Bridge	36,000	62,280	176	In compliance
Excelencia	36,000	68,250	176	In compliance
Stockton K-12	36,000	63,400	176	In compliance
University Park	36,000	68,280	176	In compliance
Valiant	36,000	66,885	176	In compliance
Grade 1:				
Bayview Elementary	50,400	60,270	177	In compliance
Bridge	50,400	57,260	176	In compliance
Excelencia	50,400	63,600	176	In compliance
Stockton K-12	50,400	60,135	176	In compliance
University Park	50,400	59,130	176	In compliance
Valiant	50,400	64,280	176	In compliance
Grade 2:				
Bayview Elementary	50,400	60,270	177	In compliance
Bridge	50,400	62,390	176	In compliance
Excelencia	50,400	65,150	176	In compliance
Stockton K-12	50,400	60,135	176	In compliance
University Park	50,400	59,130	176	In compliance
Valiant	50,400	64,280	176	In compliance
Grade 3:				
Bayview Elementary	50,400	59,580	177	In compliance
Bridge	50,400	57,330	176	In compliance
Excelencia	50,400	63,810	176	In compliance
Stockton K-12	50,400	60,505	176	In compliance
University Park	50,400	59,130	176	In compliance
Valiant	50,400	65,160	176	In compliance
Grade 4:				
Bayview Elementary	54,000	59,580	177	In compliance
Bridge	54,000	60,650	176	In compliance
Excelencia	54,000	63,810	176	In compliance
Stockton K-12	54,000	62,380	176	In compliance
University Park	54,000	59,130	176	In compliance
Valiant	54,000	65,160	176	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF INSTRUCTIONAL TIME (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Instructional Minutes		Total	
	Requirement	Actual	Calendar Days	Status
Grade 5:				
Bayview Academy	54,000	61,520	176	In compliance
Bridge	54,000	64,380	176	In compliance
Excelencia	54,000	65,996	176	In compliance
Heartwood	54,000	69,029	177	In compliance
Heritage	54,000	65,544	176	In compliance
Prize	54,000	68,927	176	In compliance
SF Bay	54,000	64,610	176	In compliance
Stockton K-12	54,000	67,175	176	In compliance
Summit	54,000	65,870	178	In compliance
Stockton K-8	54,000	65,378	176	In compliance
Valiant	54,000	65,265	176	In compliance
Grade 6:				
Bayview Academy	54,000	61,520	176	In compliance
Bridge	54,000	64,380	176	In compliance
Excelencia	54,000	65,996	176	In compliance
Heartwood	54,000	69,029	177	In compliance
Heritage	54,000	65,544	176	In compliance
Prize	54,000	68,927	176	In compliance
SF Bay	54,000	64,610	176	In compliance
Stockton K-12	54,000	67,175	176	In compliance
Summit	54,000	65,734	178	In compliance
University Park	54,000	65,378	176	In compliance
Valiant	54,000	65,265	176	In compliance
Grade 7:				
Bayview Academy	54,000	60,220	176	In compliance
Bridge	54,000	64,380	176	In compliance
Excelencia	54,000	65,996	176	In compliance
Heartwood	54,000	69,029	177	In compliance
Heritage	54,000	65,544	176	In compliance
Prize	54,000	69,572	176	In compliance
SF Bay	54,000	64,240	176	In compliance
Stockton K-12	54,000	67,040	176	In compliance
Summit	54,000	65,734	178	In compliance
University Park	54,000	65,378	176	In compliance
Valiant	54,000	65,265	176	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF INSTRUCTIONAL TIME (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Instructional Minutes		Total	
	Requirement	Actual	Calendar Days	Status
Grade 8:				
Bayview Academy	54,000	60,220	176	In compliance
Bridge	54,000	64,440	176	In compliance
Excelencia	54,000	65,996	176	In compliance
Heartwood	54,000	69,029	177	In compliance
Heritage	54,000	65,544	176	In compliance
Prize	54,000	69,572	176	In compliance
SF Bay	54,000	64,240	176	In compliance
Stockton K-12	54,000	67,040	176	In compliance
Summit	54,000	65,734	178	In compliance
University Park	54,000	65,378	176	In compliance
Valiant	54,000	65,265	176	In compliance
Grade 9:				
Esperanza	64,800	65,700	176	In compliance
King	64,800	67,530	176	In compliance
Navigate	64,800	67,680	177	In compliance
SF College Prep	64,800	67,310	177	In compliance
San Jose	64,800	67,450	176	In compliance
Grade 10:				
Esperanza	64,800	65,700	176	In compliance
King	64,800	67,530	176	In compliance
Navigate	64,800	67,680	177	In compliance
SF College Prep	64,800	67,310	177	In compliance
San Jose	64,800	67,450	176	In compliance
Grade 11:				
Esperanza	64,800	65,700	176	In compliance
King	64,800	67,530	176	In compliance
Navigate	64,800	67,680	177	In compliance
SF College Prep	64,800	67,310	177	In compliance
San Jose	64,800	67,450	176	In compliance
Grade 12:				
Esperanza	64,800	65,700	176	In compliance
King	64,800	67,530	176	In compliance
Navigate	64,800	67,680	177	In compliance
SF College Prep	64,800	67,310	177	In compliance
San Jose	64,800	67,450	176	In compliance

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage
June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	$ 2,878,223	$ 3,504,486	$ 4,871,897	$ 3,097,965	$ 3,661,816	$ 8,035,130	$ 6,123,780	$ 970,346	$ 3,809,106
Adjustments and Reclassifications:									
Increase (Decrease) of Fund Balance (Net Assets):									
Cash and Cash Equivalents	1,142,487	(3,825,820)	(1,855,375)	(1,182,750)	(2,516,545)	(3,511,115)	(2,590,864)	154,462	(2,071,545)
Accounts Receivable - Federal and State	(3,938)	499,502	289,098	85,730	322,275	422,403	357,640	(238,909)	402,514
Accounts Receivable - Other	(847,390)	(896,721)	9,957	32,231	-	30,288	-	(386,504)	11,427
Intercompany Receivables	8,563	-	-	-	-	-	-	-	-
Prepaid Assets	-	(301,382)	8,734	(1,264)	-	(22)	-	-	(79,180)
Capital Assets	(10,623)	(34,128)	(23,211)	(5,736)	(93,845)	(440,208)	(229,289)	(4,168)	7,087
Right-of-Use Asset	(318,760)	(380,518)	(34,120)	(139,507)	(111,853)	(207,371)	(319,852)	(168,283)	(370,941)
Accounts Payable	(48,651)	6,337,884	1,422,986	961,715	1,971,796	3,203,574	2,432,229	220,978	1,586,707
Intercompany Payables	-	-	-	-	-	-	-	-	-
Deferred Revenue	(28,989)	(2,063,652)	(35,029)	(30,801)	(71,349)	(112,610)	(94,447)	(73,672)	(28,990)
Lease Liability	368,012	597,002	200,070	264,934	255,809	(566,132)	(345,042)	295,672	539,793
Notes Payable	-	-	-	-	-	918,205	863,760	-	-
Net Adjustments and Reclassifications	260,711	(67,833)	(16,890)	(15,448)	(243,712)	(262,988)	74,135	(200,424)	(3,128)
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	$ 3,138,934	$ 3,436,653	$ 4,855,007	$ 3,082,517	$ 3,418,104	$ 7,772,142	$ 6,197,915	$ 769,922	$ 3,805,978

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Prize	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	University Park
June 30, 2025 Annual Financial Report								
Fund Balances (Net Assets)	$ 2,358,518	$ 5,614,308	$ 4,250,690	$ 3,714,228	$ 710,483	$ 2,063,938	$ 3,227,858	$ 3,152,179
Adjustments and Reclassifications:								
Increase (Decrease) of Fund Balance (Net Assets):								
Cash and Cash Equivalents	(1,933,195)	(3,168,987)	(2,479,739)	(238,356)	(196,471)	790,087	2,939,145	639,836
Accounts Receivable - Federal and State	248,087	421,336	231,339	68,039	163,095	380,614	538,589	286,464
Accounts Receivable - Other	21,420	35,531	60,221	29,955	(299,560)	(1,485,619)	(4,415,177)	(1,532,637)
Prepaid Assets	2,184	-	-	-	6,930	(100,826)	(710,692)	(240,728)
Capital Assets	(6,962)	(10,457)	(161,888)	(539,136)	(17,500)	18,394	(17,153)	(9,990)
Right-of-Use Asset	539,937	(312,810)	(15,144)	(555,564)	(72,443)	(326,955)	(233,559)	(754,502)
Accounts Payable	1,620,902	2,047,676	2,338,878	503,680	368,035	(11,907)	1,553,806	125,887
Intercompany Payables	-	(77,498)	(69,019)	-	-	-	-	-
Deferred Revenue	(39,892)	(120,198)	(94,325)	(27,782)	(54,574)	(14,495)	-	-
Lease Liability	(384,141)	616,656	255,084	805,004	138,701	397,450	296,501	836,048
Notes Payable	-	-	-	-	-	-	-	-
Net Adjustments and Reclassifications	68,340	(568,751)	65,407	45,840	36,213	(353,257)	(48,540)	(649,622)
June 30, 2025 Audited Financial Statement								
Fund Balances (Net Assets)	$ 2,426,858	$ 5,045,557	$ 4,316,097	$ 3,760,068	$ 746,696	$ 1,710,681	$ 3,179,318	$ 2,502,557

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2025

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Information	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage
U.S. Department of Education												
Passed Through: California Department of Education:												
Every Student Succeeds Act												
Title I, Part A, Basic Grants:	84.010	14329		$ 94,211	$ 197,717	$ 136,934	$ 124,720	$ 140,375	$ 223,297	$ 156,653	$ 129,369	$ 142,215
ESSA: School Improvement Funding for LEAs	84.010	15438		-	-	-	-	-	-	-	174,382	-
Total Title I and School Improvement Funding for LEAs				94,211	197,717	136,934	124,720	140,375	223,297	156,653	303,751	142,215
Title II - Improving Teacher Quality	84.367	14341		9,231	21,865	17,548	13,073	17,923	28,738	20,342	12,316	18,479
Title III - Limited English Proficiency	84.365	14346		9,746	13,237	19,091	16,020	19,091	13,350	10,280	7,476	14,952
Title IV - Student Support and Academic Enrichment	84.424A	15391		10,000	16,013	11,090	10,877	10,491	14,857	12,396	11,547	10,116
Special Education Cluster: IDEA Basic Local Assistance Entitlement												
Part B, Section 611	84.027	13379		-	-	-	-	-	-	-	-	-
Mental Heatlh Assistance	84.027A	13379		-	-	-	-	-	-	-	-	-
Total Special Education Cluster				-	-	-	-	-	-	-	-	-
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):												
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	15559	COVID-19	-	-	-	-	-	-	-	-	-
American Rescue Plan - Homeless Children and Youth-Statewide Activities	84.425U	15536	COVID-19	-	-	-	-	-	-	-	-	-
Total CARES Act				-	-	-	-	-	-	-	-	-
Total U.S. Department of Education				123,188	248,832	184,663	164,690	187,880	280,242	199,671	335,090	185,762
U.S. Department of Agriculture												
Pass-Through Program From California Department of Education:												
Continuing Appropriations Act and Other Extensions Act:												
Pandemic Electronic Benefit Transfer (P-EBT) Administrative Costs Grant	10.647	15644	COVID-19	614	614	614	614	614	614	614	614	614
Total U.S. Department of Agriculture				614	614	614	614	614	614	614	614	614
U.S. Department of Health and Human Services												
Passed Through: California Department of Education:												
Medicaid Cluster	93.778	N/A		-	-	-	-	-	-	-	-	-
Total U.S. Department of Health and Human Services				-	-	-	-	-	-	-	-	-
Total Federal Expenditure				$ 123,802	$ 249,446	$ 185,277	$ 165,304	$ 188,494	$ 280,856	$ 200,285	$ 335,704	$ 186,376

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2025

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Additional Award Information	Prize	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	University Park	RSO	Total
U.S. Department of Education													
Passed Through: California Department of Education:													
Every Student Succeeds Act													
Title I, Part A, Basic Grants:	84.010	14329		$ 141,245	$ 298,180	$ 251,947	$ 113,176	$ 61,844	$ 99,266	$ 106,102	$ 185,852	$ -	$ 2,603,103
ESSA: School Improvement Funding for LEAs	84.010	15438		-	-	174,382	-	-	174,382	-	-	-	523,146
Total Title I and School Improvement Funding for LEAs				141,245	298,180	426,329	113,176	61,844	273,648	106,102	185,852	-	3,126,249
Title II - Improving Teacher Quality	84.367	14341		17,833	31,775	26,496	14,056	5,201	11,689	11,566	19,471	-	297,602
Title III - Limited English Proficiency	84.365	14346		21,627	54,469	46,592	15,151	2,804	12,015	3,605	9,655	-	289,161
Title IV - Student Support and Academic Enrichment	84.424A	15391		10,450	24,149	21,430	10,000	10,000	10,000	10,000	14,938	-	218,354
Special Education Cluster: IDEA Basic Local Assistance Entitlement													
Part B, Section 611	84.027	13379		-	-	-	-	-	-	-	-	1,181,831	1,181,831
Mental Heatlh Assistance	84.027A	13379		-	-	-	-	-	-	-	-	149,222	149,222
Total Special Education Cluster				-	-	-	-	-	-	-	-	1,331,053	1,331,053
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):													
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	15559	COVID-19	-	-	-	-	62,483	-	-	-	-	62,483
American Rescue Plan - Homeless Children and Youth-Statewide Activities	84.425U	15536	COVID-19	-	-	-	1,399	-	-	-	-	-	1,399
Total CARES Act				-	-	-	1,399	62,483	-	-	-	-	63,882
Total U.S. Department of Education				191,155	408,573	520,847	153,782	142,332	307,352	131,273	229,916	1,331,053	5,326,301
U.S. Department of Agriculture													
Pass-Through Program From California Department of Education:													
Continuing Appropriations Act and Other Extensions Act:													
Pandemic Electronic Benefit Transfer (P-EBT) Administrative Costs Grant	10.647	15644	COVID-19	614	614	614	614	614	614	-	-	-	9,210
Total U.S. Department of Agriculture				614	614	614	614	614	614	-	-	-	9,210
U.S. Department of Health and Human Services													
Passed Through: California Department of Education:													
Medicaid Cluster	93.778	N/A		-	-	-	-	-	-	-	-	1,086,809	1,086,809
Total U.S. Department of Health and Human Services				-	-	-	-	-	-	-	-	1,086,809	1,086,809
Total Federal Expenditure				$ 191,769	$ 409,187	$ 521,461	$ 154,396	$ 142,946	$ 307,966	$ 131,273	$ 229,916	$ 2,417,862	$ 6,422,320

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF FINANCIAL POSITION BY LOCATION
JUNE 30, 2025

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
ASSETS											
CURRENT ASSETS											
Cash and Cash Equivalents	$ 1,886,872	$ 3,376,206	$ 4,592,585	$ 2,606,552	$ 1,219,623	$ 995,189	$ 5,058,557	$ 289,663	$ 2,972,456	$ 1,738,955	$ 24,736,658
Accounts Receivable - Federal and State	552,320	1,884,517	420,754	750,675	1,574,456	2,140,658	467,849	468,241	1,458,839	693,408	10,411,717
Accounts Receivable - Other	25,680	41,405	9,957	32,231	-	30,288	-	38,789	11,427	21,420	211,197
Contributions Receivable, Net	-	-	-	-	-	-	-	-	-	-	-
Restricted Cash Equivalents	-	-	-	-	-	-	-	-	-	-	-
Investments	-	-	-	-	-	-	-	-	-	-	-
Intracompany Receivables	8,563	-	-	-	-	-	-	-	-	-	8,563
Due from KBARE	-	55,823	-	-	-	-	-	-	-	-	55,823
Deposits and Prepaid Expenses	34,788	78,672	140,484	36,134	43,863	93,593	21,573	10,209	53,886	64,406	577,608
Total Current Assets	2,508,223	5,436,623	5,163,780	3,425,592	2,837,942	3,259,728	5,547,979	806,902	4,496,608	2,518,189	36,001,566
NONCURRENT ASSETS											
Contributions Receivable, Net	-	-	-	-	-	-	-	-	-	-	-
Total Noncurrent Assets	-	-	-	-	-	-	-	-	-	-	-
PROPERTY, PLANT, AND EQUIPMENT											
Building and Improvements	700,590	1,033,732	464,470	258,333	1,764,172	12,847,655	1,765,479	175,737	196,980	369,647	19,576,795
Leasehold Improvements	29,427	-	-	-	-	37,820	9,481	50,536	19,750	-	147,014
Furniture and Equipment	8,020	61,801	111,229	45,671	91,603	289,165	169,425	151,835	27,440	120,779	1,076,968
Work in Progress	1,848,419	476,654	-	-	-	-	-	-	-	-	2,325,073
Less: Accumulated Depreciation	(205,890)	(393,249)	(150,502)	(83,202)	(535,249)	(4,156,865)	(749,624)	(152,344)	(75,347)	(191,361)	(6,693,633)
Property, Plant, and Equipment, Net	2,380,566	1,178,938	425,197	220,802	1,320,526	9,017,775	1,194,761	225,764	168,823	299,065	16,432,217
RIGHT-OF-USE ASSET	1,973,171	6,452,828	40,682	433,167	361,357	566,132	338,680	183,415	13,724,159	613,383	24,686,974
Total Assets	$ 6,861,960	$ 13,068,389	$ 5,629,659	$ 4,079,561	$ 4,519,825	$ 12,843,635	$ 7,081,420	$ 1,216,081	$ 18,389,590	$ 3,430,637	$ 77,120,757
LIABILITIES AND NET ASSETS											
CURRENT LIABILITIES											
Accounts Payable	$ 1,529,654	$ 1,045,699	$ 668,422	$ 513,297	$ 665,930	$ 1,265,325	$ 408,898	$ 203,918	$ 367,142	$ 330,935	$ 6,999,220
Accrued Liabilities	12,408	33,011	27,405	23,414	4,628	35,696	35,118	15,845	19,379	18,075	224,979
Intracompany Payables	-	-	-	-	-	-	-	-	-	-	-
Due to KBARE	148,840	-	3,162	-	-	-	-	-	387,595	3,162	542,759
Deferred Revenue	28,989	2,063,652	35,029	30,801	71,349	112,610	94,447	73,672	28,990	39,892	2,579,431
Notes Payable, Current Portion	-	-	-	-	-	145,436	-	-	-	-	145,436
Lease Liability, Current Portion	451,044	545,934	38,336	153,602	141,769	177,133	341,004	149,658	453,600	316,475	2,768,555
Total Current Liabilities	2,170,935	3,688,296	772,354	721,114	883,676	1,736,200	879,467	443,093	1,256,706	708,539	13,260,380
LONG-TERM LIABILITIES											
Notes Payable, Net	-	-	-	-	-	2,946,294	-	-	-	-	2,946,294
Lease Liability, Net	1,552,091	5,943,440	2,298	275,930	218,045	388,999	4,038	3,066	13,326,906	295,240	22,010,053
Total Long-Term Liabilities	1,552,091	5,943,440	2,298	275,930	218,045	3,335,293	4,038	3,066	13,326,906	295,240	24,956,347
NET ASSETS											
Without Donor Restrictions	3,138,934	3,436,653	4,855,007	3,082,517	3,418,104	7,772,142	6,197,915	769,922	3,805,978	2,426,858	38,904,030
With Donor Restrictions:											
Time or Purpose Restricted	-	-	-	-	-	-	-	-	-	-	-
Endowment Fund	-	-	-	-	-	-	-	-	-	-	-
Total With Donor Restrictions	-	-	-	-	-	-	-	-	-	-	-
Total Net Assets	3,138,934	3,436,653	4,855,007	3,082,517	3,418,104	7,772,142	6,197,915	769,922	3,805,978	2,426,858	38,904,030
Total Liabilities and Net Assets	$ 6,861,960	$ 13,068,389	$ 5,629,659	$ 4,079,561	$ 4,519,825	$ 12,843,635	$ 7,081,420	$ 1,216,081	$ 18,389,590	$ 3,430,637	$ 77,120,757

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF FINANCIAL POSITION BY LOCATION (CONTINUED)
JUNE 30, 2025

ASSETS	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	University Park	RSO	Eliminations	2025 Consolidated
CURRENT ASSETS											
Cash and Cash Equivalents	$ 24,736,658	$ 3,804,849	$ 3,469,745	$ 352,753	$ 380,641	$ 1,779,703	$ 3,157,136	$ 2,415,627	$ 6,231,841	$ -	$ 46,328,953
Accounts Receivable - Federal and State	10,411,717	1,081,636	1,109,574	514,190	420,916	504,139	811,438	1,167,105	3,552,812	-	19,573,527
Accounts Receivable - Other	211,197	35,531	60,221	29,955	30,051	-	163,401	70,788	968,491	-	1,569,635
Contributions Receivable, Net	-	-	-	-	-	-	-	-	4,140,520	-	4,140,520
Restricted Cash Equivalents	-	-	-	-	-	-	-	-	7,161,721	-	7,161,721
Investments	-	-	-	-	-	-	-	-	66,715,713	-	66,715,713
Intracompany Receivables	8,563	-	-	-	-	967	-	-	168,203	(177,733)	-
Due from KBARE	55,823	-	-	-	-	-	(558,281)	-	40,062,821	-	39,560,363
Deposits and Prepaid Expenses	577,608	172,991	67,414	15,569	28,594	110,547	91,718	449,007	1,461,240	-	2,974,688
Total Current Assets	36,001,566	5,095,007	4,706,954	912,467	860,202	2,395,356	3,665,412	4,102,527	130,463,362	(177,733)	188,025,120
NONCURRENT ASSETS											
Contributions Receivable, Net	-	-	-	-	-	-	-	-	9,385,502	-	9,385,502
Total Noncurrent Assets	-	-	-	-	-	-	-	-	9,385,502	-	9,385,502
PROPERTY, PLANT, AND EQUIPMENT											
Building and Improvements	19,576,795	1,607,978	200,956	4,329,145	81,490	382,992	16,421	-	80,574	-	26,276,351
Leasehold Improvements	147,014	-	35,940	31,189	51,088	-	67,433	-	22,341	-	355,005
Furniture and Equipment	1,076,968	-	171,434	122,621	104,992	47,473	-	-	45,629	-	1,569,117
Work in Progress	2,325,073	-	-	19,015	-	-	-	-	326,259	-	2,670,347
Less: Accumulated Depreciation	(6,693,633)	(644,023)	(112,729)	(1,564,548)	(95,482)	(108,238)	(70,640)	-	(78,676)	-	(9,367,969)
Property, Plant, and Equipment, Net	16,432,217	963,955	295,601	2,937,422	142,088	322,227	13,214	-	396,127	-	21,502,851
RIGHT-OF-USE ASSET	24,686,974	50,183	13,621	451,424	82,419	16,664,725	14,073,385	36,361,380	69,584	-	92,453,695
Total Assets	$ 77,120,757	$ 6,109,145	$ 5,016,176	$ 4,301,313	$ 1,084,709	$ 19,382,308	$ 17,752,011	$ 40,463,907	$ 140,314,575	$ (177,733)	$ 311,367,168
LIABILITIES AND NET ASSETS											
CURRENT LIABILITIES											
Accounts Payable	$ 6,999,220	$ 768,858	$ 486,302	$ 262,900	$ 194,360	$ 302,746	$ 276,332	$ 408,603	$ 2,389,512	$ -	$ 12,088,833
Accrued Liabilities	224,979	48,240	38,925	24,196	11,271	17,180	21,834	23,320	1,537,804	-	1,947,749
Intracompany Payables	-	77,498	69,019	-	-	-	-	31,216	-	(177,733)	-
Due to KBARE	542,759	-	-	1,291	-	616,390	-	1,013,479		-	2,173,919
Deferred Revenue	2,579,431	120,198	94,325	27,782	54,574	14,495	-	-	675,000	-	3,565,805
Net Notes Payable, Current Portion	145,436	-	-	-	-	-	-	-	-	-	145,436
Lease Liability, Current Portion	2,768,555	45,156	5,897	225,076	77,808	339,343	245,248	693,094	63,011	-	4,463,188
Total Current Liabilities	13,260,380	1,059,950	694,468	541,245	338,013	1,290,154	543,414	2,169,712	4,665,327	(177,733)	24,384,930
LONG-TERM LIABILITIES											
Notes Payable	2,946,294	-	-	-	-	-	-	-	-	-	2,946,294
Lease Liability, Net	22,010,053	3,638	5,611	-	-	16,381,473	14,029,279	35,791,638	7,957	-	88,229,649
Total Long-Term Liabilities	24,956,347	3,638	5,611	-	-	16,381,473	14,029,279	35,791,638	7,957	-	91,175,943
NET ASSETS											
Without Donor Restrictions	38,904,030	5,045,557	4,316,097	3,760,068	746,696	1,710,681	3,179,318	2,502,557	115,657,589	-	175,822,593
With Donor Restrictions:											
Time or Purpose Restricted	-	-	-	-	-	-	-	-	13,509,021	-	13,509,021
Endowment Fund	-	-	-	-	-	-	-	-	6,474,681	-	6,474,681
	-	-	-	-	-	-	-	-	19,983,702	-	19,983,702
Total Net Assets	38,904,030	5,045,557	4,316,097	3,760,068	746,696	1,710,681	3,179,318	2,502,557	135,641,291	-	195,806,295
Total Liabilities and Net Assets	$ 77,120,757	$ 6,109,145	$ 5,016,176	$ 4,301,313	$ 1,084,709	$ 19,382,308	$ 17,752,011	$ 40,463,907	$ 140,314,575	$ (177,733)	$ 311,367,168

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF ACTIVITIES BY LOCATION
YEAR ENDED JUNE 30, 2025

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
NET ASSETS, WITHOUT DONOR RESTRICTIONS											
Revenues:											
State Revenue:											
State Aid	$ 1,357,590	$ 5,208,474	$ 4,029,935	$ 2,180,077	$ 4,203,840	$ 7,731,132	$ 5,294,099	$ 1,930,618	$ 4,084,181	$ 4,038,109	$ 40,058,055
Other State Revenue	1,085,789	2,281,459	1,688,897	1,438,332	1,158,008	1,083,874	513,131	779,358	1,429,475	1,514,878	12,973,201
Federal Revenue	123,802	249,446	185,277	165,304	188,494	280,856	200,285	335,704	186,376	191,769	2,107,313
Local Revenue:											
In-Lieu Property Tax Revenue	890,972	1,783,773	1,486,144	1,421,103	1,411,859	2,097,303	2,533,597	981,347	1,652,602	1,427,660	15,686,360
Contribution Revenue	2,400,048	2,514,019	105,447	48,712	75,258	101,083	142,770	1,344,143	80,842	70,224	6,882,546
In-Kind Contributions	-	-	-	-	-	-	-	-	-	-	-
Other Revenue	273,636	229,424	85,503	311,283	60,478	141,003	137,357	290,189	36,165	53,731	1,618,769
Net Assets Released from Restriction	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	6,131,837	12,266,595	7,581,203	5,564,811	7,097,937	11,435,251	8,821,239	5,661,359	7,469,641	7,296,371	79,326,244
Expenses:											
Program Services Expense:											
Educational Programs	4,767,091	12,363,021	8,078,439	6,082,552	7,838,754	12,718,575	9,383,835	6,115,355	8,207,836	7,834,069	83,389,527
Total Program Services Expense	4,767,091	12,363,021	8,078,439	6,082,552	7,838,754	12,718,575	9,383,835	6,115,355	8,207,836	7,834,069	83,389,527
Support Services Expense:											
General and Administrative	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Total Supporting Services Expense	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	4,767,091	12,363,021	8,078,439	6,082,552	7,838,754	12,718,575	9,383,835	6,115,355	8,207,836	7,834,069	83,389,527
CHANGE IN OPERATING NET ASSETS WITHOUT DONOR RESTRICTIONS	1,364,746	(96,426)	(497,236)	(517,741)	(740,817)	(1,283,324)	(562,596)	(453,996)	(738,195)	(537,698)	(4,063,283)
NONOPERATING REVENUE											
Interest Income on Cash in County	-	-	-	-	-	-	842	-	-	-	842
Investment Income	-	-	-	-	-	-	-	-	-	-	-
Total Nonoperating Revenue	-	-	-	-	-	-	842	-	-	-	842
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	1,364,746	(96,426)	(497,236)	(517,741)	(740,817)	(1,283,324)	(561,754)	(453,996)	(738,195)	(537,698)	(4,062,441)
NET ASSETS WITH DONOR RESTRICTIONS											
Local Revenue:											
Contribution Revenue	-	-	-	-	-	-	-	-	-	-	-
Investment Income											
Net Assets Released from Restrictions	-	-	-	-	-	-	-	-	-	-	-
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	-	-	-	-	-	-	-	-	-	-	-
CHANGE IN NET ASSETS	1,364,746	(96,426)	(497,236)	(517,741)	(740,817)	(1,283,324)	(561,754)	(453,996)	(738,195)	(537,698)	(4,062,441)
Net Assets - Beginning of Year	1,774,188	3,533,079	5,352,243	3,600,258	4,158,921	9,055,466	6,759,669	1,223,918	4,544,173	2,964,556	42,966,471
NET ASSETS - END OF YEAR	$ 3,138,934	$ 3,436,653	$ 4,855,007	$ 3,082,517	$ 3,418,104	$ 7,772,142	$ 6,197,915	$ 769,922	$ 3,805,978	$ 2,426,858	$ 38,904,030

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF ACTIVITIES BY LOCATION (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Unversity Park	RSO	Eliminations	2025 Consolidated
NET ASSETS, WITHOUT DONOR RESTRICTIONS											
Revenues:											
State Revenue:											
State Aid	$ 40,058,055	$ 2,993,846	$ 3,662,925	$ 4,268,053	$ 1,899,582	$ 902,734	$ 3,142,346	$ 5,197,333	$ -	$ -	$ 62,124,874
Other State Revenue	12,973,201	2,867,327	2,233,278	371,736	1,027,899	656,103	1,046,665	1,437,774	6,825,106	-	29,439,089
Federal Revenue	2,107,313	409,187	521,461	154,396	142,946	307,966	131,273	229,916	2,417,862	-	6,422,320
Local Revenue:											
In-Lieu Property Tax Revenue	15,686,360	6,967,940	4,422,949	309,805	37,671	2,149,657	457,930	723,344	-	-	30,755,656
Contribution Revenue	6,882,546	130,875	206,127	1,313,739	1,235,947	1,819,619	6,258,854	3,422,653	30,444,480	(33,797,628)	17,917,212
In-Kind Contributions	-	-	-	-	-	-	-	-	510,895	-	510,895
Other Revenue	1,618,769	203,268	58,081	77,949	92,810	34,334	17,439	75,443	22,645,792	(22,420,008)	2,403,877
Net Assets Released from Restriction	-	-	-	-	-	-	-	-	10,644,542	-	10,644,542
Total Revenues	79,326,244	13,572,443	11,104,821	6,495,678	4,436,855	5,870,413	11,054,507	11,086,463	73,488,677	(56,217,636)	160,218,465
Expenses:											
Program Services Expense:											
Educational Programs	83,389,527	14,462,294	11,823,733	6,870,407	4,396,954	6,228,178	9,251,320	11,673,220	33,119,445	(56,217,636)	124,997,442
Total Program Services Expense	83,389,527	14,462,294	11,823,733	6,870,407	4,396,954	6,228,178	9,251,320	11,673,220	33,119,445	(56,217,636)	124,997,442
Support Services Expense:											
General and Administrative	-	-	-	-	-	-	-	-	35,968,224	-	35,968,224
Fundraising	-	-	-	-	-	-	-	-	1,528,906	-	1,528,906
Total Supporting Services Expense	-	-	-	-	-	-	-	-	37,497,130	-	37,497,130
Total Expenses	83,389,527	14,462,294	11,823,733	6,870,407	4,396,954	6,228,178	9,251,320	11,673,220	70,616,575	(56,217,636)	162,494,572
	-										
CHANGE IN OPERATING NET ASSETS WITHOUT DONOR RESTRICTIONS	(4,063,283)	(889,851)	(718,912)	(374,729)	39,901	(357,765)	1,803,187	(586,757)	2,872,102	-	(2,276,107)
NONOPERATING REVENUE											
Interest Income on Cash in County	842	42,936	29,169	-	-	6,942	3,255	6,234	-	-	89,378
Investment Income	-	-	-	-	-	-	-	-	6,109,849	-	6,109,849
Total Nonoperating Revenue	842	42,936	29,169	-	-	6,942	3,255	6,234	6,109,849	-	6,199,227
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	(4,062,441)	(846,915)	(689,743)	(374,729)	39,901	(350,823)	1,806,442	(580,523)	8,981,951	-	3,923,120
NET ASSETS WITH DONOR RESTRICTIONS											
Local Revenue:											
Contribution Revenue	-	-	-	-	-	-	-	-	15,020,919	-	15,020,919
Investment Income									983,754		983,754
Net Assets Released from Restrictions	-	-	-	-	-	-	-	-	(10,644,542)	-	(10,644,542)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS	-	-	-	-	-	-	-	-	5,360,131	-	5,360,131
CHANGE IN NET ASSETS	(4,062,441)	(846,915)	(689,743)	(374,729)	39,901	(350,823)	1,806,442	(580,523)	14,342,082	-	9,283,251
Net Assets - Beginning of Year	42,966,471	5,892,472	5,005,840	4,134,797	706,795	2,061,504	1,372,876	3,083,080	121,299,209	-	186,523,044
NET ASSETS - END OF YEAR	$ 38,904,030	$ 5,045,557	$ 4,316,097	$ 3,760,068	$ 746,696	$ 1,710,681	$ 3,179,318	$ 2,502,557	$ 135,641,291	$ -	$ 195,806,295

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF CASH FLOWS BY LOCATION
YEAR ENDED JUNE 30, 2025

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
CASH FLOWS FROM OPERATING ACTIVITIES											
Change in Net Assets	$ 1,364,746	$ (96,426)	$ (497,236)	$ (517,741)	$ (740,817)	$ (1,283,324)	$ (561,754)	$ (453,996)	$ (738,195)	$ (537,698)	$ (4,062,441)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:											
Depreciation	75,501	101,169	41,404	25,908	94,430	442,400	217,198	47,175	12,449	41,284	1,098,918
Net Investment Gain	-	-	-	-	-	-	-	-	-	-	-
Noncash Lease Expense	31,238	(5,061)	(48)	(3,557)	-	-	(21)	(11,844)	(1,959)	(164)	8,584
Loss on Disposal of Property, Plant and Equipment	-	-	-	-	-	-	-	-	-	-	-
Transfers of Purchases of Property, Plant, and Equipment	-	-	-	-	-	-	-	-	-	-	-
(Increase) Decrease in Assets:											
Accounts Receivable - Federal and State	230,297	(268,791)	109,635	(57,172)	113,299	366,612	(98,206)	15,936	(194,887)	(36,128)	180,595
Accounts Receivable - Other	(11,219)	(5,180)	(6,119)	(10,635)	-	(3,994)	-	(14,885)	(13,207)	(10,914)	(76,153)
Intercompany Receivables	(8,563)	-	-	-	-	-	-	-	-	-	(8,563)
Due from KBARE	-	279,877	-	-	-	-	-	-	-	-	279,877
Contributions Receivable	-	-	-	-	-	-	-	-	-	-	-
Deposits and Prepaid Expenses	(24,777)	(76,757)	(45,133)	(36,134)	11,294	(68,169)	(13,265)	(3,066)	(19,609)	(32,598)	(308,214)
Deferred Rent Asset	-	-	-	-	-	-	-	-	-	-	-
Increase (Decrease) in Liabilities:											
Accounts Payable	1,418,985	(621,342)	353,714	63,987	(196,449)	(230,417)	226,289	1,559	137,817	76,064	1,230,207
Accrued Liabilities	3,140	7,726	(1,207)	9,025	2,000	4,663	12,173	(3,262)	1,524	(4,090)	31,692
Intercompany Payables	-	-	-	-	-	-	-	-	-	-	-
Due to KBARE	8,563	-	-	-	-	-	-	-	285,859	-	294,422
Deferred Rent Liability	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	(65,397)	1,592,081	(450,950)	(186,890)	(183,583)	(272,165)	(248,087)	(207,463)	(106,399)	(248,081)	(376,934)
Net Cash Provided by Operating Activities	3,022,514	907,296	(495,940)	(713,209)	(899,826)	(1,044,394)	(465,673)	(629,846)	(636,607)	(752,325)	(1,708,010)
CASH FLOWS FROM INVESTING ACTIVITIES											
Transfer of Cash to Investments	-	-	-	-	-	-	-	-	-	-	-
Purchases of Investments	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Investments	-	-	-	-	-	-	-	-	-	-	-
Purchases of Property, Plant, and Equipment	(1,795,134)	(279,227)	(159,024)	(46,583)	-	(192,084)	(9,468)	(14,749)	(18,632)	(5,725)	(2,520,626)
Net Cash Used by Investing Activities	(1,795,134)	(279,227)	(159,024)	(46,583)	-	(192,084)	(9,468)	(14,749)	(18,632)	(5,725)	(2,520,626)
CASH FLOWS FROM FINANCING ACTIVITIES											
Repayments of Debt	-	-	-	-	-	(142,558)	-	-	-	-	(142,558)
Net Cash Used by Financing Activities	-	-	-	-	-	(142,558)	-	-	-	-	(142,558)
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS	1,227,380	628,069	(654,964)	(759,792)	(899,826)	(1,379,036)	(475,141)	(644,595)	(655,239)	(758,050)	(4,371,194)
Cash, Cash Equivalents, and Restricted Cash Equivalents - Beginning of Year	659,492	2,748,137	5,247,549	3,366,344	2,119,449	2,374,225	5,533,698	934,258	3,627,695	2,497,005	29,107,852
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS - END OF YEAR	$ 1,886,872	$ 3,376,206	$ 4,592,585	$ 2,606,552	$ 1,219,623	$ 995,189	$ 5,058,557	$ 289,663	$ 2,972,456	$ 1,738,955	$ 24,736,658

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF CASH FLOWS BY LOCATION (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	University Park	RSO	Eliminations	2025 Consolidated
CASH FLOWS FROM OPERATING ACTIVITIES											
Change in Net Assets	$ (4,062,441)	$ (846,915)	$ (689,743)	$ (374,729)	$ 39,901	$ (350,823)	$ 1,806,442	$ (580,523)	$ 14,342,082	$ -	$ 9,283,251
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:											
Depreciation	1,098,918	210,267	46,589	540,693	28,770	32,495	6,539	-	19,280	-	1,983,551
Gain on Investments	-	-	-	-	-	-	-	-	(2,504,334)	-	(2,504,334)
Noncash Lease Expense	8,584	(14,295)	(266)	(117,445)	(109)	(1,895)	(6,441)	(4,519)	(17,563)	-	(153,949)
Loss on Disposal of Property, Plant and Equipment	-	-	-	-	-	-	-	-	366,232	-	366,232
Transfers of Purchases of Property, Plant, and Equipment	-	-	-	-	-	-	-	-	(366,232)	-	(366,232)
(Increase) Decrease in Assets:											
Accounts Receivable - Federal and State	180,595	10,998	105,139	(210,496)	(71,986)	(16,364)	(225,675)	(435,856)	(504,021)	-	(1,167,666)
Accounts Receivable - Other	(76,153)	9,793	(27,467)	(12,809)	(13,795)	-	32,130	304,012	(222,815)	-	(7,104)
Intercompany Receivables	(8,563)	-	-	-	-	30,249	-	-	(168,203)	146,517	-
Due from Related Party	279,877	-	-	-	-	-	576,993	-	(7,575,559)	-	(6,718,689)
Contributions Receivable	-	-	-	-	-	-	-	-	(5,594,168)	-	(5,594,168)
Deposits and Prepaid Expenses	(308,214)	(21,494)	40,586	(2,852)	(23,594)	(69,574)	(41,461)	(197,018)	(295,817)	-	(919,438)
Deferred Rent Asset	-	-	-	-	-	-	-	-	-	-	-
Increase (Decrease) in Liabilities:											
Accounts Payable	1,230,207	(181,763)	(421,759)	35,243	103,151	(137,404)	182,647	114,975	954,059	-	1,879,356
Accrued Liabilities	31,692	11,639	8,655	2,005	1,459	1,902	13,673	10,184	118,609	-	199,818
Intercompany Payables	-	77,498	69,019	-	-	-	-	-	-	(146,517)	-
Due to Related Party	294,422	-	-	-	-	244,446	-	986,749	-		1,525,617
Deferred Rent Liability	-	-	-	-	-	(54,555)	(14,298)	-	-	-	(68,853)
Deferred Revenue	(376,934)	(572,257)	(480,359)	(85,351)	(84,337)	-	-	-	69,670	-	(1,529,568)
Net Cash Provided by Operating Activities	(1,708,010)	(1,316,529)	(1,349,606)	(225,741)	(20,540)	(321,523)	2,330,549	198,004	(1,378,780)	-	(3,792,176)
CASH FLOWS FROM INVESTING ACTIVITIES											
Transfer of Cash to Investments	-	-	-	-	-	-	-	-	962,430	-	962,430
Purchases of Investments	-	-	-	-	-	-	-	-	(24,435,465)	-	(24,435,465)
Proceeds from Investments	-	-	-	-	-	-	-	-	31,422,402	-	31,422,402
Purchases of Property, Plant, and Equipment	(2,520,626)	(198,456)	(95,668)	(74,169)	(68,564)	(36,350)	-	-	(161,154)	-	(3,154,987)
Net Cash Used by Investing Activities	(2,520,626)	(198,456)	(95,668)	(74,169)	(68,564)	(36,350)	-	-	7,788,213	-	4,794,380
CASH FLOWS FROM FINANCING ACTIVITIES											
Repayments of Debt	(142,558)	-	-	-	-	-	-	-	-	-	(142,558)
Net Cash Used by Financing Activities	(142,558)	-	-	-	-	-	-	-	-	-	(142,558)
NET INCREASE (DECREASE) IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS	(4,371,194)	(1,514,985)	(1,445,274)	(299,910)	(89,104)	(357,873)	2,330,549	198,004	6,409,433	-	859,646
Cash, Cash Equivalents, and Restricted Cash Equivalents - Beginning of Year	29,107,852	5,319,834	4,915,019	652,663	469,745	2,137,576	826,587	2,217,623	6,984,129	-	52,631,028
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS - END OF YEAR	$ 24,736,658	$ 3,804,849	$ 3,469,745	$ 352,753	$ 380,641	$ 1,779,703	$ 3,157,136	$ 2,415,627	$ 13,393,562	$ -	$ 53,490,674

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF CASH FLOWS BY LOCATION (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Bayview	Bridge	Heartwood	SF Bay	Summit	King	San Jose	SF College Prep	Heritage	Prize	Subtotal
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION											
Cash Paid for Interest	$ -	$ -	$ -	$ -	$ -	$ 63,635	$ -	$ -	$ -	$ -	$ 63,635
RECONCILIATION OF CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS REPORTED WITHIN THE STATEMENT OF FINANCIAL POSITION											
Cash and Cash Equivalents	$ 1,886,872	$ 3,376,206	$ 4,592,585	$ 2,606,552	$ 1,219,623	$ 995,189	$ 5,058,557	$ 289,663	$ 2,972,456	$ 1,738,955	$ 24,736,658
Restricted Cash and Cash Equivalents	-	-	-	-	-	-	-	-	-	-	-
Total Cash, Cash Equivalents, and Restricted Cash Equivalents shown in the Statement of Cash Flows	$ 1,886,872	$ 3,376,206	$ 4,592,585	$ 2,606,552	$ 1,219,623	$ 995,189	$ 5,058,557	$ 289,663	$ 2,972,456	$ 1,738,955	$ 24,736,658
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	$ 3,322,315	$ 7,938,706	$ 199,058	$ 841,332	$ 707,173	$ 1,209,052	$ 1,275,110	$ 664,460	$ 14,969,411	$ 1,236,217	$ 32,362,834

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
CONSOLIDATING STATEMENT OF CASH FLOWS BY LOCATION (CONTINUED)
YEAR ENDED JUNE 30, 2025

	Subtotal	Excelencia	Valiant	Navigate	Bayview Elementary	Esperanza	Stockton K-12	Stockton K-8	RSO	Eliminations	2025 Consolidated
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION											
Cash Paid for Interest	$ 63,635	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ (4,200)	$ -	$ 59,435
RECONCILIATION OF CASH, CASH EQUIVALENTS, AND RESTRICTED CASH EQUIVALENTS REPORTED WITHIN THE STATEMENT OF FINANCIAL POSITION											
Cash and Cash Equivalents	$ 24,736,658	$ 3,804,849	$ 3,469,745	$ 352,753	$ 380,641	$ 1,779,703	$ 3,157,136	$ 2,415,627	$ 6,231,841	$ -	$ 46,328,953
Restricted Cash and Cash Equivalents	-	-	-	-	-	-	-	-	7,161,721	-	7,161,721
Total Cash, Cash Equivalents, and Restricted Cash Equivalents shown in the Statement of Cash Flows	$ 24,736,658	$ 3,804,849	$ 3,469,745	$ 352,753	$ 380,641	$ 1,779,703	$ 3,157,136	$ 2,415,627	$ 13,393,562	$ -	$ 53,490,674
Right-Of-Use Assets Obtained in Exchange for New Operating Lease Liabilities	$ 32,362,834	$ 1,134,906	$ 1,872,462	$ 2,170,788	$ 290,207	$ 17,614,425	$ 14,686,833	$ 38,549,547	$ 1,975,733	$ -	$ 110,657,735

See accompanying Auditors' Report and the Notes to Supplementary Information.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2025

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by each charter school and whether it complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED CONSOLIDATED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited consolidated financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California under programs of the federal governmental for the year ended June 30, 2025. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, it is not intended to and does not present the financial position, changes in net assets, or cash flows of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

NOTE 5 INDIRECT COST RATE

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California has elected to use a rate other than the 10-percent de minimus indirect cost rate allowed under Uniform Guidance.

NOTE 6 SUPPLEMENTARY STATEMENTS BY LOCATION AND ENTITY

The supplementary consolidating statements report the financial position, activities, and cash flows for each of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's charter schools as is required for the various sponsoring agencies.

OTHER INFORMATION

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

KIPP Bay Area Schools dba: KIPP: Public Schools Northern California is a tax exempt, nonprofit, public benefit corporation that was established in 2008. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California manages 16 charter schools. The charter school sponsors and charter school numbers are as follows:

- KIPP Bayview Academy (Bayview) – Charter Number: 0549
  Sponsor: San Francisco Unified School District, established July 2003
- KIPP Bridge Academy (Bridge) – Charter Number: 0938
  Sponsor: Oakland Unified School District, established July 2007
- KIPP Esperanza High (Esperanza) – Charter Number: 2085
  Sponsor: Sequoia Union High District, established July 2020
- KIPP Excelencia Community Preparatory (Excelencia) – Charter Number: 1735
  Sponsor: Redwood City School District, established July 2014
- KIPP Heartwood Academy (Heartwood) – Charter Number: 0628
  Sponsor: Alum Rock Union Elementary School District, established July 2004
- KIPP King Collegiate (King) – Charter Number: 0880
  Sponsor: San Lorenzo Unified School District, established July 2007
- KIPP San Francisco Bay Academy (SF Bay) – Charter Number: 0551
  Sponsor: San Francisco Unified School District, established July 2003
- KIPP San Francisco College Preparatory (SF College Prep) – Charter Number: 1502
  Sponsor: San Francisco Unified School District, established July 2013
- KIPP San Jose Collegiate (San Jose) – Charter Number: 0976
  Sponsor: East Side Union High School District, established July 2007
- KIPP Summit Academy (Summit) – Charter Number: 0524
  Sponsor: San Lorenzo Unified School District, established July 2003
- KIPP Heritage Academy (Heritage) – Charter Number: 1608
  Sponsor: Franklin-McKinley Elementary School District, established July 2014
- KIPP Prize Preparatory Academy (Prize) – Charter Number: 1609
  Sponsor: Alum Rock Union Elementary School District, established July 2014
- KIPP Valiant Community Prep (Valiant) – Charter Number: 1868
  Sponsor: Ravenswood City Elementary, established July 2017
- KIPP Navigate College Prep (Navigate) – Charter Number: 1955
  Sponsor: East Side Union High School District, established July 2018
- KIPP Bayview Elementary (Bayview Elm)– Charter Number: 1954
  Sponsor: San Francisco Unified School District, established July 2018
- KIPP Stockton Kindergarten-12 (Stockton K-12) – Charter Number: 2109
  Sponsor: Stockton Unified School District, established July 2021
- KIPP Stockton Kindergarten-8 (University Park Middle) – Charter Number: 2124
  Sponsor: Stockton Unified School District, established July 2022

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
YEAR ENDED JUNE 30, 2025
(SEE INDEPENDENT AUDITORS' REPORT)

The Board of Directors and the Administrators as of the year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Current Term Expires
Abe Friedman	Board Chair	June 2027
Jenny Risk	Vice Chair	June 2027
Blake Grossman	Member	June 2027
D'Lonra Ellis	Member	June 2027
Jessica Garcia-Kohl	Member	June 2027
Sandra Thompson	Member	June 2027
Sohi Sohn	Member	June 2027
Aubrey Merriman	Member	June 2025
Caretha Coleman	Member	June 2025
Emily Rummo	Member	June 2025
Gustavo Gonzalez	Member	June 2025
Heather Gardley	Member	June 2025
Octavio Sandoval	Member	June 2025
Ron Gonzales	Member	June 2025
David Stinfil	Member	June 2026
Laura Fisher	Member	June 2026
Michael Cohen	Member	June 2026
Bob Gutierrez	Member	June 2027
Karla Mondragon	Member	June 2027
Arryonna Santos	Member	June 2027

ADMINISTRATORS

Beth Thompson	Chief Executive Officer
David Ling	Chief People Officer
Cory Vastola	Chief Financial and Operating Officer

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF CONSOLIDATED FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California
Oakland, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California, a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2025, and the related consolidated statements of activities and cash flows for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated December 12, 2025.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control. Accordingly, we do not express an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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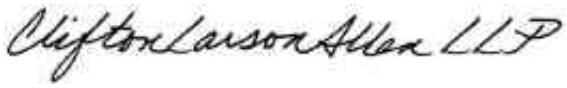
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the consolidated financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
KIPP Bay Area Schools
dba KIPP: Public Schools Northern California
Oakland, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the compliance of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2025.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative* Requirements*, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above.

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Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.

- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- obtain an understanding of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
KIPP Bay Area Schools
dba: KIPP: Public Schools Northern California
Oakland, California

Report on Compliance

Opinion on State Compliance

We have audited KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the types of compliance requirements applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's applicable State compliance requirements are identified in the table below.

In our opinion, KIPP Bay Area Schools dba: KIPP: Public Schools Northern California complied, in all material respects, with the compliance requirements referred to above that are applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above.

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Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's state programs.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine KIPP Bay Area Schools dba: KIPP: Public Schools Northern California's compliance with the laws and regulations applicable to the following items:

Description	Procedures Performed
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Yes
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

Not Applicable: KIPP Bay Area Schools dba: KIPP: Public Schools Northern California did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Ontario, California
December 12, 2025

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

Section I – Summary of Auditors' Results

Consolidated Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
3. Noncompliance material to financial statements noted? _____ yes ____x____ no

Federal Awards

1. Internal control over major federal programs:
   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? _____ yes ____x____ none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes ____x____ no

Identification of Major Federal Programs

Assistance Listing Number(s)	**Name of Federal Program or Cluster**
84.010	Title I, Part A, Basic Grants: ESSA: School Improvement Funding for LEAs

Dollar threshold used to distinguish between Type A and Type B programs: $ 750,000

Auditee qualified as low-risk auditee? ____x____ yes _____ no

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2025

All audit findings must be identified as one or more of the following categories:

Five Digit Code	Finding Types
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Consolidated Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Findings and Questioned Costs – State Compliance

There were no findings or questioned costs related to state awards for June 30, 2025.

KIPP BAY AREA SCHOOLS
DBA: KIPP: PUBLIC SCHOOLS NORTHERN CALIFORNIA
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025

FINDINGS – CONSOLIDATED FINANCIAL STATEMENT AUDIT

There were no financial statement findings in the prior year.

FINDINGS – FEDERAL AWARD PROGRAMS AUDITS

There were no federal award program audit findings in the prior year.

FINDINGS – STATE COMPLIANCE

There were no state award program audit findings in the prior year.



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Appendix 12

KIPP Excelencia Multi-Year Financials:
Budget, Cash Flow and Enrollment Projections

KIPP NORTHERN CALIFORNIA SCHOOLS
KIPP Excelencia Community Prep

INCOME STATEMENT	Forecast **FY2027** 2026-27	Forecast **FY2028** 2027-28	Forecast **FY2029** 2028-29	Forecast **FY2030** 2028-30	Forecast **FY2031** 2028-31	Forecast **FY2032** 2028-32
REVENUE						
State Revenue						
General Purpose	10,928,826	11,015,632	11,378,919	12,236,379	12,523,289	13,046,293
Lottery	191,831	194,776	201,129	216,269	221,445	231,081
SB740 Facility Grant	184,717	187,553	193,670	207,264	211,409	215,637
Other State Block Grant(s)	2,679,722	2,313,690	1,650,986	1,677,874	1,795,722	1,811,206
Total State Revenue	**13,985,096**	**13,711,651**	**13,424,705**	**14,337,786**	**14,751,865**	**15,304,216**
Federal Revenue						
Title I/II/III/IV	438,664	446,213	460,016	489,291	504,476	523,977
Other Federal	0	0	0	0	0	0
Total Federal Revenue	**438,664**	**446,213**	**460,016**	**489,291**	**504,476**	**523,977**
Total Local Revenue	**166,735**	**168,585**	**174,080**	**187,185**	**191,665**	**200,004**
Other Local/Private Revenue						
Grants and Philanthropy	86,336	9,323	9,627	10,352	10,599	11,061
School Based Revenue	28,000	28,877	29,818	32,063	32,830	34,259
Intercompany Revenue	0	0	0	0	0	0
Additional Revenue	0	0	0	0	0	0
Total Other Local/Private Revenue	**114,336**	**38,200**	**39,445**	**42,415**	**43,430**	**45,319**
TOTAL REVENUE	**14,704,831**	**14,364,649**	**14,098,246**	**15,056,677**	**15,491,437**	**16,073,517**
EXPENSES						
Personnel						
Teacher Salaries	3,629,747	3,858,123	3,942,971	4,046,193	4,187,535	4,436,119
Administrative Salaries	3,047,986	3,071,625	3,025,266	3,114,588	3,177,870	3,242,662
Employee Benefits	1,616,298	1,672,536	1,718,117	1,788,057	1,827,956	1,891,226
Total Personnel Expenses	**8,294,031**	**8,602,284**	**8,686,354**	**8,948,839**	**9,193,361**	**9,570,008**
Supplies and Materials						
Curriculum, Materials, and Books	321,000	259,022	267,465	287,601	294,484	307,296
Student Tech	129,660	110,013	112,350	115,214	117,566	120,206
Staff Tech and Tech Infrastructure	103,150	112,977	110,378	111,906	120,317	116,779
Furniture	11,000	14,595	15,071	16,205	16,593	17,315
Food Services	0	0	0	0	0	0
Total Supplies and Materials Expenses	**564,810**	**496,608**	**505,263**	**530,926**	**548,959**	**561,597**
Operating Services						
Professional Development & Travel	59,698	61,301	62,999	161,431	67,952	70,336
Consultants and Contractors	129,715	30,310	30,916	31,534	32,165	32,808
Staff Recruitment and Retention	159,000	82,262	84,401	88,326	90,264	93,117
Software, Systems, and Subscriptions	214,463	231,340	238,356	254,423	260,370	270,826
Communications	81,240	81,966	83,507	85,699	87,152	89,034
Rent	442,159	451,003	460,023	469,223	478,608	488,180
Occupancy	534,103	550,830	568,783	611,603	626,241	653,488
Marketing/Development	17,304	17,846	18,428	19,815	20,289	21,172
Special Education	1,312,487	1,248,791	1,214,568	1,278,554	1,281,484	1,335,341
After-School Programming	440,000	188,216	154,582	114,289	180,068	163,656
CMO and District Management Fees	2,295,094	2,274,128	2,215,887	2,365,042	2,432,241	2,523,392
Field Lessons	37,000	63,413	65,479	70,409	72,094	75,231
Student Recruitment	3,450	3,519	3,589	3,661	3,734	3,809
Student Transportation	0	0	0	0	0	0
Substitutes	90,282	132,045	96,144	103,382	105,857	110,462
Total Operating Services Expenses	**5,815,995**	**5,416,971**	**5,297,662**	**5,657,392**	**5,738,517**	**5,930,852**
Additional Expenses						
Depreciation and Amortization	210,267	210,267	210,267	210,267	210,267	210,267
Interest Expense	0	0	0	0	0	0
Total Additional Expenses	**210,267**	**210,267**	**210,267**	**210,267**	**210,267**	**210,267**
TOTAL EXPENSE	**14,885,104**	**14,726,130**	**14,699,546**	**15,347,425**	**15,691,105**	**16,272,724**
Investment Income	0	0	0	0	0	0
Net Income	**(180,272)**	**(361,481)**	**(601,300)**	**(290,748)**	**(199,668)**	**(199,207)**

CASH FLOW	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2031**	**FY2032**
Beginning Cash	2,645,688	2,675,683	2,524,470	2,133,438	2,052,958	2,063,557
Net Income	(180,272)	(361,481)	(601,300)	(290,748)	(199,668)	(199,207)
Depreciation	210,267	210,267	210,267	210,267	210,267	210,267
Intercompany Loans	0	0	0	0	0	0
Intracompany Loans	0	0	0	0	0	0
External Loan	0	0	0	0	0	0
Capital Expenditures	0	0	0	0	0	0
Other	0	0	0	0	0	0

Ending Cash	**2,675,683**	**2,524,470**	**2,133,438**	**2,052,958**	**2,063,557**	**2,074,617**

FUND BALANCE	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2031**	**FY2032**
Beginning Fund Balance	3,676,130	3,495,857	3,134,377	2,533,077	2,242,329	2,042,661
Net Income	(180,272)	(361,481)	(601,300)	(290,748)	(199,668)	(199,207)
Ending Fund Balance	**3,495,857**	**3,134,377**	**2,533,077**	**2,242,329**	**2,042,661**	**1,843,454**

ENROLLMENT	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2031**	**FY2032**
Pre-K	40	40	40	40	40	40
K	78	84	84	84	84	84
1st	58	79	82	82	82	82
2nd	75	55	77	81	81	81
3rd	49	72	56	80	81	81
4th	77	46	74	58	76	77
5th	70	78	47	75	59	76
6th	96	96	96	96	96	96
7th	91	94	94	94	94	94
8th	87	85	88	88	88	88
9th	0	0	0	0	0	0
10th	0	0	0	0	0	0
11th	0	0	0	0	0	0
12th	0	0	0	0	0	0
Total Enrollment	721	729	738	778	781	799

Appendix 13

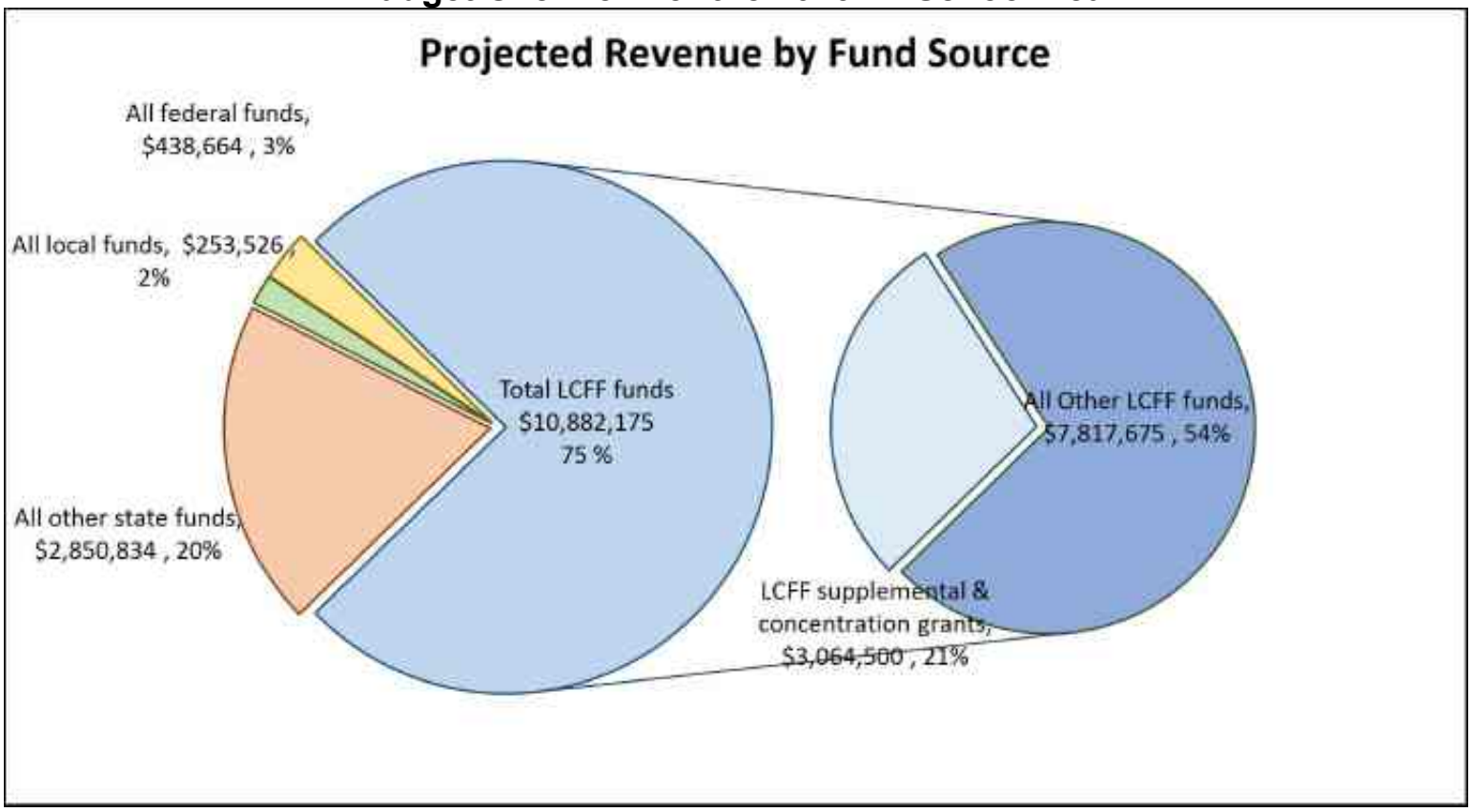
KIPP Excelencia LCAP 2026-27

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Excelencia Community Preparatory
CDS Code: 41690050132068
School Year: 2026-27
LEA contact information:
Liz Coughenour and Hugo Lawton
KIPP Excelencia Community Prep School Leader
opsadmin@kippnorcal.org
510-465-5477

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

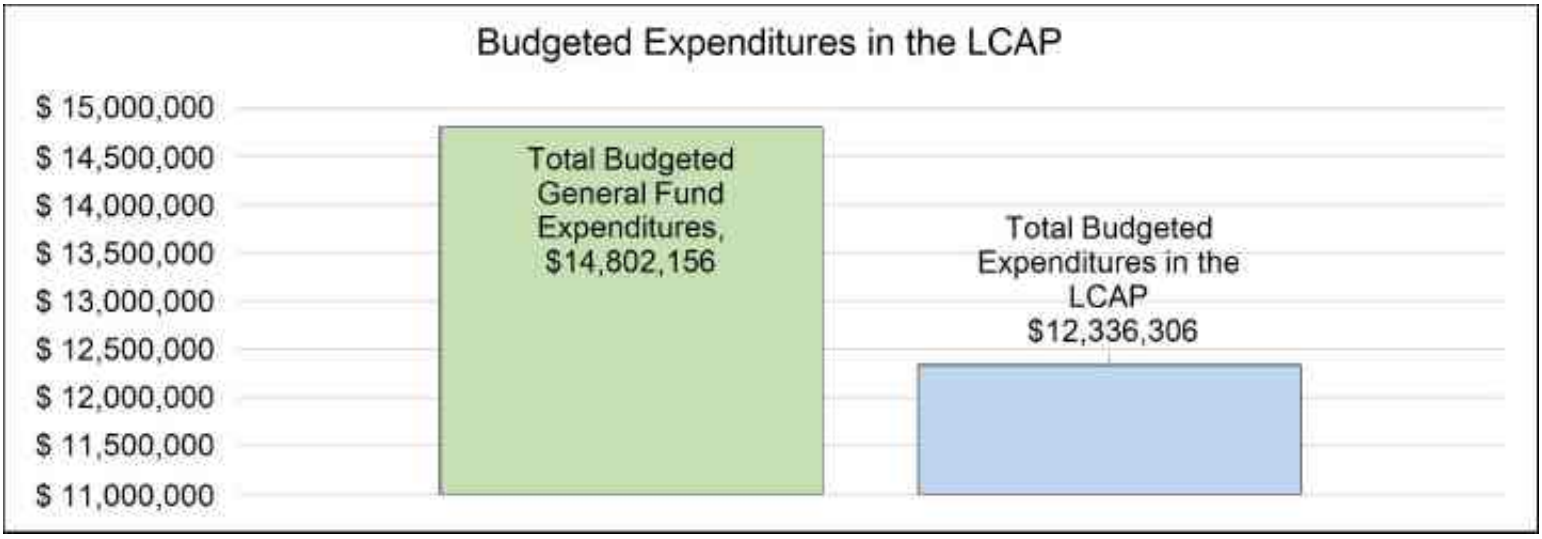


This chart shows the total general purpose revenue KIPP Excelencia Community Preparatory expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Excelencia Community Preparatory is $14,425,199, of which $10,882,175 is Local Control Funding Formula (LCFF), $2,850,834 is other state funds, $253,526 is local funds, and $438,664 is federal funds. Of the $10,882,175 in LCFF Funds, $3,064,500 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much KIPP Excelencia Community Preparatory plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

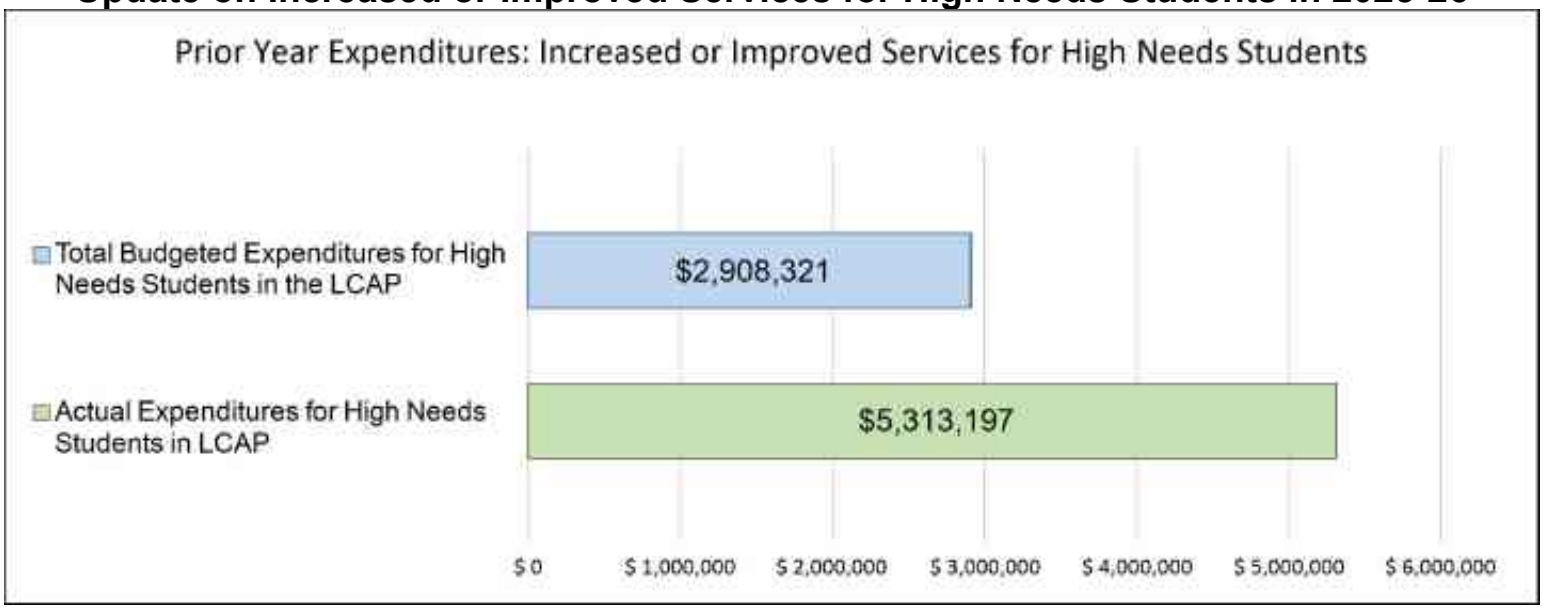
The text description of the above chart is as follows: KIPP Excelencia Community Preparatory plans to spend $14,802,156 for the 2026-27 school year. Of that amount, $12,336,306 is tied to actions/services in the LCAP and $2,465,850 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, KIPP Excelencia Community Preparatory is projecting it will receive $3,064,500 based on the enrollment of foster youth, English learner, and low-income students. KIPP Excelencia Community Preparatory must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Excelencia Community Preparatory plans to spend $5,312,874 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what KIPP Excelencia Community Preparatory budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Excelencia Community Preparatory estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, KIPP Excelencia Community Preparatory's LCAP budgeted $2,908,321 for planned actions to increase or improve services for high needs students. KIPP Excelencia Community Preparatory actually spent $5,313,197 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
KIPP Excelencia Community Preparatory	Liz Coughenour and Hugo Lawton KIPP Excelencia Community Prep School Leader	opsadmin@kippnorcal.org 510-465-5477

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

KIPP Excelencia Community Preparatory (KECP) is a public charter school serving 704 students in grades transitional kindergarten through 8 in Redwood City, California. Founded in 2015, KECP is located at 2950 Fair Oaks Ave and operates a full K-8 program with 36 students in transitional kindergarten, 55 in kindergarten, 72 in first grade, 43 in second grade, 75 in third grade, 69 in fourth grade, 76 in fifth grade, 94 in sixth grade, 96 in seventh grade, and 88 in eighth grade.

KECP's student community reflects the rich diversity of Redwood City. Ninety-six percent of students identify as Latinx, and the remaining students identify across multiple racial and ethnic backgrounds. Ninety-one percent of students meet the state's unduplicated pupil definition, 89% are socioeconomically disadvantaged, and 88% qualify for free or reduced price meals. Fifty-six percent of students are active multilingual learners, 14% of students receive special education services through an individualized education program, and 3% of students are experiencing housing instability.

KECP's mission is to inspire and empower all children so that they are successful through college and positively impact their communities. The school's five core values of Love, Zest, Curiosity, Grit, and Gratitude anchor both its culture and its academic program, guiding students to grow academically and socially through a rigorous and deeply conceptual learning experience grounded in relationships. The school has earned recognition as a 2017-18 California Honor Roll school and as a Top Bay Area Public School for Underserved Students, reflecting a sustained commitment to excellence and equity for the Redwood City community.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Strengths

KIPP Excelencia Community Preparatory enters the 2026-27 school year with meaningful evidence of academic momentum across the full K-8 program, reflecting the sustained investments made in curriculum, multilingual learner support, and school culture over the course of this three-year LCAP cycle.

In English Language Arts, the 2025 California Dashboard results show all students performing at 40.8 points below standard, a 6.8-point improvement from the prior year result of 47.5 points below standard, earning a Yellow (Low) color rating. The school's ELA Growth rating on the Dashboard is Average, reflecting that students are making expected year-over-year progress at the whole-school level. What makes this result particularly meaningful for KECP is the story it tells across student groups. Multilingual learners improved by 18.4 points in ELA, from 85.2 points below standard to 66.8 points below standard, a gain that reflects the school's investment in the EL Achieve curriculum launched across grades K-8 in 2025-26, the expansion of structured designated English Language Development time in the school schedule, and the professional development provided to teachers in supporting multilingual learners at all levels of language development, consistent with Actions 1.1 and 1.5. Students experiencing housing instability showed the largest year-over-year gain among any subgroup, improving by 49.9 points in ELA, from 75.1 points below standard to 25.2 points below standard, a result that reflects the impact of wraparound support structures including the Coordination of Services Team and community school investments. Latinx students, who represent 96% of the school's enrollment, improved by 7.0 points in ELA, from 48.4 points below standard to 41.4 points below standard, and socioeconomically disadvantaged students improved by 7.9 points.
In Mathematics, the 2025 Dashboard results show all students at 62.6 points below standard, a 10.4-point improvement from the prior year result of 73.0 points below standard, earning a Yellow (Low) color rating. The school's Math Growth rating on the Dashboard is Accelerated, the second-highest growth designation, indicating that KECP students are gaining ground relative to their peers statewide at a rate that exceeds expected progress. This is a particularly significant result for a school where 91% of students meet the unduplicated pupil definition, and it reflects the direct impact of the school-wide Eureka Squared math curriculum adoption across grades TK through 8, supported by regional academic staff coaching and professional development focused on student discourse and instructional rigor, consistent with Actions 1.4 and 3.2. Latinx students improved by 10.7 points in mathematics, from 74.0 to 63.3 points below standard, and socioeconomically disadvantaged students improved by 9.6 points. Students experiencing housing instability showed a 32.7-point gain in mathematics, consistent with the broad improvement seen in this group across academic indicators.

Multilingual learner progress on the English Language Progress Indicator is one of the clearest signs of the school's growing effectiveness in language development. In 2025, 54.3% of multilingual learners were making progress toward English proficiency, up from 44.7% the prior year, a 9.6-percentage-point gain that earned a Green (Medium) color rating on the Dashboard. This represents a 17.7-percentage-point increase from the 2022-23 baseline of 36.6% and reflects the coordinated impact of Actions 1.1 and 1.5, including the expansion of designated ELD time, the Title III multilingual learner instructional coach, and the ELPAC Crescendo preparation structures implemented across both campuses. Long-term English learners showed 58.5% making progress on the ELPI, earning a Green (High) color rating, a 2.0-percentage-point gain from the prior year.

On suspension, the 2025 Dashboard shows a school-wide rate of 3.1%, down from 4.0% the prior year, earning a Yellow (Medium) color rating. Multilingual learners reached a suspension rate of 2.5%, earning a Green (Low) color rating, a 2.0-percentage-point reduction year over year. Long-term English learners showed the most significant improvement in suspension rates, declining from 10.7% to 5.3%. Current year 2025-26 data shows the suspension rate tracking at 0.6%, a substantial further reduction that reflects the school's sustained investment in restorative practices, social-emotional learning, and the Coordination of Services Team structures described in Action 2.4.

Teacher satisfaction data from the 2025-26 TNTP survey reflects meaningful progress in the school's instructional culture. Teacher satisfaction with the school's commitment to improving instructional practice reached 90.5% in 2025-26, a 14.5-percentage-point increase from the 2022-23 baseline of 76% and well above the Year 3 target of 75% or higher, consistent with Metric 3.2. The Lower school's Instructional Culture Index placed at the 74th percentile relative to the KIPP national network in fall 2025, with the school exceeding the network average on all three core instructional culture questions and showing gains on all three from fall 2024 to fall 2025. Teacher feedback from the Lower school reflects this directly: teachers described professional development sessions on progress monitoring and classroom practice as immediately applicable, with participants reporting that job-embedded learning structures opened new ways of identifying and responding to student needs in real time. These results reflect the sustained investment in Actions 3.2 and 3.11 and the school's commitment to coaching that is grounded in student work and responsive to current data.

Current year 2025-26 attendance data from the Galaxy system shows average daily attendance tracking at 94.3% for the lower school and 93.7% for the upper school, for a combined rate of approximately 94.0% across the full K-8 program. Within the lower school, grades 1 through 4 are at or above the school's 94% attendance goal, with fourth grade reaching 96.2%, reflecting the effectiveness of the school's proactive attendance systems and the monthly incentive structures embedded in the Every Student, Every Day priority.

Growth Areas

While the data reflects real and consistent progress, the 2025 Dashboard results and current year 2025-26 local data point to several areas where KECP is committed to accelerating growth in the coming year.
Chronic absenteeism remains the school's most pressing engagement challenge. The 2025 Dashboard shows an overall chronic absenteeism rate of 20.9%, down from 23.1% the prior year, but still earning an Orange (High) color rating. Students with disabilities reached 26.4% chronic absenteeism in 2025, also an Orange color rating, reflecting a persistent gap that the school's Coordination of Services Team, porch visit protocols, and community school investments are designed to address. Current year 2025-26 Galaxy data shows the school tracking at approximately 16% overall chronic absenteeism, a meaningful improvement from the 2025 Dashboard result that the school is actively working to sustain. Within the lower school, TK remains the most acute challenge at 30% chronic absenteeism as of January 2026, alongside kindergarten at 19%, pointing to the need for targeted early engagement and proactive family partnership for the school's youngest students. Within the upper school, eighth grade is tracking at 20%, signaling that chronic absenteeism among older students warrants continued focused attention through the COST structure and expanded community school supports.

Students with disabilities require focused attention in mathematics. In 2025, students with disabilities scored 139.3 points below standard in mathematics, earning a Red (Very Low) color rating, and showed a modest decline of 2.9 points from the prior year. In ELA, students with disabilities scored 95.9 points below standard, an Orange color rating, though this group showed a 20.4-point improvement year over year. The distance from standard in both indicators reflects the ongoing need for deeper collaboration between general and special education

teachers, more consistent implementation of IEP accommodations within the Eureka Squared and EL Achieve curriculum frameworks, and strengthened differentiation in core classroom instruction across both campuses.

Long-term English learners show an Orange (Low) color rating in ELA at 73.7 points below standard, and an Orange (Low) rating in mathematics at 118.3 points below standard. While both indicators showed meaningful improvement year over year, 23.0 points in ELA and 20.6 points in math, the gap between long-term English learners and all students remains wide. The multilingual learner reclassification rate of 6.95% in 2025 falls significantly below the Year 3 target of 20% annual reclassification, and closing this gap will require sustained attention to the specific proficiency benchmarks students must meet, building on the ELPI gains documented above and the ELPAC Crescendo and ELD teacher supports currently in place.

Student emotional safety results in 2025-26 represent a clear growth area that the school is addressing directly. While 67% of students surveyed responded positively to feeling a sense of emotional safety at school in 2025-26, exceeding the 23-24 baseline of 61%, this result reflects a 19-percentage-point decline from the prior year result of 86%. Staff satisfaction with having adequate resources to support students' emotional and behavioral needs held steady at 50% in 2025-26, a meaningful improvement from the 31% baseline, but the decline in student-reported emotional safety signals that the school's investment in belonging, restorative practices, and the mental health clinician model must continue to deepen in the year ahead. Teacher satisfaction with access to rigorous academic curriculum reached 72.5% in 2025-26, a 21.5-percentage-point increase from the baseline of 51% that reflects the impact of the Eureka Squared and EL Achieve curriculum adoptions, though this result falls just short of the Year 3 target of 75% and points to the need for continued curriculum implementation support across both campuses in 2026-27.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The school is not currently eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The school is not currently eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The school is not currently eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The school is not currently eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Families -	This year's Local Control and Accountability planning process provided meaningful engagement opportunities, allowing for refinement and reflection on goals and actionable steps to enhance student outcomes. Families receive invitations to attend various events with school leadership, including scheduled LCAP meetings, Back to School Night, and a calendar of school events that create consistent touchpoints between families and the school throughout the year. The KIPP Family Council, which serves as the school's School Site Council, meets regularly throughout the year and provides structured opportunities for families to review and respond to school data, goals, and resource decisions. The Multilingual Learner Committee, which serves as the school's English Language Advisory Committee, meets to provide input on the supports available to multilingual learner students, with particular attention to designated English Language Development, language proficiency progress, and reclassification pathways. Interpretation is available at all family meetings and materials are provided in the school's most common home languages to ensure equitable access for all families. At the fall Title I meeting, families review and formally approve the School-Family Compact and the school's Family Engagement Policy, affirming a shared commitment between the school and families around student learning, communication, and participation. Input is gathered through small group exercises during meetings, the LCAP survey, the school culture survey, and summarized empathy interview feedback from families of students with individualized education

Educational Partner(s)	Process for Engagement
	programs, all of which inform school planning and goal refinement throughout the year.
Students -	Students are engaged in the LCAP process by sharing feedback through regular Pulse Surveys designed to gather insights on various aspects of their educational experience. These surveys focus on capturing students' thoughts, feelings, and opinions on topics including their overall satisfaction with the learning environment, their engagement in class, their relationships with teachers and peers, their understanding of school priorities and policies, and their general well-being. Student voice is also captured through student leadership structures at the school, which provide students with structured opportunities to contribute to school culture, share perspectives on school priorities, and serve as role models for the broader student community. Students also have regular communication and direct access to teachers and school administration throughout the year as an ongoing channel for feedback and engagement.
Teachers -	Teachers are engaged in the LCAP process through surveys, LCAP meetings, and regular staff development and feedback channels. The TNTP survey is used to assess various dimensions of the teaching experience at KIPP, including teacher satisfaction, school culture, professional development quality, leadership effectiveness, and overall working conditions. TNTP survey results provide meaningful insights into the experiences and perspectives of educators and are used to inform decision-making, improve policies and practices, and support teacher retention and instructional effectiveness. Throughout the year, teachers participate in weekly staff meetings where they review data to inform classroom instruction. Beginning in the spring, these meetings incorporate a review of longer-term data trends that shape LCAP priorities for the following year. Individual coaching conversations provide an additional and ongoing channel for teachers to share feedback about their experience, their support needs, and their ideas for improving student outcomes.
School Leaders -	Engagement with school leadership is a critical component of the LCAP process at KIPP. School leaders, assistant principals, content specialists, and operational directors work together to ensure alignment on school goals and lead the LCAP process for their school

Educational Partner(s)	Process for Engagement
	community. These leaders gather throughout the spring to review student outcome data, staff data, and school resources to identify the initiatives and priorities that must then be shared and implemented. School leadership is also supported through its connection to the KIPP Northern California regional support office, which provides access to diverse perspectives and cross-school learning through quarterly community of practice meetings, professional learning communities, leadership coaching, and targeted skill-building opportunities.
Regional Support Office -	The regional support office actively engages with the school community and school leadership to capture the meaningful school-level work happening each day. The school continues its collaboration and consultation with various departments at the regional level to inform goals, metrics, and outcomes, including Operations, Facilities, Data, Human Resources, Finance, Special Education including the SELPA, and Academics. This engagement includes budget reviews, school site walkthroughs, operational coaching, data analysis, and regular consultations that inform strategic annual planning and goal setting. The regional support team provides opportunities for all Northern California KIPP leaders to engage in professional development and share resources and best practices across the organization.
School Community -	School-level LCAP planning and engagement begins in December in preparation for the updated California Dashboard release and includes updated presentation materials designed to allow the community to engage more equitably, with materials available in multiple languages and structured for diverse engagement styles and practices. Additional Community School team support is available at meetings and events to answer questions and support meaningful participation in these important discussions. This involvement and availability strengthen trust and accountability between the KIPP organization, the school, and the community it serves. KIPP takes steps to make governance structures accessible to the full school community. The drafted LCAP is made available for public review in advance of the final June board meeting, virtual teleconferencing is available for all public board meetings, and the community is notified in compliance with the Brown Act. Translation services are available

Educational Partner(s)	Process for Engagement
	upon request, and all KIPP board meeting agendas and minutes are available online at kippnorcal.org/kipp-board-of-directors.
SELPA -	The SELPA provides review and feedback on the school's annual LCAP, and the school's special education planning reflects the input and guidance provided through this partnership throughout the year.
Bargaining Units -	As a charter school, KIPP is not required to engage, nor is it currently applicable, to consult with any local bargaining units of the LEA.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

KIPP conducts a comprehensive annual review of all relevant data to assess progress, identify emerging needs, and determine whether any changes to actions or resources are warranted for the coming year. This review is led by school leadership, including school leaders, assistant principals, content specialists, and academic and culture staff, working in close collaboration with the KIPP Northern California regional support team. Together these teams examine California Dashboard results, TNTP teacher satisfaction survey data, ELPAC proficiency and progress data, local assessment results, attendance trends, suspension data, and family and student survey results. The findings of this annual review directly inform any adjustments to goals, metrics, actions, and resource allocations reflected in the LCAP, and serve as the foundation for the school's ongoing response to the needs of all student groups, with particular attention to multilingual learners, students with disabilities, and socioeconomically disadvantaged students.

Family feedback gathered through the KIPP Family Council, LCAP meetings, and the LCAP and school culture surveys has been a consistent driver of the priorities reflected in this plan. The Multilingual Learner Committee's spring input on language development programming has shaped the school's approach to designated English Language Development and the language development supports reflected in Goal 1. Student pulse survey data and student leadership feedback have informed adjustments to school culture programming, enrichment opportunities, and student well-being supports reflected in Goal 2. Teacher feedback gathered through the TNTP survey and weekly staff meetings has directly shaped professional development priorities, instructional coaching structures, and curriculum decisions reflected in Goal 3. Weekly staff meeting data reviews have been a particularly important feedback channel, ensuring that teachers' real-time observations about student progress are incorporated into instructional planning and resource allocation throughout the year. The school's attendance support structures have been refined in direct response to data reviewed through the COST process and the family outreach and communication systems that surface the barriers families face in getting students to school consistently each day.
Feedback from educational partners has also reinforced the school's commitment to sustaining investments that serve the whole child, even in a challenging fiscal environment. The school's on-site mental health clinician, provided at no cost to students and families regardless of insurance status, reflects a sustained organizational commitment to student well-being that families and students have consistently named as meaningful and necessary. KIPP Northern California is committed to maintaining this service as a core component of the school's support model, recognizing that declining federal funding allocations make proactive planning for the sustainability of mental health services more important than ever. The engagement of families, students, and teachers in the LCAP process has affirmed that this investment is one the school community values deeply and expects to see reflected in the plan.

KIPP recognizes that the LCAP serves as both a state accountability document and a consolidated federal planning tool under the Every Student Succeeds Act. The engagement processes described in this section and throughout this plan are designed to meet the requirements of both frameworks. The annual review of student outcome data and the structured engagement of all required educational partners fulfills the comprehensive needs assessment requirement under Title I of ESSA, ensuring that resources are directed toward the students and programs with the greatest demonstrated need. The School-Family Compact and Family Engagement Policy, reviewed and approved annually at the fall Title I meeting, formalize the school's commitment to family partnership in support of student achievement, consistent with ESSA Section 1116. The Multilingual Learner Committee's annual input on language development programming and the school's Title III family notification practices align with the requirements of ESSA Title III Part A, which governs language instruction for multilingual learners. Teacher professional development described in Goal 3 is designed to meet the ESSA definition of high-quality professional development as sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, consistent with the requirements of ESSA Title II Part A. The charter school engagement requirements of Education Code Section 47606.5 have been met through the consultation processes described above, and the LCAP has been made available for public review and board adoption in accordance with Education Code Section 47606.5 and the Brown Act.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will achieve academically.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To increase the rate of students who meet or exceed state standards in English language arts on the SBAC assessment.
To increase the rate of students who meet or exceed state standards in mathematics on the SBAC assessment.
To increase the rate of students who meet or exceed state standards in science on the CAST assessment.
To increase the number of students making annual progress in English language learning.

*Metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including SBAC ELA, SBAC Math, CAST Science, English learner reclassification and English learner progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA: State testing results for English Language Arts.	22-23 English language arts results for all students: 32% proficient, 46% district results 22-23 English language arts results for students qualifying as low-income students: 31% proficient, 29% district results 22-23 English language arts results for multilingual language	Note: Starting in 2023-24, this reporting metric has been revised to compare testing results to the state standard. 23-24 English language arts results for all students: 33% proficient, 47.5	24-25 ELA Results: All students: 33% proficient, 40.8 points below standard SED: 32.3% proficient; 44.5 points below standard	Maintain LOW on the CA Dashboard, or +10 points or greater increase YoY	Current proficiency is 33%, reflecting a +1 percentage point difference from the 22-23 baseline of 32%. The school is currently rated Medium (Yellow) on the CA Dashboard, exceeding the Year 3 target of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learners: 9% proficient, 6% district results 22-23 English language arts results for students with disabilities: 15% proficient, 19% district results48.9 points below standard	points below standard 23-24 English language arts results for students qualifying as low-income students: 33% proficient, 52.4 points below standard 23-24 English language arts results for multilingual language learners: 13% proficient, 85.2 points below standard 23-24 English language arts results for students with disabilities: 11% proficient, 116.3 points below standard	ML: 8.8% proficient; 66.8 points below standard SWD: 11.7% proficient; 95.9 points below standard LTEL: 3.2% proficient; 73.7 points below standard Hispanic: 33.5% proficient; 41.4 points below standard Homeless: 33.3% proficient; 25.2 points below standard		maintaining Low status.
1.2	SBAC Math: State testing results for Mathematics.	22-23 Math results for all students: 24% proficient, 37% district results 22-23 Math results for students qualifying as low-income students:	23-24 Math results for all students: 27% proficient, 73 points below standard 23-24 Math results for students qualifying as low-	24-25 Math results for all students: 31% proficient, 62.6 points below standard SED: 29% proficient; 66.8	Maintain LOW on the CA Dashboard, or +10 points or greater increase YoY.	Current proficiency is 31%, reflecting a +7 percentage point difference from the 22-23 baseline of 24%. The school is currently rated Medium (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		23% proficient, 18% district results 22-23 Math results for multilingual language learners: 10% proficient, 6% district results 22-23 Math for students with disabilities: 9% proficient, 17% district results 68.5 points below standard	income students: 26% proficient, 76.4 points below standard 23-24 Math results for multilingual language learners: 16% proficient, 97.7 points below standard 23-24 Math results for students with disabilities: 13% proficient, 136.4 points below standard	points below standard ML: 10% proficient; 87.9 points below standard LTEL: 0% proficient; 118.3 points below standard SWD: 8.5% proficient; 139.3 points below standard Hispanic: 30.7% proficient; 63.3 points below standard Homeless: 33.3% proficient; 67.4 points below standard		on the CA Dashboard, exceeding the Year 3 target of maintaining Low status. KIPP recognizes the need for continued growth to ensure sustained year-over-year proficiency increases.
1.3	CAST Science: State testing for Science.	22-23 Science results for all students: 20% proficient 22-23 Science results for students qualifying as low-income students: 25% proficient	23-24 Science Results: *SED: socioeconomically disadvantaged ** ML: multilingual learner/English learner	24-25 Science Results: *SED: socioeconomically disadvantaged ** ML: multilingual learner/English learner	Status and performance on the CA Dashboard for CAST has not yet been established, but KIPP will strive for a Medium (Yellow) + status as we continue to support	Current proficiency is 19%, reflecting a -1 percentage point difference from the 22-23 baseline of 20%. The school is currently rated High (Green) on the CA Dashboard,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 Science results for multilingual language learners: 0% proficient 22-23 Science results for students with disabilities: 21% proficient	***SWD: students with disabilities SED: 17% proficient ML: 5% proficient SWD: 0% proficient	***SWD: students with disabilities All students: 19% proficient SED: 18% proficient ML: 3% proficient SWD: 12% proficient	a growing science focus.	meeting the Year 3 target of striving for at least a Medium (Yellow) status.
1.4	Multilingual Learner Reclassification Rate: The rate at which students who are classified as Multilingual Learners become proficient in the English Language, as measured by annual state and local assessments.	3% of TK-4 students | 28% of 5-8 students were reclassified as English proficient in the 23-24 school year.	6.95% of students were reclassified as English proficient in the 24-25 school year.	10.5% of students were reclassified as English proficient in the 25-26 school year.	20% of Multilingual language learners will be reclassified annually.	10.5% of students were reclassified in SY 25-26, representing a decline of 5% percentage points from the 23-24 baseline rate of 15.5%. Reclassification rates have fluctuated year over year. Given KIPP's large Multilingual Learner population, the proportion of Reclassified Fluent English Proficient (RFEP) students remains relatively small.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	English Learner Progress Indicator (ELPI): The rate at which English learners make progress toward English language proficiency.	36.6% Multilingual learners were making progress towards English proficiency in the 22-23 school year.	44.7% Multilingual learners were making progress towards English proficiency in the 23-24 school year.	54.3% Multilingual learners were making progress towards English proficiency in the 24-25 school year.	Increase to MEDIUM on the CA Dashboard, with an increase of 3% YoY.	As of the most current year, KIPP saw the ELPI (English Language Progress Indicator) sit at 54.3% - High (Green), 17.7 percentage pts higher than the 2022-23 SY baseline percentage of 36.6%. KIPP is on track to meet its Year 3 target outcome of increasing the English Learner Progress Indicator to Medium (Yellow) on the CA Dashboard and remains committed to sustaining and building on this progress by continuing to strengthen ELD instruction, deepen teacher capacity around sheltered instructional strategies, and ensure Multilingual Learners have the support they need

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to develop full English language proficiency, access rigorous coursework, and thrive academically and socially.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-26, KIPP Excelencia Community Preparatory implemented all planned actions under Goal 1 with fidelity and without substantive deviation from the original plan.

Support for multilingual learners was a central and sustained focus of implementation across both campuses throughout the year. The administrator trained to support multilingual learners coordinated ELPAC administration and interim assessments to monitor student progress toward English language proficiency, while also supporting teachers in using sheltered instructional strategies and differentiated approaches for students at all levels of language development, including Levels 1 through 4, reclassified students, and long-term English learners, consistent with Action 1.1. The EL Achieve curriculum used across grades K through 8 during 2025-26, accompanied by a school schedule designed to strengthen designated English Language Development time across all grade levels. Teachers participated in professional development sessions deepening their understanding of how to support multilingual learners at varying proficiency levels, and newcomer and Level 1 students received additional intervention through dedicated ELD support. ELPAC Crescendo preparation was implemented through targeted, data-informed lessons at both campuses, and reclassification ceremonies were held to celebrate student progress and build family awareness of the reclassification pathway. The Title III consortium multilingual learner instructional coach, supported through Action 1.5, facilitated data meetings with teachers and instructional coaches, conducted classroom observations, and provided targeted coaching on multilingual learner instructional strategies across both the lower and upper campuses.

Special education services were delivered in full through the school's partnership with the San Mateo SELPA, as described in Action 1.2. Education specialists supported students with mild to moderate disabilities through a combination of push-in and pull-out services, and students with moderate to severe disabilities received services through small group, self-contained programming with targeted mainstreaming appropriate to each student's individualized program. The school continued to deepen collaboration between general and special education teachers to ensure IEP accommodations were reflected in the implementation of the Eureka Squared and EL Achieve curricula, with particular attention to ensuring students with disabilities had consistent access to grade-level content across both campuses.

Professional development was implemented consistently throughout the year in alignment with Action 1.4 and each campus's academic priorities. The lower school's professional development scope and sequence prioritized literacy, with sessions focused on DIBELs data analysis, collaborative planning across grade levels, and video analysis to share best practices in foundational reading instruction. A Focus Student Tracker for DIBELs was used by leadership and teachers across grades K through 4 to progress monitor students in the red and yellow categories and those making below-average growth. The lower school's three priorities for 2025-26, centered on attendance, literacy for all students, and habits of discourse, were directly reflected in the professional development calendar, with teachers receiving coaching and feedback tied to student work and data. The upper school's priorities emphasized reading as a pathway to academic access, with structured time for independent reading, note-taking systems, and collaborative humanities planning embedded across the year. Across both campuses, teachers participated in weekly staff meetings where data review informed instructional adjustments, and one-on-one coaching conversations provided individualized support aligned to school goals.

Outside-of-class academic interventions were fully operational throughout the year. Small group reading intervention provided targeted support for students working below grade level, with reading specialists and interventionists leading structured sessions focused on foundational skills and comprehension across grades TK through 8, consistent with Action 1.7. The lower school launched the IGNITE reading pilot for first-grade students to address foundational skill gaps, and Course Mojo was piloted in sixth grade to provide multilingual learners with targeted reading supports and scaffolded questioning. The upper school began piloting Fishtank in grades 5, 7, and 8 in preparation for broader implementation. Reflex was used to support math fluency in grades 2 through 6, and EdTech tools were administered and monitored to support personalized learning and progress tracking across the program, consistent with Action 1.3. Regional data tools provided through Action 1.6 enabled regular reviews of grades, assignment completion, testing results, and attendance to support early identification of students needing intervention across both campuses.

The Transitional Kindergarten program received dedicated support through Action 1.8, with a position focused on building learning vision and strategy for the school's youngest students, delivering professional development to TK and early childhood teachers, and serving as the resident expert in TK through second-grade content and instructional materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted expenditures for Goal 1 actions were implemented as planned during the 2025-26 school year with no substantive material differences between budgeted and estimated actual expenditures. Resources were allocated and spent in alignment with the intended actions and services described in this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

KIPP relies on state testing results as the primary indicators in determining the level of progress towards meeting this academic outcome goal. KIPP administered the SBAC test for both English Language Arts and Math as well as the required testing for multilingual learners through the ELPAC. The most recent results for the 2025 school year demonstrate that the majority of the metrics for success have been met and that local and interim results are continuing to trend positively.

The 2025 California Dashboard results in English Language Arts reflect a school making real progress from a challenging starting point. All students earned a Yellow (Low) color rating with a status of 40.8 points below standard, a 6.8-point improvement from the prior year result of

47.5 points below standard, and 33% of students met or exceeded standards, a 1-percentage-point increase from the 2022-23 baseline. The school's ELA Growth rating is Average on the Dashboard, reflecting expected year-over-year progress at the whole-school level. This result meets and exceeds the school's Year 3 target of maintaining Low status on the Dashboard and reflects the cumulative impact of Actions 1.1, 1.4, 1.5, and 1.7, specifically the investments in multilingual learner instructional support, the EL Achieve curriculum launch, professional development centered on literacy and student discourse, and the small group reading intervention structures led by reading specialists and interventionists across both campuses. Multilingual learners improved by 18.4 points, from 85.2 points below standard to 66.8 points below standard, a gain that reflects the growing effectiveness of designated ELD, the Title III coaching model, and the ELPAC Crescendo preparation structures. Socioeconomically disadvantaged students scored 44.5 points below standard, a 7.9-point improvement, and Latinx students scored 41.4 points below standard, a 7.0-point gain. Students experiencing housing instability showed a 49.9-point improvement in ELA, one of the most significant subgroup gains in the school's data. Students with disabilities scored 95.9 points below standard, an Orange (Low) color rating, though this represents a 20.4-point improvement from the prior year result of 116.3 points below standard, reflecting the impact of expanded push-in and pull-out supports through Action 1.2 and continued progress in embedding IEP accommodations in grade-level instruction. Long-term English learners scored 73.7 points below standard in ELA, an Orange (Low) color rating, though this also reflects a 23.0-point improvement from the prior year.

In Mathematics, all students earned a Yellow (Low) color rating with a status of 62.6 points below standard, a 10.4-point improvement from the prior year and a 7-percentage-point increase in proficiency from the 2022-23 baseline of 24%. The school's Math Growth rating is Accelerated on the Dashboard, the second-highest designation, confirming that KECP students are gaining ground relative to their peers statewide at a rate above expected progress. This trajectory reflects the sustained impact of Actions 1.3 and 1.4, including the school-wide Eureka Squared curriculum adoption, Reflex math fluency practice, regional academic coaching, and the professional development focused on student discourse and show calls that deepened teacher capacity to deliver rigorous mathematics instruction across grades TK through 8. Latinx students improved by 10.7 points to reach 63.3 points below standard, and socioeconomically disadvantaged students improved by 9.6 points to reach 66.8 points below standard, both Yellow color ratings that reflect meaningful momentum. Students experiencing housing instability improved by 32.7 points in mathematics. Students with disabilities scored 139.3 points below standard, a Red (Very Low) color rating and a modest 2.9-point decline from the prior year, pointing to the need for continued focused attention on this group in mathematics. Long-term English learners scored 118.3 points below standard in mathematics, an Orange (Low) rating, though this reflects a 20.6-point improvement from the prior year.

Multilingual learner progress on the English Language Progress Indicator reflects a school making consistent and measurable gains. Active multilingual learners earned a Green (Medium) color rating in 2025, with 54.3% making progress toward English proficiency, up from 44.7% the prior year and significantly above the 2022-23 baseline of 36.6%. This result meets the school's Year 3 target of increasing to Medium on the Dashboard and reflects the direct impact of Actions 1.1 and 1.5, the EL Achieve curriculum adoption, the Title III instructional coach, and the expansion of designated ELD time across both campuses. Long-term English learners showed 58.5% making progress on the ELPI, a Green (High) color rating.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goals, metrics, target outcomes, and actions under Goal 1 remain consistent with prior years and no substantive changes have been made for 2026-27. The school's continued investment in multilingual learner support through Actions 1.1 and 1.5, special education services

through Action 1.2, professional development through Action 1.4, small group reading intervention through Action 1.7, data tools through Action 1.6, and TK-specific support through Action 1.8 reflects the priorities established at the start of this three-year cycle. The year-over-year data, particularly the Accelerated Math Growth rating and the consistent gains across multilingual learner subgroups, demonstrates that these investments are producing positive and measurable results. The ongoing implementation of Eureka Squared across TK through 8 and EL Achieve for designated ELD, now deepening in their implementation across both campuses, will continue to build teacher mastery and student access to rigorous, standards-aligned instruction.

As 2026-27 represents the final year of the current three-year LCAP cycle, the school will use this year as an opportunity for deeper reflection and more active engagement with educational partners in preparation for setting goals for the next cycle. This includes intentional data review, community input, and stakeholder engagement processes that will inform the priorities, metrics, and actions of the 2027-28 LCAP and beyond.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Support for multilingual learners:	A KIPP administrator is trained to support the success of multilingual learner students (Levels 1-4, RFEP and LTELs) in meeting CA state standards, and to administer the ELPAC exam and other interim assessments in order to assess student progress in attaining proficiency in the English language and in finding success after reclassification. KIPP teachers are trained to use techniques and tools that maximized learning for multilingual learners at all points in their academic journey. As a recipient of the California Community Schools Partnership grant, the school has made additional investments in targeted, small group English development.	$742,099.30	Yes
1.2	Special education services:	KIPP offers an extensive special education program run by the Regional Support Office in partnership with the El Dorado County Charter SELPA and San Mateo SELPA. The special education department offers interventions for students with IEPs. Services and interventions include specialized academic instruction, language and speech therapy, adapted physical education, occupational therapy, counseling, psychological services, and behavior intervention services. Students with mild to	$1,313,593.25	No

Action #	Title	Description	Total Funds	Contributing
		moderate disabilities receive their services as a mix of push-in and pull-out support. Students with moderate to severe disabilities receive their services primarily in a small group, self-contained classroom with targeted mainstreaming appropriate to the student's individualized program. The program maintains a small student to staff ratio and uses a separate curriculum based on modified standards, CAPTAIN evidence-based practices, and community-based instruction. KIPP is committed to creating supportive and regionally-based classrooms for each grade band in order to make the program as accessible as possible. Medi-Cal: KIPP participates in the Medi-Cal Billing Options Program (BOP) and School-Based Medi-Cal Administrative Activities (SMAA) to provide support to students with disabilities.		
1.3	Personalized learning and EdTech:	KIPP values innovation in the classroom and seeks to discover new methods of teaching students with diverse needs. By utilizing personalized learning approaches and assessments, KIPP can effectively monitor individual student progress and establish high expectations for achievement. To ensure the most accurate and meaningful engagement with these systems, a dedicated staff member provides support in the administration of EdTech tools. This individualized process, coupled with the reinforcement of high achievement standards, is designed to enhance student outcomes, engagement, and attendance. By tailoring the learning experience to meet the unique needs of each student, KIPP aims to create an environment that fosters academic success and encourages consistent participation in the educational process.	$94,445.63	No
1.4	Professional development:	KIPP provides high quality professional development for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff receive professional development as it relates to the new Common Core State Standards and Culturally Responsive Teaching (CRT) in order for teachers	$519,481.84	Yes

Action #	Title	Description	Total Funds	Contributing
		to implement them into classrooms and support students at all levels of proficiency.		
1.5	Title III:	KIPP uses title III funds to support the salary of a title III consortium lead multilingual learner (ML) instructional coach. The duties of this position include the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches review student data to drive instructional decisions and the effective implementation of ML instructional strategies; targeted coaching and feedback to schools and across schools through classroom observation; and identification of supplemental regional curricula and educational technology designed to improve outcomes for ML students (Levels 1-4, RFEP and LTELs) throughout all stages in their academic journey.	$60,820.82	Yes
1.6	Data analysis and visualization:	The Data team provides data tools and resources that enable school staff to regularly review critical data, including grades, assignment completion, testing results, culture data, and attendance. Regular data reviews are crucial in identifying early interventions and support for KIPP students, the majority of whom qualify as socio-economically disadvantaged.	$32,729.96	Yes
1.7	Small group reading focus:	KIPP focuses on improving reading proficiency through interventions that bring together small groups of students who are struggling with reading to receive targeted instruction and support. These interventions involve a teacher or reading specialist leading the group in engaging and interactive reading activities that are designed to build reading skills and improve comprehension.	$176,533.79	Yes
1.8	Transitional Kindergarten:	KIPP funds a position which serves to improve the transitional kindergarten experience for KIPP's youngest students. This role is responsible for building KIPP's learning vision and strategy, along with programming for elementary schools, with a focus on TK and early childhood and developing and delivering high quality professional development and	$14,044.59	

Action #	Title	Description	Total Funds	Contributing
		training to increase the effectiveness of teachers, coaches and content specialists supporting TK students. Additionally, this role serves as the resident expert at KIPP by holding a deep knowledge of TK-2 content, common core standards, instructional materials and resources.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students and families will be engaged with the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To increase parent engagement by sustaining or improving the number of opportunities for parental involvement.
To increase school attendance rates and reduce chronic absenteeism rates.
To keep students engaged and excited about school, increasing graduation rates, and decreasing suspensions and expulsions.
To increase staff, student and family satisfaction with the school's climate.

*Some metrics below were not yet fully measurable given the timing of data collection and the requirements for LCAP completion. Select LCAP metrics below instead reflect prior year data reporting in the designated year to capture a more complete annual metric, including chronic absenteeism, suspensions, expulsions, and drop-out rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family Engagement Opportunities: Number of scheduled events in the school year where families and/or the community are invited to participate. </br>	The school held 20+ scheduled events in the 23-24 school year where families and/or the community were invited to participate.	The school held 20+ scheduled events in the 24-25 school year where families and/or the community were invited to participate.	The school held 20+ scheduled events in the 25-26 school year where families and/or the community were invited to participate.	KIPP will host eight (8) events or more a year where families and/or the community are invited to attend and participate.	The number of events is to be determined and will be finalized in time for the final LCAP draft in June. Current Difference from Baseline Data will be available then.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Family Engagement Satisfaction: Annual school culture survey results where families share their satisfaction level with the available opportunities for involvement at the school.</br>	76% of KIPP families were satisfied with the parent participation opportunities available at the school in the 23-24 school year.	58% of families would recommend KIPP to other families.	KIPP collects this data during the spring as part of the Continue at KIPP Re-Enrollment process - this data will be entered in the Final LCAP by June.	75% of KIPP families are satisfied with the participation opportunities available at the school.	Current Difference from Baseline will be updated once we have data from the Continue at KIPP Re-Enrollment process - this data will be entered in the Final LCAP by June.
2.3	Student Average Daily Attendance: The average percent of students attending school daily.	KIPP reported 92.76% attendance for P2.	KIPP reported 92.93% attendance for P2.	KIPP reported 94.2% attendance for P1. P-2 data will be available after Spring and will be in the Final June LCAP.	95% average daily attendance or higher in the P2 reporting period.	Based on P1 data, KIPP is 2.7 percentage points below the 95% average daily attendance target. KIPP remains committed to strengthening its attendance response initiatives and tiered intervention strategies to improve student attendance and close this gap.
2.4	Student Chronic Absenteeism: Percent of students missing 10% or more of the enrolled school year.23-24 baseline data has been used to set 3 year goals.	SY: 23-24 KIPP tracked at 23% chronic absenteeism in the 23-24 school year for all students SED/FRL (low income students): 25%	SY: 24-25 KIPP tracked at 20.9% chronic absenteeism (-2.2% YoY) in the current school year for all students, which put the	SY: 25-26 KIPP is tracking at 16% chronic absenteeism rate in the 25-26 school year for all students	Reduce chronic absence to MEDIUM on the CA Dashboard, with 3% or greater reduction YoY	The school's chronic absenteeism rate of 16% is 7 percentage pts below the 2023-24 baseline (23%) and 3.9 pts lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LatinX: 24% ML (multilingual learners): 24% SWD (students with disabilities): 35%	school at Orange (High) on the CA Dashboard. *SED/FRL = socioeconomically disadvantaged/qualifies for free reduced lunch **ML: multilingual learner/English learner ***SWD: students with disabilities or students with IEPS SED/FRL: 20% LatinX: 20% ML: 19% SWD: 24%	SED/FRL (low income students): 16% LatinX: 16% ML (Multilingual Learner): 15% SWD (Students with Disabilities: 26%		YoY from the 24-25 SY. Given last year's High (Orange) dashboard status and current CA rate, KIPP is not on track to meet its Year 3 target of maintaining Medium CA on the Dashboard. Despite significant strides in reducing Chronic Absenteeism, KIPP recognizes the need in continuing to allocate more resources, investments, and time to research-based attendance response initiatives to reduce Chronic Absenteeism, especially for Students with Disabilities.
2.5	Student Suspensions: The percent of students (count) that have been suspended from school.	SY22-23 All students: 6.2% Students that qualify as low-income: 6.5%	SY23-24 Suspension Rate: All students: 4%	For the 2025-26 SY, KIPP's suspension rate is tracking at 0.6%.	Maintain MEDIUM on the CA Dashboard, with 1% or greater reduction YoY.	KIPP's CA Dashboard status for suspensions is currently Medium (Yellow), with 3.1% suspended at least

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Multilingual learners: 6.5% Students with disabilities: 9.9%	Students that qualify as low-income: 4.2% Multilingual learners: 4.8% Students with disabilities: 4.3%	SY24-25 Suspension Rate: All students: 3.1% suspended at least one day (-0.9%) SED/FRL: 3.3% Black: Fewer than 11 students - data not displayed for privacy Hispanic: 3.2% ML: 2.5% SWD/Has IEP: 3.7% LTEL: 5.3%		one day. This is 3.1% lower than the baseline (6.2%) and 0.9% lower YoY than the 2023-24 SY rate of 4%. KIPP is on track to meeting its Year 3 desired outcomes of reducing to at least Medium on the CA Dashboard. The decline in suspension rates are also making substantial progress, but KIPP recognizes the need to close subgroup gaps, e.g. for LTELs with more integrated supports/services that improve school and student culture.
2.6	Student Expulsions: The percent of students that have been expelled from school.	KIPP's 22-23 expulsion rate was 0%.	KIPP's 23-24 expulsion rate was 0%.	KIPP's 24-25 expulsion rate was 0%.	1% or lower expulsion rate.	KIPP's expulsion rate sits at 0%, which is the same as the baseline rate. KIPP is on track to meeting its target for year 3 outcome, of having

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						1% or lower in expulsions.
2.7	Drop Out Rate: Students who dis-enroll and do not re-enroll in another public, private or alternative program or school.	NA	NA	NA	NA	NA - school only serves TK-8, so no drop out data available.
2.8	School Safety: Annual school culture survey results: teachers and students share their perception of student's "emotional safety" at school.*Survey is anonymous and therefore demographic differentiation for responses is not possible to report.	In the 23-24 school year, 61% of students (TK-2: 74%, 3-8: 48%) surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 23-24 school year, 31% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	In the 24-25 school year, 86% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 24-25 school year, 50% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	In the 25-26 school year, 67% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 25-26 school year, 50% of staff responded positively when asked about "having the resources to appropriately support our students' emotional and behavioral needs".	65% of students and staff respond positively when asked about "students feeling/being safe at school" on an annual survey.	Compared to the baseline, KIPP has seen an increase in both positive teacher and student sentiment to the "Student Emotional Safety" domain. In the current school year, 67% of students surveyed responded positively in feeling a sense of emotional safety at school vs. 61% in the 23-24 baseline year, an increase of 6% overall. In the current school year, 50% of staff responded positively to feeling like the school has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						resources to appropriately support students' emotional and behavioral needs, a 19% increase overall vs. the 23-24 baseline rate of 31%.
2.9	School Graduation Rate: Combined four and five-year graduation rate includes students who graduated in four-years or five-years with a traditional high school diploma in the selected academic year.	N/A - school only serves TK-8.	N/A - school only serves TK-8.	N/A - school only serves TK-8.	90% or greater of students graduate with a high school diploma.	N/A - school only serves TK-8.
2.10	The School Family Culture Index represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent of positive family responses across the following questions: The teachers have built strong relationships with my child.	In the 23-24 school year, 76% of surveyed KIPP families have had a positive experience with the school. In the 23-24 school year, 80% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".	In the 24-25 school year, 72% of surveyed KIPP families have had a positive experience with the school. In the 24-25 school year, 86% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".	The Family School Culture survey has been streamlined into the Continue at KIPP Process; data is collected in the springtime and will be incorporated into the Final LCAP when available.	75%+ of families have a positive experience with the school.	Current Difference from Baseline data analysis is not available at this point in time and will be incorporated into the Final LCAP when available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	The school has a positive impact on my child's academic performance. How fairly is your child treated by staff? How stressed does your child feel about experiences related? *Survey is anonymous and therefore demographic differentiation for responses is not possible to report.					

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-26, KIPP Excelencia Community Preparatory implemented all planned actions under Goal 2 with fidelity and without substantive deviation from the original plan.

Family involvement and support structures provided multiple and sustained opportunities for families to engage with the school community throughout the year. The KIPP Family Council, serving as the School Site Council, and the Multilingual Learner Committee, serving as the English Language Advisory Committee, both met regularly with interpretation and translated materials available to ensure equitable access for all families, including the school's large multilingual learner community. Families were invited to participate in LCAP meetings, Coffee with the School Leader sessions, Back to School Night, and a calendar of school events including Zest Fest, Fun Friday, Buddy Classrooms, and student productions that created consistent touchpoints between families and both campuses throughout the year. The school's dedicated Advocacy and Community Engagement team member, supported through Action 2.1, provided focused outreach and coaching, collaborated on community partnerships, and developed strategies to increase family participation, with particular attention to families of students facing the greatest barriers to engagement. Input was gathered through small group exercises during family meetings, the LCAP survey, the school

culture survey, and summarized feedback from families of students with individualized education programs, all of which informed school planning and goal refinement throughout the year.

Communication resources were fully operational across the year, with families maintaining access to staff through email and the ParentSquare messaging system, consistent with Action 2.3. Staff were issued work cell phones to support contact outside of the regular school day, enabling responsive communication with families and students navigating challenges. These tools supported the school's commitment to personal, proactive outreach, including direct calls to families of absent students and communication in families' home languages.

Attendance response systems were actively maintained across both campuses throughout the year, consistent with Action 2.2. Dedicated staff led the school's attendance improvement efforts, including live phone outreach to families of absent students, personalized written communication in families' home languages, and intervention meetings between school staff and families to collaboratively address attendance barriers. Both campuses embedded attendance as a standing agenda item in grade-level meetings, with teachers taking individual responsibility for welcoming back students who had been absent and completing action items in schoolwide attendance tracking systems. The lower school implemented monthly attendance incentives, DIP Day raffles, and an ongoing campaign to build student and family awareness of why daily presence matters for learning. The upper school's Every Student, Every Day priority established structured leadership team attendance meetings to align on data trends, refine tiered interventions, and plan family outreach, with proactive family meetings scheduled for students with known barriers including transportation, health, and school avoidance. For students with extended or unexplained absences, the school conducted porch visits to engage families directly, and tiered response meetings were held for students approaching truancy thresholds, with case managers and teachers providing coordinated wraparound supports.

School climate and culture initiatives were implemented consistently across both campuses in alignment with Action 2.4. The school's social-emotional learning approach emphasized developing students' emotional intelligence, self-regulation, and relationship skills through explicit instruction and embedded daily practice. The upper school's Belong priority structured the school's behavioral approach around restorative, responsive strategies, with professional development focused on building a deeper toolkit for students with repeated behavioral needs, increased fluency with the Student of Concern protocol at grade-level meetings, and strengthened safety plans to support students after incidents. Referral-based student incentive events, lunch bunches, and structured relationship-building routines during Strong Start created proactive connection between staff and students at the beginning of the year. Student Government and student leadership structures provided older students with explicit opportunities to serve as role models and contribute to school culture in meaningful ways.

The mental health clinician provided on-site, culturally responsive, and trauma-informed mental health and socioemotional support to students throughout the year, including individual and group counseling, behavioral supports, teacher coaching, and case management for students receiving Educationally Related Mental Health Services or general education counseling, consistent with Action 2.5. Mental health clinician services are provided at no cost to students and families regardless of insurance status, reducing barriers to care for the school's socioeconomically disadvantaged student community. The Community Schools initiative, supported through Action 2.6 with California Community Schools Partnership Program grant funding, continued to build the infrastructure for coordinated wraparound services, with Collaborative Care and Support Managers working to align resources across teams, schools, and community partners and to drive needs assessment and service coordination through the COST process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted expenditures for Goal 2 actions were implemented as planned during the 2025-26 school year with no substantive material differences between budgeted and estimated actual expenditures. Resources were allocated and spent in alignment with the intended actions and services described in this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

KIPP relies on chronic absence and suspension indicators in determining the level of progress towards meeting this engagement outcome goal. The most recent California Dashboard results for 2025 and available local data for 2025-26 demonstrate that there are lower results for chronic absenteeism and suspension metrics in Goal 2, reflecting meaningful improvement from prior years. The school remains committed to seeing continued improvement in this critical area and has revised key actions and services in order to support.

Chronic absenteeism data reflects the school's most significant ongoing challenge and its most active area of investment. The 2025 Dashboard shows an overall chronic absenteeism rate of 20.9%, down from 23.1% the prior year, earning an Orange (High) color rating. While this represents meaningful year-over-year progress, the school recognizes it is not on track to meet its Year 3 target of achieving Medium status on the Dashboard and has responded with a deeper investment in tiered attendance intervention structures, community school supports, and family partnership strategies described in Actions 2.2 and 2.6. Socioeconomically disadvantaged students reached a chronic absenteeism rate of 19.9%, multilingual learners reached 18.1%, and Latinx students reached 20.0% in 2025, all reflecting improvement from the prior year and earning Yellow color ratings. Long-term English learners improved significantly, from 27.4% to 18.1%, also earning a Yellow rating. Students with disabilities reached 26.4%, an Orange color rating, reflecting a persistent gap that the school is addressing through the COST process, porch visits, and the community school coordination model. Current year 2025-26 Galaxy data shows the school tracking at 16% overall chronic absenteeism, a 4.9-percentage-point reduction from the 2025 Dashboard result that reflects the effectiveness of the school's proactive attendance systems. Within the lower school, fourth grade is tracking at 6% and third grade at 12%, reflecting strong progress in the upper elementary grades, while TK remains the most acute challenge at 30%, pointing to the need for continued early engagement and family partnership for the school's youngest students. Within the upper school, fifth and sixth grades are tracking at 18% and 16% respectively, and eighth grade is tracking at 20%, indicating that sustained tiered intervention for older students remains a priority for 2026-27. Average daily attendance across the full K-8 program is tracking at approximately 94.0% in 2025-26, with the lower school at 94.3% and the upper school at 93.7%, reflecting consistent improvement from prior year baselines of 92.5% in 2024 and 93.1% in 2025.

Suspension data reflects a school that has made meaningful and consistent progress over the three-year LCAP cycle. The 2025 Dashboard shows an overall suspension rate of 3.1%, down from 4.0% the prior year, earning a Yellow (Medium) color rating, and the school is on track to meet its Year 3 target of maintaining Medium status. Multilingual learners reached a suspension rate of 2.5%, earning a Green (Low) color rating, a 2.0-percentage-point reduction from the prior year result of 4.5%. Socioeconomically disadvantaged students reached 3.3%, Latinx students reached 3.2%, and students with disabilities reached 3.7%, all reflecting year-over-year improvement. Long-term English learners showed the most significant reduction in the school's suspension data, declining from 10.7% to 5.3%, a 5.4-percentage-point improvement that reflects the school's growing capacity to provide responsive, integrated supports for this group. The expulsion rate remained at 0% across all years of the LCAP cycle, consistent with the school's commitment to keeping students connected to their learning community. Current year 2025-26 data from the LCAP metric tables shows the suspension rate tracking at 0.6%, a substantial further reduction that

reflects the sustained impact of Action 2.4, including the restorative practices, student leadership structures, and behavioral support systems implemented across both campuses.

Student emotional safety results in 2025-26 present a more complex picture that the school is taking seriously as a named growth area. While 67% of students surveyed responded positively to feeling a sense of emotional safety at school in 2025-26, this result exceeds the 23-24 baseline of 61% and meets the Year 3 target of 65%, but represents a decline from the prior year result of 86%. Staff satisfaction with having adequate resources to support students' emotional and behavioral needs held steady at 50%, a 19-percentage-point improvement from the 31% baseline. The school recognizes that the depth of belonging students feel is directly connected to the relational and restorative investments described in Actions 2.4 and 2.5, and that deepening this work across both campuses in 2026-27 is essential to sustaining progress on this indicator. Student pulse survey data from the lower school shows that 94% of students in grades K through 2 and 88% in grades 3 through 4 reported that there is an adult at school who truly cares about them in 2025-26, reflecting a strong foundation of connection at the elementary level that the school will continue to build upon.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The most significant changes to Goal 2 for 2026-27 reflect the school's commitment to a more structured and coordinated approach to attendance intervention and student support. The Coordination of Services Team model is being further standardized across both campuses, with clearer protocols for identifying students at Tier 2 and Tier 3, documenting family communication and agreements, and tracking supports and outcomes at the individual student level. The introduction of porch visits as a formal and consistent strategy for students with extended or unexplained absences represents a meaningful expansion of the school's attendance response, providing a more personal and relationship-centered way to engage families and identify barriers that phone outreach alone cannot address. Community school managers are being positioned to identify and coordinate support services across partner organizations, connecting families with food assistance, housing support, legal counseling, employment services, and other resources that address the root causes of chronic absenteeism, consistent with Action 2.6. Medi-Cal reimbursement structures for mental health services are also being developed to create a more sustainable funding model for the mental health clinician program and expand the school's capacity to serve students with the highest levels of need over time.

The goals, metrics, and target outcomes under Goal 2 otherwise remain consistent with prior years, and the school's investment in family engagement, school culture, social-emotional learning, and restorative practices will be maintained at the same level of commitment in the final year of this LCAP cycle.

As 2026-27 represents the final year of the current three-year LCAP cycle, the school will use this year to engage educational partners more actively in reflecting on Goal 2 outcomes and informing the priorities and structures that will shape the engagement and climate goals of the next LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Family involvement and support:	KIPP encourages families to be active members of the school by providing multiple opportunities for participation and engagement, such as the KIPP Family Association, LCAP meetings, and student productions to showcase talent. The Advocacy and Community Engagement (ACE) team works to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community-based organizations, and empowering families to be advocates for their children and communities. The school's dedicated ACE team member provides focused coaching and feedback, collaborates on community outreach, and develops strategies to increase parent participation.	$121,789.15	Yes
2.2	Improve attendance:	The school administration recognizes the importance of improving regular attendance and has assigned dedicated staff to spearhead the effort. The school has implemented a series of "parents as partners" initiatives that aim to foster a sense of belonging and connection to the school among families. Key strategies include making live, personal phone calls to the family of any student who is absent, sending personalized mailed communications in families' home languages to encourage them to prioritize attendance, and scheduling intervention meetings between school staff and families to collaboratively address attendance concerns.	$39,682.31	Yes
2.3	Communication resources:	KIPP demonstrates a continued commitment to the "more time" model that supports struggling students by providing communication resources to facilitate interaction between teachers and students/families. KIPP staff are issued work cell phones, and students and families also have access to teachers through email and the ParentSquare messaging system. These resources allow for calls and other contact outside of the regular school day, enabling students/families to get the additional support needed to make progress on coursework and helping to build meaningful relationships between staff and families.	$57,081.29	Yes
2.4	Improving school climate:	Social emotional learning (SEL) is a critical component of KIPP's model that focuses on developing students' emotional intelligence, self-awareness, self-regulation, social awareness, and relationship skills. KIPP	$125,926.88	Yes

Action #	Title	Description	Total Funds	Contributing
		provides SEL instruction and opportunities for students to practice these skills, helping to further develop the resilience, empathy, and communication skills students need to thrive in school and beyond. Additionally, KIPP aims to create a positive and inclusive school culture where students feel safe, respected, and connected to their peers and teachers.		
2.5	Mental health clinician:	The mental health clinician plays a critical role in providing on-site culturally responsive and trauma-informed mental health and socioemotional support to students on campus. These clinicians offer a range of services, including psychotherapeutic interventions, behavioral supports, teacher coaching and mental health treatment services such as counseling, consultation, treatment, and case management for students receiving either Educationally Related Mental Health Services or general education counseling.	$188,881.22	Yes
2.6	Community Schools Implementation/CCSMs	KIPP has received implementation grant funding from the California Community Schools Partnership Program (CCSPP) as a part of Cohort 2 and will spend the next five years and efforts on implementing these initiatives that are specifically aligned with the Four Pillars of Community Schools - 1. Integrated Student Supports; 2. Expanded and Enriched; 3. Learning Time and Opportunities; 4. Collaborative Leadership and Practices. Research has shown that full-service community schools are an effective place-based strategy to meet the educational needs of high need students, especially students who come from historically underserved, impoverished communities. Community school interventions have shown to have a positive impact on various outcomes: academic achievement, high school graduation, attendance, and overall, improved wellbeing and a sense of self. Students and families also feel more supported by their community and more empowered; they're equipped with the right tools and resources needed to lead productive fulfilling lives. Regional Collaborative Care and Support Managers (CCSMs) will be hired with CCSPP funds to champion our whole child approach, boost student	$70,725.17	No

Action #	Title	Description	Total Funds	Contributing
		behavior health, and align resources across teams, schools, and community partners. CCSMs will serve as: the main drivers behind needs assessment work, project managers overseeing the implementation of community schools initiatives, resource managers, act as participants and leaders of the coordination of services; and lastly, they will manage Coordination of Service referrals.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will have the spaces, resources and opportunities to achieve.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Increase or maintain the rate of students who have access to common core aligned materials.
Increase or maintain the rate of teachers who feel they receive adequate professional development.
Increase or maintain the rate of students that have access to a full and rigorous course schedule.
Ensure that facilities are maintained and in good condition.
Increase or maintain the rate of teachers who are credentialed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Resources: Annual teacher survey results: teacher satisfaction with access to current, standards-aligned instructional materials for their classrooms.	KIPP teachers reported 51% satisfaction (TK-4: 58%, 5-8: 44%) with student's access to rigorous academic curriculum in the 23-24 school year.	KIPP teachers reported 54% satisfaction (TK-4: 68%, 5-8: 50%) with student's access to rigorous academic curriculum in the 24-25 school year.	KIPP teachers reported 72.5% satisfaction with students' access to rigorous academic curriculum in the 25-26 school year.	KIPP teachers report 75% or higher satisfaction with access to standards-aligned materials for their classrooms in an annual survey.	For the current school year, teacher satisfaction with students' access to rigorous academic curriculum is 72.5%. This is a 21.5% increase from the 23-24 SY's baseline percentage of 51%. KIPP is not on target for meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						its year 3 outcome goal of at least 75% satisfaction from teachers on providing access to rigorous academic curriculum to students despite the incremental YoY increases in this domain.
3.2	Teacher Professional Development: Annual teacher survey results: teacher satisfaction with the school's commitment to improving teacher's instructional practice.	KIPP teachers reported 76% satisfaction (TK-4: 90%, 5-8: 61%) with the school's commitment to improving their instructional practice in the 23-24 school year.	KIPP teachers reported 85% satisfaction with the school's commitment to improving their instructional practice in the 24-25 school year.	KIPP teachers reported 90.5% satisfaction with the school's commitment to improving their instructional practice in the 25-26 school year.	KIPP teachers report 75% or greater satisfaction with the school's commitment to improving their instructional practice.	For the most current school year, KIPP teachers reported 90.5% satisfaction with the school's commitment to improving their instructional practice. This is 14.5% higher than the 2023-24 SY baseline rate of 76%. KIPP is on track to meet its year 3 target outcome of having teachers report at least 75% or greater satisfaction with the school's commitment to improving their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						instructional practice.
3.3	Access to Rigorous Courses: Percent of students that have access to a full and robust course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students were enrolled in a broad and rigorous course schedule as defined by the state.	100% of students will have access to a full and robust course schedule as defined by the state.	KIPP's Course Access rate remains at 100%, unchanged from the baseline. All students across KIPP NorCal schools are enrolled in a broad and rigorous course schedule as defined by the state, with access to required subject areas including English Language Arts, Mathematics, Science, Social Science, Visual and Performing Arts, Physical Education, and Career and Technical Education. KIPP is committed to ensuring this access is equitable across all student subgroups, including English Learners, students with disabilities, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						socioeconomically disadvantaged students, so that every student has the foundation needed to pursue college and career pathways.
3.4	Facilities Inspection Tool: Annual inspection of school facilities and major systems by the county office of education.	KIPP received a rating of "Fair" during an annual inspection of school facilities and major systems by the county office of education.	KIPP received a rating of "Fair" during an annual inspection of the school's major systems by the Real Estate team.	KIPP received a rating of "Good" during an annual inspection of the school's major systems by the Real Estate team.	Facilities inspection tool: Facility rating of "fair" or above during the annual inspection of school facilities and major systems by the KIPP Facilities Team.	KIPP's most recent rating is "Good" which surpasses the baseline of "Fair" - set during the 2022-23 SY. KIPP is on track to meet its Year 3 target outcome of at least rating "Fair" during a facilities inspection.
3.5	Teacher Credentialing: Status of teachers credentialed and teaching core classes.	100% of teachers are credentialed, 9% of teachers (2) are mis-assigned in the 23-24 school year.	100% of teachers are credentialed, 6% of teachers (3) are mis-assigned in the 24-25 school year.	100% of teachers are credentialed (licensed or permitted). 58% (30) of them hold clear credentials while 12% of teachers (5) are mis-assigned in the 25-26 school year.	100% of core teachers are credentialed and appropriately assigned.	While 100% of teachers hold a license or permit and are appropriately assigned, only 58% hold a clear credential, representing a 11-percentage-point decrease from the 2023–24 baseline of 69%. This reflects ongoing credential

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						processing timelines constraints and a teacher shortage affecting California schools statewide. KIPP addresses this through its Teaching Residency Program and Classified Employees Pathway, leveraging partnerships with institutions of higher education, credentialing team guidance, and tuition assistance to accelerate progress toward clear credential attainment.
3.6	A-G Course Certification: UC-approved high school courses.	N/A - school only serves TK-8	N/A - school only serves TK-8	N/A - school only serves TK-8	N/A - school only serves TK-8	N/A - school only serves TK-8

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During 2025-26, KIPP Excelencia Community Preparatory implemented all planned actions under Goal 3 with fidelity and without substantive deviation from the original plan.

Teacher hiring, development, and retention structures were fully operational throughout the year. The school implemented a rigorous hiring process through Action 3.1, including screening, formal and informal interviews, performance tasks, curricular and instructional materials review, teaching demonstrations, and reference checks. New teachers received a dedicated additional week of professional development and onboarding through Action 3.11 to prepare them to support students from the first days of school, with high-quality coaching providing new staff hands-on experience in classrooms and differentiated support for working with the school's diverse learners. Competitive teacher salaries, supported through Action 3.8, allowed the school to attract capable and diverse staff committed to KECP's mission, and the more time model described in Action 3.5 ensured that teachers across both campuses provided students with instructional time beyond the state requirement. Teacher retention strategies including in-house substitution stipends were maintained through Action 3.14, supporting continuity of learning for students by reducing disruption caused by teacher absences and turnover. The Teacher Pathways program, including the Teaching Residency and Classified-to-Teacher Pathway through Action 3.3, continued to support a diverse educator pipeline by eliminating financial barriers for credentialing candidates, covering resident stipends, examination fees, credentialing costs, and housing assistance for participants working toward full certification.

Professional development was implemented consistently throughout the year through Actions 3.2 and 3.5, grounded in the school's commitment to sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused learning for all staff. Across both campuses, leadership teams provided observation, coaching, and customized feedback to teachers with a focus on students identified as needing additional intervention. Title I and Title II resources were combined through Action 3.2 to optimize the school's coaching and teacher development strategy. The lower school's professional development scope and sequence for 2025-26 was organized around its three campus priorities: attendance systems, literacy for all students, and habits of discourse. Professional development sessions focused on DIBELs data analysis, progress monitoring, collaborative planning across grade levels, and video analysis to share instructional best practices. Teachers reported that grade-level professional development sessions on progress monitoring and classroom practice were immediately applicable to their instruction, with first-year teachers specifically noting that this type of job-embedded learning opened new ways of identifying and responding to student needs. The lower school's Instructional Culture Index placed at the 74th percentile relative to the KIPP national network in fall 2025, with the school exceeding the network average on all three core instructional culture questions and increasing on all three from fall 2024 to fall 2025. The upper school's professional development aligned to its Grow priority, building structured time for reading culture, collaborative humanities planning, and note-taking systems across content areas.

Instructional resources were provided to all teachers and students throughout the year. All students had access to Chromebooks through Action 3.9, enabling participation in EdTech tools and online learning platforms across both campuses. EdTech tools were administered and monitored to support personalized learning and progress tracking, and assessment data informed regular reviews of student performance, consistent with Action 1.3 and the data visualization support provided through Action 1.6. The OneKIPP initiative, supported through Action 3.4, provided teachers with access to standards-aligned materials, templates, and resources from across the KIPP network, with curriculum

selections made through a robust review of student performance data by subgroup. All students across the full K-8 program had access to a broad and rigorous course schedule covering English Language Arts, Mathematics, Science, Social Science, Visual and Performing Arts, Physical Education, and Career and Technical Education, consistent with Action 3.3 and the Year 3 target of 100% course access. Enrichment opportunities were fully operational through Action 3.12, including morning activities, after-school clubs, tutoring, sports, and extracurricular programming that extended the learning day and broadened student access to experiences beyond the core academic program.

Facilities were maintained in good condition throughout the year consistent with Actions 3.6 and 3.7. The school received a clear Williams Act compliance visit confirming that all classrooms are staffed by appropriately assigned teachers, that students have access to sufficient instructional materials, and that facilities are safe and well maintained. The most recent KIPP Real Estate facilities inspection resulted in a rating of Good, surpassing the baseline rating of Fair established in 2022-23. Health and safety protocols were maintained through Action 3.10, and transportation resources were provided through Action 3.16 to reduce commute barriers for students with the highest needs. Arts and Music programming was supported through Action 3.17, funded through Prop 28 and Measure U, providing equitable access to creative learning experiences that support social-emotional development, academic engagement, and student joy across the full K-8 program. The Mental Health for All initiative through Action 3.15 provided staff with access to mental health resources including the Headspace platform, therapy sessions, and role-based training, reflecting the school's recognition that teacher well-being is foundational to a stable and high-performing school community.

All teachers at KIPP Excelencia Community Preparatory are credentialed. The 2025 California School Dashboard shows 41.6% of teachers holding a Clear credential, which reflects a teaching staff that includes a meaningful number of teachers on Preliminary credentials who are actively working through the state induction process toward Clear credential status. Preliminary credential holders are fully authorized to teach and are engaged in the structured professional learning required to complete induction. The Teacher Pathways program and regional induction infrastructure described in Action 3.3 are the primary vehicles for improving the Clear credential rate over time, and the school expects this rate to improve as teachers on Preliminary credentials complete induction requirements in the coming years.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted expenditures for Goal 3 actions were implemented as planned during the 2025-26 school year with no substantive material differences between budgeted and estimated actual expenditures. Resources were allocated and spent in alignment with the intended actions and services described in this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

KIPP reviews multiple metrics to determine if the actions and services have been effective in meeting our resource goal. KIPP's largest financial investment is the instructional staff that are responsible for student learning. We believe that when teachers feel supported in their instructional practice and are aligned with the academic curriculum, teachers will be retained at a higher rate and result in more continuity for students and families year over year. The most recent results for 2025-26 demonstrate that the majority of the metrics for success have been met and are continuing to trend positively across key indicators of teacher experience and resource access. This important feedback will continue to be incorporated into strategic instructional planning, school scheduling, and hiring for the upcoming school year. KIPP recognizes

that multiple teams need to support and plan in order to ensure that appropriate time is held for coaching and academic content internalization for teaching staff.

TNTP teacher satisfaction survey results for 2025-26 reflect a school where teacher experience is strengthening in meaningful and measurable ways. Teacher satisfaction with the school's commitment to improving instructional practice reached 90.5% in 2025-26, a 14.5-percentage-point increase from the 2022-23 baseline of 76% and well above the Year 3 target of 75% or higher. This result speaks directly to the impact of Actions 3.2 and 3.11, specifically the investment in individualized coaching and observation cycles, the structured onboarding and support for new teachers, and the professional development scope and sequence that across both campuses kept teacher learning connected to student work and data. The lower school's Instructional Culture Index results reinforce this picture: the campus placed at the 74th percentile relative to the KIPP network in fall 2025, exceeding the network average on expectations for effective teaching, a shared vision of what effective instruction looks like, and the school's commitment to improving practice, with gains on all three from the prior fall. Teacher voice from both campuses captures what this looks like in practice: job-embedded professional development on progress monitoring, student discourse, and classroom observation routines was described by teachers as directly shaping how they approach instruction, with even first-year teachers without formal teaching preparation reporting that these structures gave them concrete tools to respond to student needs in real time.

Teacher satisfaction with access to rigorous academic curriculum reached 72.5% in 2025-26, a 21.5-percentage-point increase from the 2022-23 baseline of 51% and a meaningful gain that reflects the direct impact of the school's curriculum adoption work through Actions 3.4 and 3.5. The launch of Eureka Squared across grades TK through 8 and EL Achieve for designated English Language Development gave teachers clearer access to standards-aligned instructional materials and stronger support in implementing them. At 72.5%, this result falls just below the Year 3 target of 75%, signaling that continued investment in curriculum implementation support, materials access, and content internalization is needed as these adoptions deepen across both campuses in 2026-27. The incremental year-over-year growth in this metric, from 51% at baseline to 54% in 2024-25 to 72.5% in 2025-26, reflects the compounding effect of the school's curriculum investments and points toward meeting the target as implementation matures.

All students had access to a full and rigorous course schedule across all required subject areas consistent with the Year 3 target of 100% course access, and the school's facilities received a Good rating from the most recent KIPP Real Estate inspection, surpassing the Year 3 target of maintaining at least a Fair rating. The clear outcome of the Williams Act compliance visit confirms that all classrooms are staffed by appropriately assigned teachers and that students have access to sufficient instructional materials throughout the school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goals, metrics, target outcomes, and actions under Goal 3 remain consistent with prior years and no substantive changes have been made for 2026-27. The school's continued investment in teacher quality through Actions 3.1, 3.8, and 3.11, curriculum implementation through Actions 3.4 and 3.5, instructional coaching through Action 3.2, enrichment through Action 3.12, and facilities through Actions 3.6 and 3.7 reflects the priorities established at the start of this three-year cycle. The TNTP results, particularly the strong gains in teacher satisfaction with instructional practice support, point to a coaching and professional development model that is taking hold across both campuses. Teacher satisfaction with curriculum access, while just below the Year 3 target, is on a clear upward trajectory, and the continued implementation of Eureka Squared and EL Achieve, now deepening across the full K-8 program, will continue to build teacher confidence

and student access to rigorous materials. The Teacher Pathways program and regional induction support will continue to be the primary vehicles for improving the school's Clear credential rate over time and the in-house substitution structures in Action 3.14 reflect the school's commitment to retaining the experienced teachers whose continuity is foundational to year-over-year student growth.

As 2026-27 represents the final year of the current three-year LCAP cycle, the school will use this year to engage educational partners more actively in reflecting on Goal 3 outcomes and informing the priorities and structures that will shape the conditions of learning goals of the next LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Hiring process:	KIPP implements a rigorous hiring process, which includes screening, formal and informal interviews, performance tasks, curricular and teacher materials review, teaching demonstrations, and reference checks by a dedicated team.	$102,684.55	Yes
3.2	Title I and II, improving academic outcomes:	KIPP teachers receive observation, coaching, and support from school leadership to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching is customized, supporting both the students and the teachers' growth and development. Per allowable uses, KIPP transfers Title II funding allocations to Title I to optimize this coaching and teacher development strategy. This combined total is $375,134.71. Title I totals $X Title II totals $X	$377,843.61	Yes
3.3	Teacher Pathways:	KIPP Public Schools strengthens educator development through California CTC grant-funded initiatives and CTC grant-funded initiatives and other local investments that eliminate financial barriers for diverse teaching	$155,738.05	No

Action #	Title	Description	Total Funds	Contributing
		candidates. Our Teaching Residency Program and Classified-to-Teacher Pathway provide comprehensive support including resident stipends, examination fees, and full credentialing costs. This funding extends to existing campus substitutes and teachers with non-credentialed or short-term credentials, creating advancement opportunities for all staff. KIPP has invested in dedicated personnel who guide participants through credential transitions while offering housing assistance and onboarding support. This ongoing funding initiative ensures all educators receive the necessary resources to deliver exceptional instruction, creating sustainable pathways that address teacher shortages while building a diverse, well-prepared teaching force committed to student success.		
3.4	Resources:	KIPP prioritized the need for excellent resources and provided teachers with the supplies, learning tools and technology that they needed to teach Common Core curriculum in the classroom successfully. To implement Common Core standards, KIPP has adopted the nationally rolled out, data-driven, evidence based OneKIPP initiative that includes more access to resources, materials, and templates available to the larger KIPP network. The annual selection process for these materials required a robust, in-depth review of student performance data by subgroup and included many learning modalities, including reading materials, text books, planners, classroom equipment, testing materials and more. Only materials that could meet the needs of all students were selected and used to bring all student subgroups to the highest level of achievement.	$528,600.50	No
3.5	More teacher time:	In an effort to close academic gaps, KIPP teachers spend more time instructing students than is required by the state. All teachers commit to this increased instructional time, and KIPP offers competitive teacher salaries to support this "more time" model.	$441,646.98	Yes
3.6	Custodial and facility staff:	KIPP prioritized creating a safe, clean and welcoming learning environment. KIPP continued strict cleaning and disinfecting procedures	$303,584.03	No

Action #	Title	Description	Total Funds	Contributing
		that were developed as a result of the COVID-19 pandemic in alignment with CDC health and safety standards. KIPP invested in additional equipment including disinfectant wipes and hand washing station supplies, and in additional training for janitorial staff to ensure that high cleaning standards were met.		
3.7	Facilities and emergency procedures:	KIPP invested in the maintenance (repairs, security, rent, utilities) of school buildings to keep them at the standard that all students deserve. KIPP had procedures for emergencies to ensure the safety of students and staff -- including a comprehensive school safety plan that included fire, earthquake, intruder and infectious diseases procedures. Regular maintenance reviews ensured that issues were identified and addressed as quickly as possible.	$762,190.64	No
3.8	KIPP teachers:	KIPP is committed to providing high quality teachers by offering competitive teacher salaries that allow us to attract a capable and diverse staff. Teachers have the most direct, sustained contact with students. Research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, or facilities. Therefore, teachers who work at KIPP must have strong and positive recommendations, evidence of strong connections with students and their families, must be team players, flexible, smart, community service oriented, embody and exemplify the values of the school, and be committed to the vision and mission of KIPP.	$3,771,509.64	No
3.9	Personal learning technology devices:	KIPP is committed to continuing access to technology by providing each student with a Chromebook. These devices have been integrated into the learning experience, enabling students to research, collaborate, and create. They provide access to a wealth of educational resources,	$211,622.67	Yes

Action #	Title	Description	Total Funds	Contributing
		including online textbooks, interactive learning platforms, and educational applications.		
3.10	Health and safety:	KIPP's focus has been on reducing risk by layering strategies that protect the health and safety of our students and staff. All students deserve healthy spaces where they can learn and thrive.	$9,000.00	No
3.11	Support for new teachers:	Teachers new to KIPP receive an additional week of dedicated professional development and onboarding to best prepare them to support students. Additional support includes high-quality dedicated coaching where new teachers have the opportunity to apply what they learned, gain hands-on experience in real classrooms, differentiated instruction, and working directly with diverse learners in a supervised context.	$105,920.28	Yes
3.12	Expanded enrichment opportunities:	KIPP schools serve as safe and accessible spaces for students by providing at least nine hours of on-campus opportunities daily. Morning on-campus activities may include access to breakfast, teacher and staff support, as well as early drop-off for busy families. After school activities may include enrichments, clubs, tutoring, sports, or other extracurricular activities. KIPP also provides intersession opportunities during non-school days.	$1,525,728.74	Yes
3.13	KIPP Contributions	The KIPP 401(k) Plan is designed to help KIPP employees save for the future by making 401(k) contributions on a tax-advantaged basis. For employees who make 401(k) salary deferral contributions, KIPP Northern California makes matching contributions to the account based on the 401(k) contributions each pay period, helping employees grow their money over time.	$239,333.71	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Continuity of Learning:	KIPP employs direct financial strategies to support increased teacher retention such as increased stipends for teaching staff that provide in-house teaching substitution. This helps to promote the continuity of learning for students by fostering a stable teaching environment and addressing the challenges of teacher absences.	$107,635.64	Yes
3.15	Mental Health for All:	The mental health for all initiative focuses on supporting the mental health of KIPP staff through new holistic resources, supports, and training. Staff receive access to fast, dependable connections to mental health professionals for benefit-eligible staff and dependents, as well as a learning platform through Headspace 12 therapy sessions annually for benefit-eligible staff and dependents at no cost; opportunities for input through an organization-wide survey to inform how to better integrate mental health into KIPP's people culture strategy; role-based training for all leaders across the region; and the formation of a region-wide Mental Health Workgroup.	$7,652.00	Yes
3.16	Transportation Resources	In alignment with KIPP's "Every Seat, Every Day" priority which aims to reduce chronic absenteeism and promote attendance, KIPP offers transportation resources to students, especially our highest needs pupils, to help them get to school. Research from the Urban Institute's 2017 comprehensive study "On the Road to School: Helping Children Succeed by Addressing Transportation Barriers" demonstrates that transportation barriers significantly impact student attendance, with economically disadvantaged students missing up to three more days of school annually compared to their peers with reliable transportation. As shown by this evidence, transportation resources—including bus passes, dedicated school bus routes, and transportation vouchers—effectively encourage greater attendance and improved academic outcomes by alleviating family stresses over transportation logistics, particularly for working parents with scheduling constraints or limited vehicle access. These resources reduce inequitable commute barriers such as geographic isolation, promote enhanced student safety during daily travel, and create consistency in daily		Yes

Action #	Title	Description	Total Funds	Contributing
		routines that benefit student well-being. By providing transportation support, students—especially those with higher needs—arrive more prepared and ready to learn, demonstrate increased participation in extracurricular and enrichment activities, and engage more fully in school activities and community forums. This initiative reinforces KIPP's commitment to the fundamental message that every student's presence, participation, and progress is valued in the school community.		
3.17	Arts and Music	KIPP allocates public funding for Arts and Music programs to provide equitable access for all students, especially those with limited prior exposure. Research by Rabkin and Redmond shows arts education positively impacts school engagement, academic achievement, motor skills, cognitive functioning, emotional wellbeing, and self-esteem. Through diverse creative outlets, students express, explore, experiment, and reflect. These programs directly support KIPP's mission of creating "joyful, academically excellent schools" that prepare students with skills and confidence for their chosen paths, while aligning with the "whole child" approach and the LCAP goal of academic achievement for all students. Specifically, Prop 28 and Measure U funding enables arts and music programs that create joyful learning environments through creative expression and community celebrations. These programs foster academic excellence by enhancing critical thinking, pattern recognition, and problem-solving skills that transfer across subjects. Students develop crucial confidence through performances, collaborative projects, and the discipline of creative practice—skills essential for their chosen paths beyond KIPP. Arts education supports the "whole child" by nurturing social-emotional development, physical coordination, cultural awareness, and healthy emotional expression. Furthermore, these programs advance LCAP academic achievement goals through improved attendance, engagement, focus, and growth mindset, ensuring all students benefit equitably regardless of background.	$127,779.41	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,064,500.00	$$386,704

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
41.738%	0.000%	$0.00	41.738%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for multilingual learners: **Need:** KIPP has a higher population of multilingual learners than the state of California but is still working towards meeting comparable state results for English Learner Progress (ELPI).	Multilingual learners may face unique challenges in the classroom, such as difficulty understanding instruction, limited English vocabulary, and cultural differences that may impact their learning experience. These challenges can hinder academic progress. By providing these additional supports, KIPP can help multilingual learners succeed academically and reach their full potential. This not only benefits the individual students but also contributes to the overall success of the school and the broader community.	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	An ELD teacher's expertise in language development theory, instructional methods, and assessment practices ensure that these students receive the focused attention they need to effectively access grade-level content across all subject areas. Moreover, the ELD teacher collaborates closely with general education teachers to ensure appropriate accommodations and differentiated instruction, creating an inclusive learning environment that promotes academic success for all students. **Scope:** LEA-wide		
1.4	**Action:** Professional development: **Need:** KIPP's majority student population qualify as socioeconomically disadvantaged. Recent state testing results (2022-23) for socio-economically disadvantaged exceeded or met the results of the authorizing district. **Scope:** LEA-wide	Teachers who participate in effective professional development programs gain new skills, knowledge, and strategies that help them better support students with the highest needs. For example, professional development provides teachers with training in culturally responsive practices, differentiated instruction, and strategies for working with students who have experienced trauma. This supports teachers in better understanding and meeting the needs of unique student experiences, and ultimately leading to improved academic achievement and better outcomes. KIPP is dedicated to seeing growth and will allocate dedicated time to professional development to improve results, as research indicates that sustained, intensive professional development focusing on specific instructional practices and content knowledge is associated with improved student achievement (Darling-	State testing results - ELA and Mathematics with a focus on socioeconomically disadvantaged pupils.

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		Hammond et al., 2017; Yoon et al., 2007). By allocating significantly more time to professional development compared to the district, with 10+ fully dedicated days for all teachers, KIPP demonstrates its investment in its teachers' continuous growth and improvement. This increased time allows for deeper exploration of effective teaching strategies, data analysis, and collaboration among educators, which in turn leads to better-equipped teachers who can more effectively meet the diverse needs of their students (Desimone, 2009). Given that the total number of professional development days is significantly higher than the district and the development approach is focused on KIPP's highest-need students, this action will contribute to increasing services to teachers and therefore improving academic achievement and engagement for the school's unduplicated students, such as those who are socioeconomically disadvantaged and/or multilingual learners.	
1.5	**Action:** Title III: **Need:** KIPP has a higher population of multilingual learners than the state of California but is still working towards meeting comparable state results for English Learner Progress (ELPI). **Scope:** LEA-wide	ELPI and reclassification results.	Research has shown that targeted professional development and coaching for teachers can significantly improve the effectiveness of instruction for multilingual learners (Darling-Hammond et al., 2017; Garet et al., 2001). By providing training and facilitating data meetings where teachers, APs, and instructional coaches

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			review student data, the ML instructional coach enables data-driven instructional decisions and promotes the effective implementation of ML instructional strategies. This approach aligns with evidence-based practices that emphasize the importance of using data to inform instruction and support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students further demonstrates KIPP's commitment to

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			providing high-quality, evidence-based resources for student learning.
1.6	**Action:** Data analysis and visualization: **Need:** The majority of KIPP students qualify as socio-economically disadvantaged. According to a report by the National Center for Education Statistics, these students are more likely to face academic challenges such as lower proficiency levels, higher dropout rates, and lower college enrollment rates than their higher-income peers. **Scope:** LEA-wide	By regularly reviewing critical data such as grades, testing results, and attendance, KIPP can identify early warning signs of academic struggles and provide targeted interventions. KIPP data demonstrates that socio-economically disadvantaged students meet more thresholds for intervention than all other students. These data analysis and visualization tools help school teams better understand a student's holistic experience at school, support increased identification of early and meaningful interventions, and improve the number of services to the school's unduplicated student population (students qualifying as socioeconomically disadvantaged).	State testing results - ELA and Mathematics. Attendance and chronic absence results With a focus on socioeconomically disadvantaged students on both data results.
1.7	**Action:** Small group reading focus: **Need:** The literacy gaps in KIPP's most vulnerable populations, Black Student Learners, Multilingual Language Learners, and Student Learners with Disabilities, are the largest when compared to "all students." **Scope:** LEA-wide	Literacy Tier 1 instruction aims to address the gaps in word recognition in order to increase language comprehension and ultimately, reading comprehension. Research has consistently shown that explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies is effective for improving reading skills in all students, including those who are struggling readers (National Reading Panel, 2000; Foorman et al., 2016). By providing targeted small group instruction that focuses on these essential components of reading, KIPP is implementing evidence-based practices that have been shown to benefit all students, regardless of	State testing results - ELA.

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		their background or learning needs. Furthermore, by ensuring that these support programs are culturally responsive and tailored to meet the unique needs of the school's student population, KIPP is addressing the importance of culturally relevant pedagogy in promoting academic success for all students (Ladson-Billings, 1995; Gay, 2010). KIPP's daily focus on reading and additional opportunities to learn and practice are prioritized for students facing the widest learning gaps, ultimately increasing and improving services for the school's unduplicated student population (multilingual learners, socioeconomically disadvantaged, other subgroups identified by KIPP). However, these evidence-based practices and the emphasis on culturally responsive teaching also serve to benefit all students by creating a more inclusive and effective learning environment that supports the development of strong literacy skills.	
1.50	**Action:** **Need:** **Scope:**	All data and metrics remain in review at the time of the Q3 board meeting. A full reflection will be available in the final LCAP that is presented to the KIPP Board in June of 2026.	
2.1	**Action:** Family involvement and support: **Need:** Increasing family involvement can have a significant positive impact on the academic	The actions taken by KIPP to encourage family involvement have been specifically tailored to support families with additional needs, such as flexible and varied event times and opportunities, translated and accessible materials, and dedicated ACE staff. These actions increase and improve services for the school's unduplicated student	Family engagement opportunities, family engagement satisfaction survey results.

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	achievement and social-emotional development of students who qualify as socioeconomically disadvantaged. When families are actively involved in their children's education, it can lead to improved academic performance, increased motivation, better attendance, increased engagement, and improved social-emotional well-being. By working together with families, schools can help create a more equitable and inclusive education system that greatly benefits the highest need students while also seeing improvement for all students. **Scope:** LEA-wide	population, which includes students who qualify as socioeconomically disadvantaged and multilingual learners. Family involvement helps create a supportive home environment that reinforces the importance of education, which helps children stay on track with their school work. When parents and family members are involved in their children's education, students feel more supported and encouraged to do well in school, which can help increase student engagement and motivation to succeed academically. Additionally, family involvement can help improve student attendance and foster positive social-emotional development. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, benefit from the positive outcomes associated with increased family involvement in education.	
2.2	**Action:** Improve attendance: **Need:** While the school continues to make significant gains in reducing chronic absence, over 20% of students that qualify as socioeconomically disadvantaged are still chronically absent. Regular attendance is crucial for students to fully participate in classroom activities, engage with teachers and peers, and receive necessary academic and social-emotional support.	The school takes a non-punitive, personal approach to build strong relationships and understand the unique circumstances of each family. These additional supports are intended to improve attendance for KIPP's highest needs students, and with this focus, the school anticipates improved attendance across all students. The increased opportunities and personal connections/touch points with families contribute to increasing services for the school's high unduplicated student population. By providing personalized support and building strong relationships with families, the school is implementing evidence-based practices that have been shown to improve attendance. A report by Attendance Works (2017) emphasized the	Chronic absence and average daily attendance rates with a focus on socioeconomically disadvantaged students.

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	Scope: LEA-wide	importance of implementing multi-tiered systems of support (MTSS) that provide targeted interventions for students with attendance challenges. The report also highlighted the effectiveness of strategies such as positive messaging, family engagement, and data-driven decision making in promoting regular attendance. By focusing on improving attendance for its highest-need students and providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, benefit from the positive outcomes associated with regular attendance.	
2.3	**Action:** Communication resources: **Need:** KIPP has seen promising results on the school culture index, which represents questions from the Family School Culture Survey that make up the student and family experience. While these results are currently positive, KIPP wants to continue to focus on activities that support connection due to the high number of students that qualify as socioeconomically disadvantaged. Expanded learning time initiatives have demonstrated great promise in improving academic outcomes among students who are most likely to fall behind. Building positive relationships between teachers and students	The accessible touchpoints between KIPP teachers and students/families provided through communication resources can improve students' engagement and motivation, leading to better academic outcomes. Research has shown that strong teacher-student relationships are associated with increased student engagement, higher academic achievement, and better social-emotional outcomes (Roorda, Koomen, Spilt, & Oort, 2011). Furthermore, a meta-analysis by Hattie (2009) found that teacher-student relationships have a significant positive effect on student learning. Providing opportunities for extended learning time and facilitating communication between teachers and students/families is particularly beneficial for unduplicated student populations, such as those who qualify as socioeconomically disadvantaged. A report by the National Center on Time and Learning (2015) highlighted the effectiveness of expanded learning time programs in improving	Family school culture index and student / teacher relationships results.

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	is crucial for creating a supportive and safe learning environment that encourages engagement and motivation. This is particularly important for students who may lack support at home or have experienced trauma or stress that may affect learning. **Scope:** LEA-wide	academic outcomes for disadvantaged students, noting that these programs can help close achievement gaps and promote educational equity. By offering communication resources and opportunities for extended learning time on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, have access to the support and resources they need to succeed academically. This approach is supported by research emphasizing the importance of providing comprehensive, schoolwide interventions to address the needs of struggling students (Borman, Hewes, Overman, & Brown, 2003; Sailor et al., 2006).	
2.4	**Action:** Improving school climate: **Need:** Suspension rates remain higher for KIPP students that qualify as socioeconomically disadvantaged students compared to “all KIPP students,” as reported on the CA Dashboard. Students who attend KIPP may face challenges including food scarcity, unstable living conditions, limited access to essential resources, and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction ensures KIPP is working with students and families to develop	Social-emotional learning practices require a larger, whole-school initiative to truly support those who are most vulnerable, as all students, staff, and leaders participate in shared learning and actions, such as morning community circles, restorative practices, chants, and restorative attendance conferences. Research has consistently shown that SEL programs have a positive impact on students' academic performance, behavior, and mental health (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Taylor, Oberle, Durlak, & Weissberg, 2017). A meta-analysis by Durlak et al. (2011) found that students who participated in SEL programs demonstrated significant improvements in social and emotional skills, attitudes, behavior, and academic performance compared to students who did not participate in such programs.	Student suspension rates, with a focus on socioeconomically disadvantaged students.

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	trust, empathy, and strong relationships that lead to better outcomes for students. **Scope:** LEA-wide	SEL programs have been found to be particularly beneficial for students who qualify as socioeconomically disadvantaged and those who have experienced trauma (Jagers, Rivas-Drake, & Williams, 2019; Jennings & Greenberg, 2009). By providing SEL instruction and support on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those who are most vulnerable, have access to the resources and support they need to develop essential social and emotional competencies. This approach aligns with research highlighting the importance of implementing comprehensive, schoolwide SEL initiatives to create a positive school climate and promote the well-being and success of all students (Elias et al., 1997; Greenberg et al., 2003).	
2.5	**Action:** Mental health clinician: **Need:** KIPP would like to see growth in the emotional safety and support of student survey results, which represents questions from the The New Teacher Project (TNTP). KIPP wants to continue to focus on activities that support connection to resources due to the high number of students that qualify as socioeconomically disadvantaged. **Scope:** LEA-wide	Addressing poverty and providing mental health resources for students can help alleviate stressors and improve mental health, leading to better academic performance and overall well-being. The services provided by the mental health clinicians are part of a larger multi-tiered system of support (MTSS), which offers specific interventions based on need. Research has shown that MTSS is an effective framework for addressing the academic, behavioral, and social-emotional needs of all students, particularly those who face additional challenges (Averill & Rinaldi, 2011; Sugai & Horner, 2009). A study by Fazel, Hoagwood, Stephan, and Ford (2014) found that school-based mental health services can significantly improve academic outcomes and reduce emotional and behavioral problems among students, especially those from low-income families. Furthermore, research by	Emotional safety and support of students survey results.

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		Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) demonstrated that universal social and emotional learning programs, which are a key component of MTSS, can lead to significant improvements in students' social and emotional skills, attitudes, behavior, and academic performance. While all students will benefit from the implementation of an MTSS and the support of mental health clinicians, KIPP's students who qualify as socioeconomically disadvantaged may require higher tier interventions, which include services supported or coordinated by the mental health clinician. This targeted approach aligns with research emphasizing the importance of providing intensive, individualized support for students with the greatest needs (Fuchs & Fuchs, 2006; Lane, Oakes, & Menzies, 2014). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, particularly those from disadvantaged backgrounds, have access to the mental health support they need to thrive academically and emotionally, ultimately increasing and improving services for the school's unduplicated student population.	
2.6	**Action:** Community Schools Implementation/CCSMs **Need:** Research has shown that full-service community schools are an effective place-based strategy to meet the educational needs of high-need students. Students from disadvantaged backgrounds often face a range of challenges that can impact their	By implementing the Four Pillars of Community Schools, KIPP is working to create a comprehensive support system that addresses the diverse needs of its students and families. The Regional Collaborative Care and Support Managers (CCSMs) will play a crucial role in this initiative by serving as the main drivers behind needs assessment work, project managers overseeing the implementation of community schools initiatives, resource managers,	Chronic absence rates and school culture index responses.

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	academic success, such as poverty, trauma, and limited access to resources and support services (Oakes, Maier, & Daniel, 2017). **Scope:**	participants and leaders in the coordination of services, and managers of Coordination of Service referrals. This collaborative and integrated approach aligns with research highlighting the importance of providing comprehensive, wraparound services to support the success of students from disadvantaged backgrounds (Dryfoos, 2000; Valli, Stefanski, & Jacobson, 2014). By implementing the community schools model on an LEA-wide or schoolwide basis, KIPP is working to improve services for its unduplicated student population. Research has shown that community schools can be particularly effective in supporting the needs of students from families and communities that qualify as low-income (Heers, Van Klaveren, Groot, & Maassen van den Brink, 2016; Maier et al., 2017). Through this initiative, students and families will feel more supported by their community and more empowered, as they build important skills.	
3.1	**Action:** Hiring process: **Need:** Research has consistently shown that teacher quality is one of the most important factors influencing student achievement, particularly for students that qualify as socioeconomically disadvantaged (Darling-Hammond, 2000; Rivkin, Hanushek, & Kain, 2005). A study by Egalite, Kisida, and Winters (2015) found that students of color who were taught by teachers of the same race/ethnicity experienced	By implementing a rigorous hiring process that focuses on diverse and equitable hiring practices, KIPP is working to ensure that all students, particularly those who qualify as socioeconomically disadvantaged, have access to high-quality teachers who can best support their learning needs. Effective teachers are subject to robust screenings to ensure they will be successful working with KIPP communities to improve the quality of instruction for KIPP's unduplicated student population. This approach aligns with research emphasizing the importance of providing students that qualify as socioeconomically disadvantaged with access	Teacher credential data results.

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	positive effects on their academic achievement and attitudes towards school. This dedicated team supplements the traditional hiring process by focusing on diverse and equitable hiring practices, with goals to bring in staff that can best support high-needs students and increase the number of teaching staff who self-identify as people of color. **Scope:** LEA-wide	to highly effective teachers and a diverse teaching workforce in order to promote educational equity and improve student outcomes (Darling-Hammond, 2015; Ingersoll & May, 2011). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background, have the opportunity to learn from skilled and diverse educators who can help them achieve academic success.	
3.2	**Action:** Title I and II, improving academic outcomes: **Need:** KIPP has seen mixed results between elementary and middle school teacher's experiences with their professional development, which represents questions from the The New Teacher Project (TNTP) survey. While these results are trending positive, KIPP wants to continue to focus on teacher development as we embark on the implementation of a new regional academic curriculum. Strong, supportive, and prepared teachers are critical to student achievement, particularly for students who qualify as socioeconomically disadvantaged or have been identified as	Through targeted professional development led by the school's leadership, effective, evidence-based educational strategies are taught and modeled to close the achievement gap and enable high-needs students to meet the state's challenging academic standards. Research has consistently shown that high-quality professional development can significantly improve teacher effectiveness and student achievement (Darling-Hammond, Hyler, & Gardner, 2017; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). A meta-analysis by Kraft, Blazar, and Hogan (2018) found that teacher coaching had a positive effect on student achievement, with larger effects observed in studies that focused on specific subject areas and provided more intensive coaching. Research has highlighted the importance of teacher retention and continuity in promoting student success, particularly in high-needs schools	Measure student growth and proficiency on state standardized assessments, disaggregating data for socioeconomically disadvantaged students and those receiving interventions. Conduct regular classroom observations to assess the implementation and fidelity of evidence-based strategies taught during professional development sessions. Year-over-year teacher retention rates, aiming for

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	needing additional support. These students often face educational inequities and may require more targeted interventions and high-quality instruction to close achievement gaps (Darling-Hammond, 2010; Isenberg et al., 2016). KIPP's majority student population qualify as socioeconomically disadvantaged. Recent state testing results (2022-23) for socio-economically disadvantaged exceeded or met the results of the authorizing district but still fall below the state for ELA by 10 points, and SED students fall nearly. 5 points behind all students. Mathematics is tracking 20 points behind the state scores. **Scope:** LEA-wide	(Ronfeldt, Loeb, & Wyckoff, 2013; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). By providing ongoing professional development opportunities and supporting a leadership pipeline, KIPP is working to build continuity in teaching and leadership for the school communities, which can contribute to improved student outcomes. Providing targeted development for teachers with these additional resources in order to attain higher academic achievement contributes to increasing and improving services for the school's unduplicated student population, particularly those who qualify as socioeconomically disadvantaged.	improvement or maintaining high levels of retention. Reduce achievement gaps between targeted student groups and the overall student population on standardized assessments.
3.5	**Action:** More teacher time: **Need:** Students who qualify as socioeconomically disadvantaged often face educational inequities and may require additional instructional time and support to close achievement gaps and stay engaged in school (Patall, Cooper, & Allen, 2010; Redd et al., 2012). KIPP would like to see growth in teacher's alignment with the school's academic approach, which represents questions from	More time initiatives have shown promise in improving academic outcomes among students who are most likely to fall behind. Research has demonstrated that increased instructional time can lead to improved student achievement, particularly for students from disadvantaged backgrounds (Battistin & Meroni, 2016; Figlio, Holden, & Ozek, 2018). By providing additional focused time, KIPP aims to support struggling students, engage them more fully, and reduce the likelihood of dropping out. This contributes to increasing services for the school's unduplicated student population. Offering competitive teacher salaries helps attract and retain high-quality educators, which is crucial for implementing effective extended learning time programs (Darling-Hammond, 2000; Ronfeldt,	Teacher academic curriculum survey results. State testing results - ELA and Mathematics.

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	the The New Teacher Project (TNTP) survey. A continued focus in academic alignment will be critical as KIPP embarks on the implementation of a new regional academic curriculum. **Scope:** LEA-wide	Loeb, & Wyckoff, 2013). By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students have access to the additional instructional time and support they need to succeed academically and stay engaged in school.	
3.9	**Action:** Personal learning technology devices: **Need:** Families are surveyed about access to the internet at home and comfort with navigating technology in order to build technology fluency that prepares students and families for next-generation learning. Support of students and families during the COVID-19 crisis showed higher technology needs for KIPP's student population that qualifies as socioeconomically disadvantaged. **Scope:** LEA-wide	KIPP maintains a 1:1 ratio for devices to ensure no student has a gap in access, and devices are available for at-home use if needed. Research shows that access to technology and digital tools can enhance learning, engagement, and achievement, particularly for disadvantaged students (Darling-Hammond et al., 2014; Zheng et al., 2016). Providing technology access and support is crucial for promoting educational equity and preparing students for success in a digital world (Warschauer et al., 2004). The continuation of robust technology supports serves to increase and improve services for KIPP's unduplicated student population, particularly those who qualify as socioeconomically disadvantaged. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures all students have the tools and support they need to succeed in a technology-driven learning environment.	Teacher academic curriculum survey results.
3.11	**Action:** Support for new teachers: **Need:**	By investing in a new teacher development program, KIPP equips educators with the necessary knowledge, tools, and support to more effectively meet the needs of diverse learners.	Teacher professional development survey results.

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	New teacher development plays a crucial role in achieving success with students who may have higher learning needs. KIPP has seen mixed results between elementary and middle school teacher's experiences with their professional development, which represents questions from the The New Teacher Project (TNTP) survey. While these results are trending positive, KIPP wants to continue to focus on teacher development as we embark on the implementation of a new regional academic curriculum. **Scope:** LEA-wide	Research has shown that high-quality teacher induction and mentoring programs can improve teacher effectiveness, retention, and student achievement (Ingersoll & Strong, 2011; Schmidt, Young, Cassidy, Wang, & Laguarda, 2017). New teachers who undergo this development build a deeper understanding of the specific needs of their students, enabling them to create inclusive and engaging learning environments. Additional professional development and onboarding time to prepare new KIPP teaching staff serves to improve services for the school's unduplicated population, particularly those who qualify as socioeconomically disadvantaged and multilingual learners. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or learning needs, have access to well-prepared and supported teachers who can effectively facilitate their academic success.	
3.12	**Action:** Expanded enrichment opportunities: **Need:** Students who qualify as socioeconomically disadvantaged may face challenges in accessing extracurricular activities or may not have a safe and supportive environment outside of school hours. These students may also benefit from additional learning opportunities and support to help close the achievement gap (Afterschool Alliance, 2016; Lauer et al., 2006).	Research conducted by the Afterschool Alliance (2016) showed that participation in after-school programs was associated with improved academic performance, particularly in reading and math. The study also found that students who participate in after-school programs are more likely to graduate high school and pursue post-secondary education. After-school programs provide a safe and supportive environment for students, particularly those who qualify as socioeconomically disadvantaged and may not have access to extracurricular activities or face other challenges at home. By offering extended enrichment time, KIPP contributes to increasing (time) and improving	Family school culture index and emotional safety and support of students survey results.

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	Scope: LEA-wide	(quality) services for the school's unduplicated student population. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or family resources, have access to a wide range of enriching activities and support that can foster their academic, social, and emotional development.	
3.13	**Action:** KIPP Contributions **Need:** During a period where many districts reduced roles, cut benefits, or other staff services, KIPP maintained normal hiring and return practices and has retained the discretionary 401(k) matching option at 100% of the 4% employee contribution. These employee services are intended to support teachers in their professional and personal endeavors while also aiming to retain quality teachers at higher rates year over year. High teacher turnover can disproportionately impact students with high needs, as they may experience a lack of continuity in their learning and development (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015). **Scope:** LEA-wide	KIPP 401(k) matching contributions are supplemental and serve as a way to support and retain high-quality teaching talent in the competitive Bay Area market. Research has shown that teacher retention is crucial for promoting student achievement and creating a stable learning environment, particularly in schools serving high-needs populations (Darling-Hammond, 2000; Ingersoll, 2001). By offering competitive benefits and supporting teachers' financial well-being, KIPP aims to increase retention rates and ensure continuity of learning and development for students who are disproportionately impacted by high teacher turnover. This is especially important for KIPP schools, where the percentage of students with high needs is significantly higher than the state average. Studies have found that teacher turnover can negatively affect student achievement, with a more pronounced impact on students from disadvantaged backgrounds (Hanushek, Rivkin, & Schiman, 2016; Ronfeldt et al., 2013). By providing these services on an LEA-wide or schoolwide basis, KIPP is working to improve services for the school's unduplicated population by creating a more stable and supportive learning	Teacher retention data results.

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		environment with experienced, committed teachers.	
3.14	**Action:** Continuity of Learning: **Need:** Teacher turnover can have a significant negative impact on student learning, particularly for students with high needs who may be more vulnerable to the disruptions caused by frequent changes in teaching staff (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015). Additionally, the shortage of available substitute teachers during the pandemic has made it difficult for schools to ensure continuity of learning when regular teachers are absent (Kraft & Simon, 2020). **Scope:** LEA-wide	Teacher return bonuses serve as an effective strategy to enhance teacher retention rates and acknowledge the dedication and commitment of experienced teachers. Research has shown that financial incentives can be a powerful tool for retaining high-quality teachers, particularly in schools serving disadvantaged student populations (Clotfelter, Glennie, Ladd, & Vigdor, 2008; Springer, Swain, & Rodriguez, 2016). By offering bonuses to returning teachers, KIPP is working to create a stable and supportive working environment that reduces turnover rates and ensures continuity of learning for students. In-house teaching substitution, supported by increased stipends for teaching staff, provides important continuity for students when regular teachers are absent. This approach allows KIPP to leverage the expertise of its existing teachers and maintain a sense of stability in the classroom, even when faced with the challenges of teacher absences and substitute shortages. Research has highlighted the importance of maintaining instructional continuity and minimizing disruptions to student learning (Miller, Murnane, & Willett, 2008; Sawchuk, 2021). These additional financial incentives are intended to retain quality teachers at higher rates year over year. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for students who are disproportionately impacted by	Teacher retention data results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		high teacher turnover, thereby improving services for the school's unduplicated population. By providing these services on an LEA-wide or schoolwide basis, KIPP is working to create a stable and supportive learning environment that promotes academic success for all students, particularly those with the greatest needs.	
3.15	**Action:** Mental Health for All: **Need:** KIPP's most valuable resource is its people. The work, while incredibly rewarding and impactful, is also demanding. The past few years have been particularly challenging and stressful while in recovery from the COVID-19 pandemic. Teacher well-being and mental health are crucial factors in promoting job satisfaction, retention, and ultimately, student success (Greenberg, Brown, & Abenavoli, 2016; McLean & Connor, 2015). Supporting teachers' mental health is especially important in schools serving high-needs populations, where the demands on educators may be greater (Herman, Hickmon-Rosa, & Reinke, 2018). **Scope:** LEA-wide	The mental health for all initiative services are intended to support teachers in their professional and personal endeavors while also aiming to retain quality teachers at higher rates year over year. Research has shown that teacher well-being and mental health are significant predictors of job satisfaction, commitment, and retention (Jennings & Greenberg, 2009; Skaalvik & Skaalvik, 2011). By providing comprehensive mental health resources and support, KIPP is working to create a positive and supportive work environment that promotes teacher well-being and reduces the risk of burnout. Increasing retention at KIPP schools, where the percentage of students with high needs is significantly higher than the state average, will ensure continuity of learning and development for students who are disproportionately impacted by high teacher turnover. Studies have found that teacher turnover can have a negative impact on student achievement, particularly in schools serving disadvantaged populations (Hanushek, Rivkin, & Schiman, 2016; Ronfeldt, Loeb, & Wyckoff, 2013). By providing these mental health services and supports on an LEA-wide or schoolwide basis,	Teacher retention data results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		KIPP is working to improve services for the school's unduplicated population by fostering a stable, supportive, and mentally healthy teaching staff. This approach aligns with research highlighting the importance of teacher well-being in promoting positive student outcomes and creating a nurturing learning environment (Jennings & Greenberg, 2009; Roeser, Skinner, Beers, & Jennings, 2012).	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Support for multilingual learners: **Need:** KIPP has a higher population of multilingual learners than the state of California but is still working towards meeting comparable state results for English Learner Progress (ELPI). An ELD teacher’s expertise in language development theory, instructional methods, and assessment practices ensure that these students receive the focused attention they	Multilingual learners may face unique challenges in the classroom, such as difficulty understanding instruction, limited English vocabulary, and cultural differences that may impact their learning experience. These challenges can hinder academic progress. Providing these additional, targeted supports for multilingual learner students in order to attain higher academic achievement has contributed to improving services for the school's unduplicated student population (multilingual learners).	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	need to effectively access grade-level content across all subject areas. Moreover, the ELD teacher collaborates closely with general education teachers to ensure appropriate accommodations and differentiated instruction, creating an inclusive learning environment that promotes academic success for all students. **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** Title III: **Need:** KIPP has a higher population of multilingual learners than the state of California but is still working towards meeting comparable state results for English Learner Progress (ELPI). **Scope:** Limited to Unduplicated Student Group(s)	Research has shown that targeted professional development and coaching for teachers can significantly improve the effectiveness of instruction for multilingual learners (Darling-Hammond et al., 2017; Garet et al., 2001). By providing training and facilitating data meetings where teachers, APs, and instructional coaches review student data, the ML instructional coach enables data-driven instructional decisions and promotes the effective implementation of ML instructional strategies. This approach aligns with evidence-based practices that emphasize the importance of using data to inform instruction and support student learning (Hamilton et al., 2009). Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students	ELPI and reclassification results.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		further demonstrates KIPP's commitment to providing high-quality, evidence-based resources for student learning.	
3.16	**Action:** Transportation Resources **Need:** KIPP has identified significant transportation barriers that disproportionately impact unduplicated students, including low-income families, English learners, and foster youth, creating inequitable access to consistent school attendance and educational opportunities. Data analysis reveals that students from economically disadvantaged backgrounds experience higher rates of chronic absenteeism and tardiness directly correlated with transportation challenges, including lack of reliable family vehicles, inability to afford public transportation costs, geographic distance from school sites, and parents' work schedules that conflict with school start and end times. Many unduplicated families rely on complex transportation arrangements involving multiple family members, public transit systems with limited routes and scheduling, or walking long distances that create safety concerns and weather-related attendance barriers. English learner families often face additional challenges navigating public transportation systems, while foster youth may experience frequent placement changes that disrupt established transportation routines. School-based needs assessments and family surveys	Research from the Urban Institute's 2017 comprehensive study "On the Road to School: Helping Children Succeed by Addressing Transportation Barriers" demonstrates that transportation barriers significantly impact student attendance, with economically disadvantaged students missing up to three more days of school annually compared to their peers with reliable transportation. As shown by this evidence, transportation resources—including bus passes, dedicated school bus routes, and transportation vouchers—effectively encourage greater attendance and improved academic outcomes by alleviating family stresses over transportation logistics, particularly for working parents with scheduling constraints or limited vehicle access. These resources reduce inequitable commute barriers such as geographic isolation, promote enhanced student safety during daily travel, and create consistency in daily routines that benefit student well-being. By providing transportation support, students—especially those with higher needs—arrive more prepared and ready to learn, demonstrate increased participation in extracurricular and enrichment activities, and engage more fully in school activities and community forums. This initiative reinforces KIPP's commitment to the fundamental message that every student's presence, participation, and progress is valued in the school community.	Chronic Absenteeism - Transportation resources directly support improved outcomes in chronic absenteeism rates by removing daily barriers that prevent consistent school attendance, particularly for low-income families who may lack reliable vehicles or face economic hardships that affect transportation access. Enhanced Average Daily Attendance (ADA) results from reduced transportation-related absences, as students with reliable school transportation demonstrate more consistent attendance patterns and fewer tardies that can escalate into chronic absence issues.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	consistently identify transportation as a primary barrier preventing regular attendance, with families reporting that transportation costs strain already limited household budgets and create stress that impacts student readiness to learn. These transportation inequities directly contribute to achievement gaps and limit unduplicated students' access to the full educational program, including after-school programming, extracurricular activities, and family engagement opportunities that support academic success and school connectedness. **Scope:** Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		17.4
Staff-to-student ratio of certificated staff providing direct services to students		13.9

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,342,304	$3,064,500.00	41.738%	0.000%	41.738%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,031,911.71	$2,625,345.27	$240,384.24	$438,664.43	$12,336,305.65	$9,418,852.12	$2,917,453.53

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Support for multilingual learners:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$742,099.30	$0.00	$742,099.30		$0.00	$0.00	$742,099.30	
1	1.2	Special education services:	Students with Disabilities	No			All Schools		$1,313,593.25	$0.00	$1,313,593.25		$0.00	$0.00	$1,313,593.25	
1	1.3	Personalized learning and EdTech:	All	No			All Schools		$20,796.63	$73,649.00	$20,796.63		$73,649.00	$0.00	$94,445.63	
1	1.4	Professional development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$421,784.18	$97,697.66	$274,231.45	$245,250.39	$0.00	$0.00	$519,481.84	
1	1.5	Title III:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$16,470.87	$44,349.95			$0.00	$60,820.82	$60,820.82	
1	1.6	Data analysis and visualization:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$32,729.96	$0.00	$32,729.96		$0.00	$0.00	$32,729.96	
1	1.7	Small group reading focus:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$176,533.79	$0.00		$176,533.79	$0.00	$0.00	$176,533.79	
1	1.8	Transitional Kindergarten:					All Schools		$0.00	$14,044.59	$14,044.59	$0.00	$0.00	$0.00	$14,044.59	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-2									
2	**2.1**	Family involvement and support:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$121,789.15	$0.00	$121,789.15		$0.00	$0.00	$121,789.15	
2	**2.2**	Improve attendance:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$39,682.31	$0.00	$39,682.31		$0.00	$0.00	$39,682.31	
2	**2.3**	Communication resources:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$57,081.29	$57,081.29		$0.00	$0.00	$57,081.29	
2	**2.4**	Improving school climate:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$125,926.88	$0.00	$71,263.21	$54,663.67	$0.00	$0.00	$125,926.88	
2	**2.5**	Mental health clinician:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$131,881.22	$57,000.00	$36,207.77	$152,673.45	$0.00	$0.00	$188,881.22	
2	**2.6**	Community Schools Implementation/CCSMs	Students with Disabilities	No					$0.00	$70,725.17		$70,725.17			$70,725.17	
3	**3.1**	Hiring process:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$102,684.55	$0.00	$102,684.55		$0.00	$0.00	$102,684.55	
3	**3.2**	Title I and II, improving academic outcomes:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$377,843.61	$0.00			$0.00	$377,843.61	$377,843.61	
3	**3.3**	Teacher Pathways:	All	No			All Schools		$136,818.39	$18,919.66	$76,116.05	$79,622.00	$0.00	$0.00	$155,738.05	
3	**3.4**	Resources:	All	No			All Schools		$0.00	$528,600.50	$528,600.50		$0.00	$0.00	$528,600.50	
3	**3.5**	More teacher time:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$441,646.98	$0.00	$441,646.98		$0.00	$0.00	$441,646.98	
3	**3.6**	Custodial and facility staff:	All	No			All Schools		$0.00	$303,584.03	$303,584.03		$0.00	$0.00	$303,584.03	
3	**3.7**	Facilities and emergency procedures:	All	No			All Schools		$36,151.73	$726,038.91	$577,473.99	$184,716.65	$0.00	$0.00	$762,190.64	
3	**3.8**	KIPP teachers:	All	No			All Schools		$3,771,509.64	$0.00	$3,604,774.40		$166,735.24	$0.00	$3,771,509.64	
3	**3.9**	Personal learning technology devices:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$15,994.51	$195,628.16	$211,622.67		$0.00	$0.00	$211,622.67	
3	**3.10**	Health and safety:	All	No			All Schools		$0.00	$9,000.00	$9,000.00		$0.00	$0.00	$9,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	Support for new teachers:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$105,920.28	$0.00	$105,920.28		$0.00	$0.00	$105,920.28	
3	3.12	Expanded enrichment opportunities:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$912,026.13	$613,702.61		$1,525,728.74	$0.00	$0.00	$1,525,728.74	
3	3.13	KIPP Contributions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$239,333.71	$0.00	$239,333.71		$0.00	$0.00	$239,333.71	
3	3.14	Continuity of Learning:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$7,855.64	$99,780.00	$107,635.64		$0.00	$0.00	$107,635.64	
3	3.15	Mental Health for All:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$7,652.00		$7,652.00	$0.00	$0.00	$7,652.00	
3	3.16	Transportation Resources	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income										
3	3.17	Arts and Music							$127,779.41	$0.00		$127,779.41			$127,779.41	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,342,304	$3,064,500.00	41.738%	0.000%	41.738%	$2,583,928.27	0.000%	35.192 %	**Total:**	$2,583,928.27
								LEA-wide Total:	$2,583,928.27
								Limited Total:	$742,099.30
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Support for multilingual learners:	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$742,099.30	
1	**1.4**	Professional development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,231.45	
1	**1.5**	Title III:	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	**1.6**	Data analysis and visualization:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,729.96	
1	**1.7**	Small group reading focus:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.8**	Transitional Kindergarten:				TK-2	$14,044.59	
2	**2.1**	Family involvement and support:	Yes	LEA-wide	English Learners Foster Youth	All Schools	$121,789.15	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Improve attendance:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$39,682.31	
2	2.3	Communication resources:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,081.29	
2	2.4	Improving school climate:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$71,263.21	
2	2.5	Mental health clinician:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$36,207.77	
3	3.1	Hiring process:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$102,684.55	
3	3.2	Title I and II, improving academic outcomes:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	More teacher time:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$441,646.98	
3	3.9	Personal learning technology devices:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$211,622.67	
3	3.11	Support for new teachers:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,920.28	
3	3.12	Expanded enrichment opportunities:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.13	KIPP Contributions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$239,333.71	
3	3.14	Continuity of Learning:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,635.64	
3	3.15	Mental Health for All:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.16	Transportation Resources	Yes	Limited to Unduplicated Student Group(s)	Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,967,134.16	$12,395,075.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Support for multilingual learners:	Yes	$624,464.09	$726,760.72
1	**1.2**	Special education services:	No	$1,400,794.20	$1,584,875.69
1	**1.3**	Personalized learning and EdTech:	No	$97,650.71	$91,727.43
1	**1.4**	Professional development:	Yes	$362,500.11	$501,362.08
1	**1.5**	Title III:	Yes	$51,250.25	$59,307.00
1	**1.6**	Data analysis and visualization:	Yes	$29,991.20	$27,232.69
1	**1.7**	Small group reading focus:	Yes	$176,134.51	$155,337.34
1	**1.8**	Transitional Kindergarten:		$48,575.49	$49,536.42
2	**2.1**	Family involvement and support:	Yes	$115,102.65	$113,055.68
2	**2.2**	Improve attendance:	Yes	$15,086.00	$38,904.22
2	**2.3**	Communication resources:	Yes	$42,974.39	$41,757.18

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Improving school climate:	Yes	$111,265.06	$110,893.63
2	2.5	Mental health clinician:	Yes	$180,624.19	$186,295.32
2	2.6	Community Schools:	No	$69,000.17	$69,000.17
3	3.1	Hiring process:	Yes	$92,723.20	$87,308.26
3	3.2	Title I and II, improving academic outcomes:	Yes	$369,989.97	$363,361.00
3	3.3	Teacher Pathways:	No	$150,607.00	$110,108.98
3	3.4	Resources:	No	$442,752.54	$599,250.77
3	3.5	More teacher time:	Yes	$440,961.28	$418,100.41
3	3.6	Custodial and facility staff:	No	$297,933.68	$301,187.85
3	3.7	Facilities and emergency procedures:	No	$754,059.31	$741,097.53
3	3.8	KIPP teachers:	No	$3,767,611.54	$3,528,094.38
3	3.9	Personal learning technology devices:	Yes	$204,204.77	$203,390.90
3	3.10	Health and safety:	No	$6,500.00	$7,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Support for new teachers:	Yes	$105,680.71	$93,202.40
3	3.12	Expanded enrichment opportunities:	Yes	$1,560,090.82	$1,328,712.16
3	3.13	KIPP Contributions	Yes	$228,966.17	$216,132.53
3	3.14	Continuity of Learning:	Yes	$87,334.65	$481,307.16
3	3.15	Mental Health for All:	Yes	$7,804.00	$7,804.00
3	3.16	Transportation Resources	Yes		
3	3.17	Arts and Music		$124,501.50	$152,972.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$1,778,037.56	$2,265,909.55	($487,871.99)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Support for multilingual learners:	Yes	$101,159.30	$202,635.71		
1	1.4	Professional development:	Yes	$230,874.11	$254,603.58		
1	1.5	Title III:	Yes				
1	1.6	Data analysis and visualization:	Yes	$29,991.20	$27,232.69		
1	1.7	Small group reading focus:	Yes				
2	2.1	Family involvement and support:	Yes	$115,102.65	$113,055.68		
2	2.2	Improve attendance:	Yes	$15,086.00	$38,904.22		
2	2.3	Communication resources:	Yes	$42,974.39	$41,757.18		
2	2.4	Improving school climate:	Yes	$65,742.37	$65,370.95		
2	2.5	Mental health clinician:	Yes	$17,236.76	$22,907.88		
3	3.1	Hiring process:	Yes	$92,723.20	$87,308.26		
3	3.2	Title I and II, improving academic outcomes:	Yes				
3	3.5	More teacher time:	Yes	$440,961.28	$418,100.41		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.9	Personal learning technology devices:	Yes	$204,204.77	$203,390.90		
3	3.11	Support for new teachers:	Yes	$105,680.71	$93,202.40		
3	3.12	Expanded enrichment opportunities:	Yes				
3	3.13	KIPP Contributions	Yes	$228,966.17	$216,132.53		
3	3.14	Continuity of Learning:	Yes	$87,334.65	$481,307.16		
3	3.15	Mental Health for All:	Yes				
3	3.16	Transportation Resources	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$2,265,909.55	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
KIPP Excelencia Community Preparatory	Liz Coughenour and Hugo Lawton KIPP Excelencia Community Prep School Leader	opsadmin@kippnorcal.org 510-465-5477

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-26	52	30	6	0	0	13	3	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

In line with our mission to prepare all students for success in college and beyond, KIPP supports Common Core State Standards ("CCSS") in grades K-12. The CCSS represent the knowledge and skills that prepare students for college and careers. These standards and assessments ensure that our students are ready to take on the rigors of college and future careers. We measure our progress in ELA and Math testing for students with similar demographics to those in our authorizing district and report our outcomes to our families in our annual Local Control and Accountability Plan process.

The content of KIPP curriculum focuses on building upon foundational skills coupled with an emphasis on higher-order thinking processes in all content areas. In accordance with state regulations, KIPP provides the standard age-appropriate curriculum for Mathematics, Science, English-Language Arts and History-Social Science at each grade level, K-12. State academic standards for ELA, ELD, and Math have been fully implemented. Progress toward fully implementing all other content standards are tracked on KIPP's annual performance dashboard, with priority currently given to Next Generation Science Standards.

We set annual goals around usage of standards-aligned curriculum for our teachers and providing supports for our students to ensure progress in the classroom. KIPP conducted a specific curriculum selection process to determine the best tools to support standards-aligned classroom instruction. The school leadership teams, with feedback from teachers, selected programs and materials that are aligned with the school's priorities in improving all students' standards-based mastery. Tools selected have a high potential for driving student growth on Common Core State Standards. Additionally, KIPP has adopted UC Berkeley Lawrence Hall of Science's Amplify Science K-8 curriculum, which offers a rigorous approach to science instruction that leverages immersive simulations of the scientific phenomenon that support content development. This instruction is supplemented by backward planning to NGSS-aligned Interim assessments.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						
Health Education Content Standards						
Physical Education Model Content Standards						
Visual and Performing Arts						
World Language						

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

KIPP believes that meaningful family engagement builds parent efficacy, recognizes families as true assets, and leverages the community's strengths, experiences, and knowledge to strengthen the school. We are committed to partnerships that create lasting capacity for families — not just during their time with us, but beyond.

Families are reached through multiple communication channels including newsletters, emails, phone calls, and text messages. Staff share their email addresses and cell phone numbers directly with families to ensure accessible support for homework and other concerns. Progress reports and report cards are distributed throughout the year to keep families informed of their student's academic progress, and families are encouraged to schedule conferences with teachers at any point. Any student at risk of retention is required to meet with teachers and administrators to identify additional supports. Each year, the school begins building family relationships during new student orientation — before the school year begins — so that students and families feel connected and welcomed from day one.

The KIPP Family Council (KFC) serves as the school's primary family governance structure, providing families with a meaningful voice in school decision-making. Families drive the KFC, meeting monthly to review school data, plan community events, and advocate for the school's continued growth. The school leader meets regularly with the KFC to ensure alignment between school priorities and community needs. The Multilingual Learner Committee (MLC) provides an additional structured channel for multilingual families to engage, offering input on language development programming and supports for English learner students.

KIPP invests in staff capacity to engage families as equal partners. Front office and operational staff receive professional development on creating a warm and welcoming environment for all visitors. All school staff are expected to demonstrate strong, consistent connections with students and their families as a core professional expectation.

This year, the school hosted 20+ virtual and in-person family events open to all families. In the annual family survey, 73% of families reported satisfaction with opportunities to get involved on campus. The school will continue to use surveys, conferences, the KFC and MLC structures, and regular communication to deepen family engagement and build on this foundation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

KIPP believes that relationship building with the community and families is a key component to opening and operating a high achieving school. KIPP teachers are currently receiving focused professional development that aims to support students more holistically in the classroom (Culturally Responsive Teaching), building more trusted and respected relationships that lead to improved student outcomes. However, this engagement must go beyond the classroom in the form of strong communication between school staff and families. When handled with respect and cultural sensitivity, school-family communication and engagement provides an opportunity to live out the values of

inclusiveness and equity. Teacher, and other school staff will be following these important guidelines to avoid communication pitfalls and support teacher-family relationships built on respect (per the Learning for Justice, Family and Community Engagement Critical Practices, a project of the Southern Poverty Law Center):

- Assume good intentions, and approach all families as partners who want the best for their children.
- Invite parents or guardians to share knowledge about their students' lives, interests, hopes and struggles.
- Invite parents or guardians to share information about family cultures and traditions.
- Recognize and respect differences in family structures.
- Recognize the role that identity and background may play in shaping relationships between teachers and families.
- Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions.
- View linguistic, cultural and family diversity as strengths.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings and other school sponsored events are always created considering the unique needs of the community.

The school hosted over 20 virtual and in-person events (when health and safety allowed) where all families were invited. In an annual family survey, 73% of families indicated that they were satisfied with the opportunities to get involved on campus. KIPP will employ the Culturally Responsive Teaching methods to existing school communications and will continue to use surveys, conferences, regular phone communication and other forms of contact to engage all parents/guardians.

Because language plays a crucial role in families' lives, teachers will communicate with parents in their home languages as much as possible. Family materials will be provided in students' home languages. When translation is needed, a school-provided translator will be employed.

Additionally, KIPP will provide different types of opportunities for families to participate, including events that take place in the AM, or PM to allow for different family schedules and childcare needs.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

KIPP assists parents in understanding state standards and assessments, and how to monitor their child's progress and work with teachers to improve their child's achievement through constant communication between the school and home. Parents are given their child's teacher's cellular phone number to use whenever they need clarification about an academic assignment or need to talk about their child's progress.

Parents are involved in planned parent nights as well as parent/teacher conferences where they learn ways to support their child at home and about their child's progress. Parents of students at the school can also participate in the KIPP Family Council.

KIPP provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet through report cards, parent-teacher conferences, weekly newsletters, parent workshops, and data reports. Parents receive training on how to support the development of their child's reading, writing, and mathematical skills at KIPP Family Council meetings.

KIPP will continue to assess the language needs of families to ensure that materials and presentations are being made available in an accessible way.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The vision of KIPP's Advocacy and Community Engagement team is to disrupt racial and socioeconomic inequalities in educational access and outcomes by fostering an inclusive culture of family engagement, building a support network of community based organizations and empowering families to be advocates for their children and communities. KIPP continues to grow from families being engaged and attending to leading and advocating more actively. KIPP supports this capacity building with regular KIPP Family Council and Multilingual Council meetings that focus on the following topics throughout the school year: KIPP 101, Local Control and Accountability, ParentSquare Communication Tool, Attendance, Testing Results, Restorative Practices, Social Media, Mental Health and Suicide Prevention, as well as Substance Abuse and Positive Parenting Techniques. During these meetings KIPP aims to share and inform as much as listen and learn from the diverse experiences of KIPP families. Improvement in this area will include expanding critical topics requested by families, and encouraging leadership during these meetings among family and community members.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings, and other school-sponsored events are always created considering the unique needs of the community.

The school hosted 20+ virtual and in-person events where all families were invited. In an annual family survey, 73% of families indicated that they were satisfied with the opportunities to get involved on campus. KIPP will apply culturally responsive practices to existing school communications and will continue to use surveys, conferences, regular phone communication, and other forms of contact to engage all families.

The KIPP Family Council (KFC) and Multilingual Learner Committee (MLC) provide structured opportunities for underrepresented families — including multilingual learner families — to engage directly in school decision-making and provide input on school priorities.

Because language plays a crucial role in families' lives, teachers will communicate with parents in their home languages as much as possible. Family materials will be provided in students' home languages, and when translation is needed, a school-provided translator will be available.

Additionally, KIPP will provide different types of opportunities for families to participate, including events scheduled in the morning and evening to accommodate varying family schedules and childcare needs.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parent involvement in decision making at KIPP is demonstrated in multiple ways.

The parent and family engagement policy is developed jointly, updated periodically, and agreed on with parents. KIPP's processes for developing and evaluating its parent engagement policy with the involvement of parents include the following: asking for feedback on the policy during an annual meeting, KFC meetings, parent surveys, asking for feedback and input during monthly family nights or workshops. The parent and family engagement policy is sent home with each student in case parents are unable to attend meetings at the school, as well as distributed and discussed at an early KIPP Family Council meeting.

The parent engagement policy process is aligned with the school's LCAP stakeholder involvement process, and the school makes every effort to align, coordinate, and integrate parent involvement programs and activities across Federal, State, and local programs, in addition to conducting activities (e.g., parent workshops, KFCs, parent-teacher conferencing) to support parents' participation in their children's education. During the annual LCAP stakeholder engagement meeting, the School Leader presents to parents the goals, actions and services, and outcomes in the school's LCAP. Parents record their feedback on a survey in real time and online. This parent input influences all aspects of school culture.

KIPP will continue to assess the language needs of families to ensure that materials and presentations are being made available in an accessible way.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

KIPP supports family engagement and decision making through the KIPP Family Council and Multilingual Council which meet regularly throughout the school year. The KIPP Family Council (KFC) also has regular opportunities to share feedback and bring forth ideas, concerns and recommendations to the school leader. Improvement in this area will include renewed and revised materials related to the CA Dashboard and increased engagement in the annual Local Control and Accountability Plan process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The majority of KIPP families qualify as underrepresented. Therefore, communication, materials, meetings, and other school-sponsored events are always created considering the unique needs of the community.

KIPP will continue to seek diverse perspectives through active recruitment of families to the KIPP Family Council (KFC) and Multilingual Learner Committee (MLC). Both bodies provide structured opportunities for underrepresented families to review school data, respond to LCAP priorities, and make recommendations to school leadership. Feedback gathered through these structures, as well as through the annual family survey and LCAP survey, is reviewed by school leadership and used to inform goal-setting, resource allocation, and program decisions. KIPP is committed to closing the feedback loop by sharing with families how their input has shaped school priorities and LCAP actions.

Additionally, KIPP will provide varied opportunities for families to participate, including events scheduled in the morning and evening to accommodate different family schedules and childcare needs.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

94% of KIPP families positively indicated that teachers have built strong relationships with their child.

80% of student surveys indicated a positive response to feelings of emotional safety at the school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The School Culture Survey is still used to comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School Culture Teams use these survey results to inform school practices and identify professional development needs and supports for teachers. The School Family Culture Index represents questions from the Family School Culture Survey that make up the family school culture experience. The index considers the percent of positive family responses across the following questions:
The teachers have built strong relationships with my child.
The school has a positive impact on my child's academic performance.
How fairly is your child treated by staff?
How stressed does your child feel about experiences related to school?
How receptive is your school to parent feedback?
I would recommend KIPP to other families.

The Student Pulse Survey was administered throughout the year to meet the needs of students at the moment -- including adjusting critical SEL curriculum and providing additional support and intervention services for families. Questions tied to emotional safety included understanding who to go to at the school if a student was made to feel unsafe by their peers or a staff member, and willingness to engage with teachers when there are concerns about safety or bullying.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

KIPP leadership is committed to acting on this important feedback and results from our community have contributed to continuing and prioritizing an improved school climate and culture. KIPP combined California's rigorous content standards with the pedagogical methodologies that have proven successful in these crucial areas, including: character education, extra-curricular activities, technology, and community service. Teachers take into consideration the interests and cultural backgrounds of students in an effort to make all instruction relevant and purposeful. It is equally important that all scholars are offered support in social and emotional development. As young people grow from year-to-year, they experience new challenges, new emotions, and new situations. Students need more than academic and intellectual skills alone to thrive in college, career and life. When a school is a positive place to be, students and teachers are happy to be there, do their best, and make their best better. Research has shown that positive school culture is the basis for sustainable learning and preparation for the tasks and tests of life and that a positive school culture and climate has a direct impact on student's academic success, graduation rates, and overall well-being and connection to their school community.

KIPP has built a strong and supportive school environment through both Social Emotional Learning (SEL) and Restorative Practices. SEL is developing social and emotional competence in order to understand, manage, and express the social-emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Restorative Practices is a component of our approach to SEL and refers to a behavior management philosophy that seeks to redress the harms created by conflicts by repairing the relationships of those most directly involved. Second Step Curriculum supports our SEL work in the classroom, and The Complete Restorative Practices Implementation Guidebook has been developed by KIPP's school culture team to guide school leadership. Like our academic approach, we infused the bulk of our social emotional support into the general education curriculum through community circles and teaching young adults how to respond to situations with their peers in real time.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

There was a continued partnership with other KIPP schools in the region to create curriculum resources and common benchmark assessments that were aligned to the Common Core State Standards. Teachers were provided tools and resources for use in their classrooms. There was a rigorous selection process to determine the tools and resources for alignment with common core and college and career readiness standards. Course scheduling and student assignments were part of a Leadership and Teacher collaboration to ensure that students were best supported in their learning. This intentional and individualized approach to scheduling using data and feedback better prepares students for success in high school, college and beyond. KIPP believes that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. KIPP implemented comprehensive programs for all students with special needs, in accordance with applicable state and federal law, and the needs of each child.
KIPP measures success by the percentage of students enrolled in a broad course of study across all student groups.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of students had access to a broad course of study including courses described under EC section 51210, as applicable. Additionally, programs and services were developed and provided to individuals with exceptional needs, including students on an IEP. KIPP offers enrichment courses to all students, including various music options, physical education, and student leadership.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No current barriers exist to prevent the LEA from providing access to a broad course of study for all students.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

KIPP will continue the actions and services that have proved successful in providing access to a broad course study for all students.

Appendix 14

KIPP NorCal Staff Handbook

KIPP Public Schools
NORTHERN CALIFORNIA

Staff Member Handbook 2026-27



About This Handbook

The handbook is a resource to help you understand and access your benefits as a KIPP Public Schools Northern California ("KIPP") staff member, as well as provide clarity on the policies and procedures that promote safety, equity, and satisfaction in the workplace and in our schools. We hope it serves as a useful reference and tool throughout this school year and your employment at KIPP.

We take the time each year to compile this information into one place because we value your time and want you to be able to readily access this important information.

You can find a digital copy of this handbook in KIPP Northern California's Human Resources Information System (HRIS)/Payroll System, UKG. Any updates or revisions to policies or procedures will be posted on the HRIS/Payroll System for staff members' reference. We routinely update our policies, and staff members are responsible for adhering and remaining up-to-date on all available policies.

If a staff member has any questions about any policies or procedures, whether or not they are referred to in this handbook, they should contact KIPP's Human Resources.

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Letter from the CEO

Welcome!

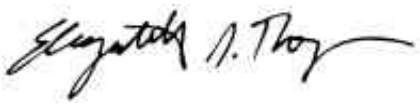
Thank you for the important role each of you play in creating joyful, academically excellent schools that prepare our students with the skills and confidence to pursue the paths they choose—college, career and beyond—so they can lead fulfilling lives and create a more just world.

This handbook is a reference guide for staff of KIPP. It provides general information regarding the policies and procedures of KIPP. We encourage you to read it carefully.

If you have any questions about anything in this handbook or any policy or procedure of KIPP, please reach out to your manager or Human Resources.

I look forward to working together to prove what's possible for our students and schools!

Sincerely,



Beth Thompson
CEO, KIPP Public Schools Northern California

About KIPP Public Schools Northern California

KIPP Public Schools Northern California is a non-profit network of 22 TK–12th grade, free, public charter schools open to all students. Our schools work with nearly 6,800 students in East Palo Alto, Oakland, Redwood City, San Francisco, San José, San Lorenzo, and Stockton.

Our Vision

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

Our Mission

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

KIPP Across the Nation

KIPP is a non-profit network of college-preparatory public charter elementary, middle, and high school schools. Nationally, we have a 30-year track record of preparing our students in educationally underserved communities for success in college and life. The Knowledge is Power Program (KIPP) began in 1994 in Houston, Texas. Today, there are more than 275 KIPP schools in 21 states and Washington, D.C. educating over 125,000 students.

KIPP Health Benefits

KIPP offers medical, dental and vision (collectively, "healthcare") insurance plan benefits to staff members, and their eligible dependents including domestic partners, who are regularly scheduled to work twenty (20) or more hours per week and who otherwise meet the requirements of the health care plans offered by KIPP.

KIPP also offers health care benefits to temporary staff members working over twenty (20) hours per week and for periods longer than ninety (90) days, subject to the terms, conditions, and limitations of each plan.

The current KIPP benefits brochure, summary plan descriptions, and associated forms can be found on KIPP's HRIS/Payroll System. Staff members are eligible for health care coverage on the first (1st) of the month following their date of hire.

Domestic Partnerships

KIPP's definition of a Domestic Partner is a person who meets the following eligibility requirements:

- Domestic partners are two (2) adults who have chosen to share one another's lives in an intimate and committed relationship of mutual caring
- Both persons have a common residence
- Neither person is married to someone else or is a member of another domestic partnership with someone else that has not been terminated, dissolved, or annulled
- Are responsible for each other's basic living expenses during the domestic partnership and share financial responsibility for any debts incurred as a direct result of an extension of benefits
- The two (2) persons are not related by blood in a way that would prevent them from being married to each other in this state
- Both persons are at least 18 years of age

- Both persons are capable of consenting to the domestic partnership at the time the domestic partnership is established
- May be of the same or opposite sex

Certain policies and plans require us to abide by the state definition of domestic partnership. The definition above applies whenever KIPP has the opportunity to define this type of relationship.

Cobra Benefits

When coverage under KIPP's health insurance plans ends, staff members or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, a staff member must pay the full cost of coverage – the staff member contribution and KIPP's previous contribution plus a possible administrative charge.

Medical coverage for a staff member, their spouse or domestic partner, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time staff member or part-time, making a staff member ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

A staff member's spouse or domestic partner and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The staff member dies while covered by the plan;
- The staff member and their spouse become divorced or legally separated;
- The staff member becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or
- The staff member's dependent child reaches an age which makes them ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

KIPP will notify staff members or their dependents if coverage ends due to termination or a reduction in work hours. If a staff member becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the staff member or a family member are responsible for notifying KIPP within thirty (30) days of the event. KIPP will then notify the staff member or their dependents of the staff member's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;

- The staff member (or their spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the staff member (or the staff member's spouse or child, as applicable) may have;
- KIPP stops providing group health benefits;
- The staff member (or the staff member's spouse or child) become entitled to Medicare; or
- The staff member extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the staff member is no longer disabled.

Retirement Plan

With the exception of eligible staff at KIPP Summit Academy, staff members are eligible to participate in KIPP's 401(k) plan starting on the first of the month following thirty (30) days of employment. Please visit KIPP's HRIS/Payroll System for the current KIPP Benefits Guide.

The vesting schedule is as follows: 33% after completion of 1 year or 1000 hours of employment, 66% after 2 years, and 100% after 3 years. Please refer to the Summary Plan Description for the current vesting schedule and more information on it.

KIPP Summit Academy participates in the California State Teachers Retirement System ("CalSTRS") and all eligible staff members are generally required to participate upon their date of hire. Please see KIPP's HRIS/Payroll System for the current KIPP Benefits Guide.

Time Off and Leaves of Absence

Holidays, Sick Time, and Paid Time Off

We care about your health and well-being and want you to use your holidays, sick time or paid time off to rest, recharge and refuel yourself. Full-time and part-time exempt staff members working twenty (20) or more hours per week will receive time off with pay at their normal base rate for the holidays and/or school breaks detailed in their school site's Policies and Procedures Handbook or in the RSO Holiday Calendar for RSO staff. Holidays and school breaks are governed by a staff member's position and school site or RSO calendar.

Non-exempt staff members working twenty (20) or more hours per week who are required to work on a federal holiday will be paid for the holiday and time worked at the staff member's regular rate of pay. Holiday pay is not counted as hours worked for purposes of calculating overtime. School scheduled breaks are not considered holidays.

Exempt staff members working a federal holiday, must notify Human Resources to be given a floating holiday to be used within 60 days. Expanded Learning Program (ELO-P) exempt staff members, please refer to the ELO-P time-off policy for specifics on holidays and paid time off for ELO-P positions.

Part-time and temporary staff members working less than twenty (20) hours per week, or working an assignment that is less than ninety (90) days are not eligible for paid holidays and/or school breaks. If a holiday and/or school break falls during a regularly scheduled work day, that staff member will not be paid for that day. The staff member may request to work an alternative schedule to maintain the same number of hours of work and compensation, which may be granted only at the manager's discretion. If approved, the manager will need to notify Human Resources immediately in writing.

Essential Work Days (School Staff Only)

Staff members must work the day before and the day after holidays and/or school breaks in order to receive pay for the holidays and/or school breaks. Any absence that occurs before or after a holiday and/or school break (i.e. on a blackout day) will require eligible documentation in order for the absence to be excused. In order for the staff member to be eligible for holiday and/or break pay, the staff member must have available and applicable accrued/unused leave to use for the absence. If no eligible documentation is provided to excuse the absence, the holiday and/or school break will be unpaid. For any absences related to reasons as outlined under the sick leave policy, available sick leave will be applied for the day of the absence only and the holiday and/or school break will be unpaid. If no accrued/unused leave is available, the holiday and/or school break will be unpaid.

This does not apply to approved leave of absences or absences wherein supporting documentation is provided. Please note that personal necessity leave days for birthdays cannot be used immediately following or before blackout dates. School leaders, at their discretion, reserve the right to establish additional blackout periods, such as during peak seasons, where staff members are not eligible to take personal necessity leave time. School leaders will communicate blackout dates in advance in writing.

Please consult your school leader or manager if you think you may need to request leave during this period.

Essential Work Days (RSO Staff Only)

In order to be eligible for holiday/break pay, staff members must work the business day before and the day after holidays/breaks or be approved for use of available Paid Time Off. This does not apply to approved leave of absences or absences wherein supporting documentation is provided. Managers, at their discretion, reserve the right to establish additional blackout periods, such as during peak seasons, where staff members are not eligible to take Paid Time Off. Managers will communicate blackout dates in advance in writing.

Please consult your manager if you think you may need to request leave during this period.

Paid Sick Leave (School Staff Only)

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, KIPP offers paid sick leave to its staff members. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Staff members may also use sick leave to assist a family member (i.e., children, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is identified by the staff member at the time of the request) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Staff members may be limited to one (1) designated person per 12-month period. Staff members may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, stalking, bone marrow or organ donation by the staff member or the staff member's family member.

Additionally, paid sick leave may be used by staff members who are victims or family members of victims of specified crimes to attend judicial proceedings. Paid sick leave may also be used to serve on a jury or when ordered by a court or subpoenaed to testify in court as a witness. Paid sick leave is available to all school-based staff members. All eligible full-time, school-based staff shall be frontloaded with forty (40) hours, or five (5) days of sick leave at the beginning of each school year. School-based staff who are hired after the beginning of the school year shall receive a prorated amount of sick leave based upon remaining time in the work year.

Part-time staff members will receive sick leave based on their respective Full Time Equivalent (FTE) grouping. Part-time staff between 0.95 and 0.50 FTE grouping shall be front loaded forty (40) hours. Anyone 0.45 FTE or below shall accrue sick leave at the rate of one (1) hour of sick leave for every thirty (30) hours worked and is allowed to carry over a balance of up to eighty (80) hours to the next school year and every year thereafter. Staff members in temporary assignments under ninety (90) days, of any FTE level, shall accrue sick leave at the rate of one (1) hour of sick leave for every thirty (30) hours worked. Staff members in temporary assignments that become Regular assignments after the beginning of the school year shall receive a prorated amount of sick leave based upon remaining time in the work year and applicable tier grouping.

FTE Grouping	Full-time Equivalent (FTE)	Hours worked per week	Sick Hours Front-loaded	Allowed Carry Over Balance to next school year
Tier 1	0.80 - 1	32 - 40	40 hours	N/A
Tier 2	0.50 - 0.75	20 - 30	40 hours	N/A
Tier 3	< 0.45	4 - 18	N/A *Accrue 1 hour for every 30 hours worked	Up to 80 hours (available balance at end of school year)
Tier 3a	Temporary assignments under 90 days (Any FTE)	Any	N/A *Accrue 1 hour for every 30 hours worked	N/A

Staff can use available paid sick leave following 30 days of hire.

Sick leave must be taken by eligible staff members in increments of one (1) hour. KIPP does not pay staff members in lieu of unused sick leave.

If a staff member is absent longer than five (5) days due to illness, medical evidence of the staff member's illness and/or medical certification of their fitness to return to work satisfactory to KIPP may be required. KIPP will not tolerate abuse or misuse of sick leave privileges. If KIPP suspects abuse of sick leave, KIPP may require a medical certification from a staff member verifying the staff member's absence or they may be subject to KIPP's disciplinary process.

Once a staff member has exhausted their sick leave, staff must use any available personal necessity leave for any eligible reasons for continued need of time off. Once a staff member has exhausted both their sick and personal leave, the staff member may continue on an unpaid medical leave depending upon the facts and circumstances of the staff member's basis for leave beyond accrued sick leave. Staff member requests for unpaid medical leave must be approved in advance by KIPP and may require medical certification.

Paid Sick Leave (Summit School Staff Only)

In order to allow for the conversion of sick leave into service credit upon retirement, KIPP allows staff members at Summit Academy to carry over accrued/unused sick leave. Accrued/unused sick leave carries over from year to year without a cap. However, staff members are limited to using seventy-two (72) hours / nine (9) days of sick leave per school year (which includes paid sick leave and additional

personal necessity leave balances). Additional accrued/unused sick leave will be tracked for CalSTRS purposes but is unable to be utilized by the staff member.

Process for Requesting Sick Leave (School Staff Only)

All requests for sick leave must be reported to the School Leader, Assistant Principal and/or Director of School Operations. Staff members must provide as much advance notice as possible. In emergency situations or unexpected illness, the staff member must notify their School Leader, Assistant Principal and/or Director of School Operations, by no later than one and a half (1.5) hours before the start of their workday on the day of the absence. Unless the situation is an emergency, teachers must submit lesson plans to their School Leader and/or Assistant Principal prior to the absence. To support instruction in the event of an unforeseen absence, all teachers must submit one emergency lesson plan to the School Leader/ Assistant Principal before September 15th of the current school year. This plan will be kept on file and must be replaced after each use.

The staff member is solely responsible for submitting time off requests for sick leave. Unless the staff member's School Leader instructs otherwise, the following process should be followed for requesting sick leave. To request sick leave, enter a Time-Off Request and select sick leave in KIPP's HRIS/Payroll System. Staff members will be notified by a system email from our HRIS/Payroll System when their School Leader/immediate manager approves their request. Staff members are able to track their sick leave usage and balance in the HRIS/Payroll System.

Understandably, some days will be approved retroactively if the staff member needs to call their School Leader/Assistant Principal/Director of School Operations in the event of an emergency or unexpected illness. Retroactive time must be entered into the HRIS/Payroll System within twenty-four (24) hours of the staff member's return from sick leave.

Personal Necessity Leave (School Staff Only)

In addition to the paid sick leave amounts outlined above, all eligible full-time, school-based staff shall be assigned an additional thirty-two (32) hours, or four (4) days, of paid sick leave to be used for specific instances of personal necessity, that are outlined below. Sixteen (16) of these hours or two (2) days, will be assigned at the beginning of each academic year, July 1st or thirty (30) days after hire date, and sixteen (16) hours or two (2) days will be assigned on January 1st of each academic year. It will be tracked separately in the HRIS/Payroll System. Staff members may only use personal necessity leave for the following reasons:

- Additional sick leave (Once sick leave balance has been exhausted);
- Religious or Cultural Observances;
- Birthdays;
- Bereavement-Other (for those needing additional bereavement time- beyond the allotted Bereavement time or for those individuals that do not fall within the defined definitions of immediate/non-immediate family member);
- Credentialing Testing (Rica, CSET, US History, CTEL); and
- Business matters which cannot reasonably be conducted outside the workday

Part-time staff will receive personal necessity leave based on their Full-Time Equivalent (FTE), please refer to the chart below. School-based staff who are hired after the beginning of the school year shall receive a prorated amount of personal necessity leave based upon remaining time in the work year. Staff can use available personal necessity leave following 30 days of hire.

Personal necessity leave is not vacation, and unused personal necessity leave does not rollover from year to year and is not paid out, except for staff members at Summit who may rollover accrued/unused leave balances for CalSTRS purposes. Please note that personal necessity leave for birthdays cannot be accessed during school blackout periods.

Staff Members must request all personal necessity leave at least two (2) weeks in advance unless an emergency situation occurs. Personal necessity days are subject to School Leader approval based on organizational/school need. In some cases, i.e. on blackout dates, supporting documentation may be requested.

FTE Grouping	Full-time Equivalent (FTE)	Hours worked per week	Sick days/ hours Front-loaded	Personal necessity leave days/hours Front Loaded	Total combined sick days and personal necessity Days/Hours Per Year
Tier 1	0.80 - 1	32 - 40	5 days/ 40 hours	2 days/16 hours on July 1st and 2 days/16 hours on January 1st	9 days/ 72 hours
Tier 2	0.50 - 0.75	20 - 30	5 days/ 40 hours	1 day/8 hours on July 1st and 1 day/8 hours on January 1st	7 days/ 56 hours
Tier 3	< 0.45	4 - 18	N/A *1 hour for every 30 hours worked	N/A	1 hour for every 30 hours worked Rolling basis/cap at 80 (sick) hours
Tier 3a	Temporary assignments under 90 days (Any FTE)	Any	N/A *Accrue 1 hour for every 30 hours worked	N/A	1 hour for every 30 hours worked

Process for Requesting Personal Necessity Leave (School Staff Only)

All requests for personal necessity leave must be reported to the School Leader, Assistant Principal and/or Director of School Operations. Staff members must provide as much advance notice as possible, but at least 2 weeks in advance. In emergency situations or unexpected illness, the staff member must notify their School Leader, Assistant Principal and/or Director of School Operations, by no later than one and a half (1.5) hours before the start of their workday on the day of the absence. Unless the situation is an emergency, teachers must submit lesson plans to their School Leader and/or Assistant Principal prior to the absence.

The staff member is solely responsible for submitting time off requests for personal necessity leave. Unless the staff member's School Leader instructs otherwise, the following process should be followed for requesting personal necessity leave. To request personal necessity leave, enter a Time-Off Request

and select personal Necessity Leave in KIPP's HRIS/Payroll System. In the comments section, the staff member must document the reason for the personal necessity leave request (i.e. Additional Sick Leave, Religious/Cultural Observance, Birthday, Bereavement-Other). Staff members will be notified by a system email from our HRIS/Payroll System when their School Leader/immediate manager approves their request. Staff members are able to track their personal necessity leave usage and balance in the HRIS/Payroll System.

Paid Time Off (RSO Staff Only)

All full-time Regional Support Office (RSO) staff members will accrue a minimum total of eighteen (18) days of Paid Time Off (PTO), (a combination of vacation, sick time and personal holidays) per year. All part-time staff members working at least twenty (20) hours per week but less than forty (40) hours per week will accrue a prorated amount of PTO based on the scheduled hours worked per week. Staff members working under 20 hours per week are not eligible for PTO, and shall accrue paid sick leave consistent with part-time school staff members (at the rate of one (1) hour for every thirty (30) hours worked and are allowed to carry over up to eighty (80) hours (balance) to the next school year and every year thereafter). PTO accrues on a per pay period basis, and is tracked based on the staff member's date of hire, not the calendar year. PTO that is not used in a calendar year may be carried over into the next year, up to the maximum limit.

Accrual rates increase based on years of employment at KIPP. The rates correspond with the year of service. For example, staff members who have worked at KIPP and who have completed three (3) years will accrue PTO at 7.67 hours per pay period beginning in their fourth year of service. Years of service for PTO accrual calculations begin when a staff member starts working at KIPP. Only previous years of experience at a KIPP Northern CA school will factor into this calculation.

Years of Service at RSO	Per Pay Period Accrual	Accrued Days/Hours Per Year	Maximum Accrual
Years 0-3	6.00 hours	18 days/144 hours	216 hours
Years 4-5	7.67 hours	23 days/184 hours	276 hours
Years 6+	9.33 hours	28 days/224 hours	336 hours

Part-Time Staff			
FTE Level	**Per Pay Period Accrual**	**Accrued Days/Hours Per Year**	**Maximum Accrual**
.50 - .95 FTE	Prorated based on FTE	Prorated based on FTE	Prorated based on FTE
< .45 FTE	1 sick hour per every 30 hours worked	Rolling basis/cap at 80 hours	

Exempt Staff- Absences less than 2 hours (RSO Staff Only)

Exempt RSO staff members may attend personal appointments or commitments lasting less than two (2) hours without using PTO, provided the time away does not materially disrupt business operations, remain reasonably reachable by phone or email during the absence, and prior notice is given to their manager.

These absences are limited to no more than one (1) occurrence per calendar month. Additional absences, or those exceeding two (2) hours, must be covered by available PTO or otherwise approved in accordance with standard time-off policies. Managers reserve the right to require reasonable scheduling adjustments to ensure adequate coverage and may deny requests that would significantly impact operations.

PTO Accrual Limits (RSO STAFF Only)

If a staff member reaches the accrual limit, they will stop accruing additional PTO until some of the balance is used.

Accrual of PTO while on Leave (RSO STAFF Only)

Staff members at the RSO will not accrue paid time off during any unpaid leave of absence. Integrated parental leave pay does not count as paid leave. Paid time off will begin to accrue once the staff member returns to service of more than twenty (20) hours per week.

Separation from Employment (RSO Staff Only)

PTO vests at the time it is earned. Any staff member whose employment terminates will be paid for accrued, but unused PTO days.

Process for Taking PTO (RSO Staff Only)

Each staff member shall obtain their manager's approval at least one (1) week prior to taking time off, unless the PTO is used for legitimate, unexpected illness or emergencies. Staff members wishing to take more than one (1) week of PTO shall obtain their manager's approval at least six (6) weeks prior to the need for leave unless the PTO is used for legitimate, unexpected illness or emergencies. PTO requests must be submitted to managers via HRIS/Payroll System in advance of scheduled time off. In instances where the time off is not prescheduled (i.e. absent because of sick reasons), The PTO must be submitted within twenty-four (24) hours of returning from the unscheduled time off.

Floating Holidays (RSO Staff Only)

KIPP recognizes the diverse needs and commitments of its staff and offers Floating Holidays to provide additional flexibility in observing personal, cultural, or religious occasions.

Eligibility and Accrual:

- Full-time staff members (working 40 hours or more per week) are eligible for two (2) Floating Holidays per school year
- Part-time staff members working 20 to 39 hours per week are eligible for prorated Floating Holidays, based on their standard weekly schedule
- Staff working fewer than 20 hours per week are not eligible for Floating Holidays
- Staff in temporary assignments of 90 days or less are not eligible for Floating Holidays

Usage Guidelines:

- Floating Holidays may be used for any personal, cultural, or religious observance, or other occasion at the discretion of the staff member
- Requests to use Floating Holidays should be submitted with at least one (1) week of advance notice and are subject to manager approval, based on operational needs

- Floating Holidays must be used within the school year and do not carry over into the next year. Unused Floating Holidays are not paid out upon separation from employment.

Request Process:

To use a Floating Holiday, staff should follow the standard time-off request procedures, including notifying their manager and entering the request in the HRIS/Payroll System.

Leaves of Absence

KIPP understands that there may be times where a staff member may need to take extended time away from work due to medical, family care, pregnancy, or other personal reasons. As such, KIPP is pleased to offer the following types of leaves of absence.

Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

Under the Federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), eligible staff members can take unpaid, job-protected leave for certain specified reasons. The maximum amount of FMLA/CFRA leave a staff member may take is twelve (12) workweeks (or twenty-six (26) workweeks where indicated), measured in a rolling 12-month period measured backwards from the first day of anticipated leave.

FMLA/CFRA Eligibility Criteria

To be eligible for FMLA/CFRA leave, the staff member must:

1. Have worked at least 12 months for KIPP Northern California. Time worked at other KIPP regions does not count towards the 12 months, and
2. Have worked at least 1,250 hours in the immediately preceding 12 months before the date the leave would begin, and
3. Currently work at a location where KIPP employs at least fifty (50) staff members within seventy-five (75) miles of the work site, (except for purposes of CFRA where the School must only have at least five (5) staff members).

FMLA/CFRA leave may be taken for the following reasons:

1. Birth of a child, or to care and/or bond with a newborn,
    a. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. Documentation must be presented to determine eligibility.
    b. If both parents are employed by the same work location, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one staff member to the other.
2. The placement of a child with the staff member and/or domestic partner for adoption or foster care, or to bond with the child. Documentation must be presented to determine eligibility
3. To care for an immediate family member (defined as staff member's spouse, domestic partner, child, domestic partner's child, or parent) or designated person (for CFRA purposes) with a serious health condition,
    a. A qualifying family member may also include a grandparent, grandchild, parent-in-law, or sibling for CFRA purposes.
    b. A designated person is defined as any individual related by blood or whose association with the staff member is the equivalent of a family relationship.

i. a staff member can only designate one (1) "designated person" every twelve (12) months and must do so at the time of their request for leave of absence

4. Because of a staff member's own serious health condition that makes a staff member unable to perform at least one of the essential functions of their job (other than disability caused by pregnancy, childbirth, or other related medical reasons, which is covered by a separate policy),
    a. A *"serious health condition"* is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the staff member or a child, parent, or spouse of the staff member that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
    b. *"Inpatient care"* means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
    c. *"Incapacity"* means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
    d. *"Continuing treatment"* means ongoing medical treatment or supervision by a health care provider.
5. To care for a covered service member with a serious injury or illness related to certain types of military service,
    a. A *"covered service member"* is a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.
    b. The term *"serious injury or illness"* means an injury or illness incurred by the member in the line of duty while on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.
6. To handle certain qualifying exigencies resulting from a staff member's spouse, child, or parent who are called to active duty in the US Armed Forces.
    a. *"Qualifying exigencies"* include activities such as short-notice deployment, military events, arranging alternative childcare, making financial and legal arrangements related to the deployment, rest and recuperation, counseling, and post-deployment debriefings.

Using FMLA/CFRA Leave

Eligible staff members may use FMLA/CFRA in a single block of time, intermittently, or by reducing the normal work schedule when medically necessary for their own serious health condition or for the care of a family member or designated person (for purposes of CFRA) with a serious health condition. Leave may not exceed twelve (12) workweeks total for any one, or combination of the above-described reasons.

1. *"Twelve workweeks"* is defined as the equivalent of twelve (12) of the staff member's normally scheduled workweeks. For a full-time staff member who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) eight-hour working days.
2. In addition to the twelve (12) work weeks of FMLA/CFRA leave that may be taken, a staff member who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) work weeks of FMLA leave during a twelve (12) month period to care for the servicemember.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. Per FMLA/CFRA regulations, if an observed holiday of less than a week falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave.
5. If the School's or Regional Support Office's business activity has temporarily ceased for some reason and staff members are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the activities have ceased do not count against the staff member's FMLA or CFRA leave entitlement.
6. For medical related leaves, if a staff member uses FMLA/CFRA leave intermittently, the staff member may take increments of no less than one (1) hour.
    a. Depending on coverage or team needs, staff members may be asked to take intermittent time in greater increments. All time off must be documented with KIPP's leaves administrator and HRIS/Payroll system
7. For baby bonding, leave must be taken in increments of no less than two (2) weeks. Staff have up to (2) two exceptional occurrences, in which time may be taken in increments of less than (2) two weeks. All time off must be documented with KIPP's leaves administrator and HRIS/Payroll System.
8. If a staff member needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the staff member or a family member or designated person, the staff member may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the staff member's regular position.
9. Staff members shall not perform any work while on leave and shall return any KIPP laptops and cell phones prior to beginning such leave.

Pay While on FMLA/CFRA Leave

Although leave under FMLA/CFRA is unpaid by KIPP, staff members may be entitled to use their available available sick time, PTO, and/or any state programs (such as State Disability Insurance (SDI) and/or Paid Family Leave (PFL)) for wage replacement. When eligible wage replacement options are exhausted, any portion of leave not covered will be unpaid. Staff members may not receive more than the equivalent of 100% of their regular wages while out on leave. The use of sick time, SDI, and PFL does not extend the length of FMLA and/or CFRA leave entitlement.

Staff members may be eligible for KIPP's Parental Leave supplemental pay. See KIPP's parental leave section for more information.

Sick time or PTO accrues during any pay period in which there was a minimum of one (1) worked day prior to the start or upon return from leave.

Pay of scheduled breaks while on FMLA/CFRA

Staff members working a 10.5 month assignment (which includes Teachers, Service Providers, Mental Health Clinicians, Instructional Aides and Paraeducators) are eligible for 100% paid breaks during the medical related FMLA leaves. Furthermore, these staff members are eligible for 100% paid breaks during the first 8 weeks of baby bonding, CFRA leave.

All 12 month staff members (school based and RSO) will not receive pay during scheduled breaks that occur during medical related FMLA leaves. However, these staff members are eligible for 100% paid breaks during the first 8 weeks of baby bonding, CFRA leave.

Health Benefits while on FMLA/CFRA Leave

Staff members on a job-protected FMLA/CFRA leave will maintain the same level of coverage of health insurance benefits for the duration of the eligible leave.

KIPP will continue to pay the employer portion of the staff member's health benefits, during FMLA/CFRA leave, at the same level and under the same conditions as coverage would have been provided if the staff member had been continuously employed during the leave period.

Staff members are required to pay benefit premiums for any part of their dependent health coverage, and voluntary benefit elections. KIPP will provide the staff member with advance written notice of the terms and conditions under which premium payments must be made by the 1st of each month as stated on the benefit premium payment plan while on leave. KIPP may recover the health benefit costs paid on behalf of a staff member during his/her FMLA/CFRA leave if:

1. The staff member does not return from leave after the period of leave to which the staff member is entitled has expired. A staff member is deemed to have "failed to return from leave" if they work fewer than thirty (30) days after returning from FMLA/CFRA; and
2. The staff member's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the staff member to FMLA/CFRA leave, or other circumstances beyond the control of the staff member.
3. If the staff member does not submit timely benefit premium payments, KIPP may recover the health benefit costs paid on behalf of the staff member during their FMLA/CFRA leave.

Medical Certifications for FMLA/CFRA

Upon being notified that a staff member requires an FMLA/CFRA qualifying leave, Human Resources will ask the staff member to submit a medical certification form completed and signed within fifteen (15) calendar days by their health care provider regarding the staff member's own serious health condition or the serious health condition of a family member or designated person. In the absence of extenuating circumstances, it is required that the necessary certification be provided within fifteen (15) calendar days of the leave request date. Should the certification not be received within this timeframe, approval of the leave may be deferred until such documentation is provided. Furthermore, staff members who commence leave prior to receiving approval and fail to provide the required certification may be subject to disciplinary action.

KIPP will notify the staff member in writing if the certification is incomplete or insufficient, and will advise the staff member what additional information is necessary in order to make the certification complete and sufficient. KIPP may contact the staff member's health care provider to clarify and/or authenticate a certification as needed.

If KIPP has reason to doubt the medical certification supporting a leave because of the staff member's own serious health condition, KIPP may request a second opinion by a health care provider of its choice (paid for by KIPP). If the second opinion differs from the first one, KIPP may pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

In instances where leave is requested beyond the duration initially estimated by the health care provider, recertification is required. Please note that not submitting the required recertifications may lead to the termination of the leave.

FMLA/CFRA Leave Request Procedures

Leave requests must be approved in advance by Human Resources, except in emergency situations where providing advance notice is not possible. If the need for leave is foreseeable, staff members must provide KIPP with at least 30 days advance notice. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable. If the need is not foreseeable, and 30 days' notice is not possible, notice must be given as soon as practical.

1. A staff member should initiate a request for FMLA/CFRA leave by reaching out to Human Resources. A staff member requesting a leave of absence, will be given a copy of the current FMLA/CFRA leave policy and connected with KIPP's leave administrator.
2. Where possible, staff members must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the operations of their worksite.
3. KIPP will respond to a FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, KIPP will notify the staff member in writing that the leave will be counted against the staff member's FMLA/CFRA leave entitlement. This notice will explain the staff member's rights, responsibilities and the consequences of failing to satisfy them.

Return to Work from FMLA/CFRA Leave

Upon timely return at the end of the FMLA/CFRA leave period, a staff member is entitled to the same or a comparable position with the same or similar duties and same pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the staff member's FMLA/CFRA leave.

If a staff member is no longer qualified for the position because of their inability to attend necessary courses to renew a license/permits, teach a minimum number of hours, etc., as a result of the leave, the staff member shall be given a reasonable opportunity to fulfill those conditions upon return to work.

When a request for FMLA/CFRA leave is granted to a staff member, KIPP will give the staff member a written guarantee of reinstatement (with the limitations explained above).

Before a staff member will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the staff member must obtain a certification from their health care provider that they are able to resume work. KIPP may delay reinstatement until the staff member submits a required return to work certification and this delay will be unpaid. The staff member is responsible for the cost of the return to work certification.

If a staff member can return to work with limitations, KIPP will evaluate those limitations and, if possible and if undue hardship is not caused to the organization, will accommodate the staff member as required by law. If accommodation cannot be made, the staff member will be released from employment.

If the staff member is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

1. KIPP would not have offered a comparable position to the staff member if the staff member would have been continuously at work during the FMLA/CFRA leave.

2. There is no comparable position available, to which the staff member is either qualified or entitled, on the staff member's scheduled date of reinstatement or within sixty (60) calendar

days thereafter. KIPP will take reasonable steps to provide notice to the staff member if and when comparable positions become available during the sixty (60) day period.

Years of Service

While a staff member is on FMLA/CFRA leave their leave will not constitute a break in years of service at KIPP. Upon a return from a FMLA/CFRA leave, a staff member will return with the same years of service they had when the leave commenced.

Employment during FMLA/CFRA Leave

No staff member, including staff members on FMLA/CFRA leave, may accept employment with any other employer without KIPP's written permission. A staff member who accepts such employment without KIPP's written permission will be deemed to have resigned from employment with KIPP.

Pregnancy Disability Leave (PDL)

Under the Fair Employment and Housing Act (FEHA), any staff member who is disabled by pregnancy, childbirth, or a related medical condition is eligible for a Pregnancy Disability Leave of Absence (PDL). There is no length of service requirement and full and part-time staff members are eligible.

For purposes of this policy, a staff member is disabled when, in the opinion of their healthcare provider, they cannot work at all or are unable to perform any one or more of the essential functions of their job or to perform them without undue risk to themself, the successful completion of their pregnancy, or to other persons as determined by a healthcare provider. This term also applies to certain pregnancy-related conditions, such as severe morning sickness or if a staff member needs to take time off for prenatal or postnatal care, bed rest, postpartum depression, and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Duration of PDL

Pregnancy disability leave may be taken in one or more periods, but not to exceed four (4) months total. "Four months" means the number of days the staff member would normally work within four months. For a full-time staff member who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave or approximately 17 $^{1}/_{3}$ weeks.

For staff members who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for a staff member who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 $^{1}/_{3}$ weeks). For a staff member who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 $^{1}/_{3}$ weeks).

Staff members shall not perform any work while on pregnancy disability leave and shall return any KIPP laptops and cell phones prior to beginning such leave.

At the end of a staff member's pregnancy disability leave, a staff member who has a disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the staff member to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for KIPP. KIPP is not required to provide an indefinite leave of absence as a reasonable accommodation.

Any temporary transfer or other reasonable accommodation provided to a staff member affected by pregnancy will not reduce the amount of Pregnancy Disability Leave (PDL) time the staff member has available to them unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work. During such periods, staff members must utilize available PDL balances. Staff members may also elect to use accrued sick leave, vacation time, PTO, or summer operations time-off balances to supplement their income. Staff members may also apply for eligible wage replacement benefits through the California Employment Development Department disability program.

Advance Notice for PDL

To be approved for a pregnancy disability leave of absence, a temporary transfer or other reasonable accommodation, the staff member must:

1. Provide thirty (30) days' advance notice before the leave of absence, transfer or reasonable accommodation is to begin, if the need is foreseeable;
2. Provide as much notice as is practicable before the leave, transfer or reasonable accommodation when thirty (30) days' notice is not foreseeable;
3. Provide a signed medical certification from the staff member's health care provider that states that the staff member is disabled due to pregnancy or that it is medically advisable for the staff member to be temporarily transferred or to receive some other requested accommodation.
4. Where possible, staff members must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt KIPP's operations.
5. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the staff member's healthcare provider.
6. If a staff member needs intermittent leave or a reduced leave schedule that is foreseeable based on planned medical treatment, the staff member may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the staff member's regular position.
7. In most cases, KIPP will respond to a pregnancy disability leave request within five (5) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, KIPP will notify the staff member in writing and leave will be counted against the staff member's pregnancy disability leave entitlement. This notice will explain the staff member's obligations and the consequences of failing to satisfy them.

KIPP requires staff members to provide a new certification if the staff member requests an extension of time for their leave, transfer or other requested accommodation. The new certification for leave extensions is due by the return to work date of the previous leave.

Medical Certifications for PDL

Upon being notified that a staff member requires a PDL qualifying leave, Human Resources will ask the staff member to submit a medical certification form completed and signed within fifteen (15) calendar days by their health care provider regarding the staff member's pregnancy disability. In the absence of extenuating circumstances, it is required that the necessary certification be provided within fifteen (15) calendar days of the leave request date. Should the certification not be received within this timeframe, approval of the leave may be deferred until such documentation is provided. Furthermore, staff members who commence leave prior to receiving approval and fail to provide the required certification may be subject to disciplinary action.

KIPP will notify the staff member in writing if the certification is incomplete or insufficient, and will advise the staff member what additional information is necessary in order to make the certification complete and sufficient. KIPP may contact the staff member's health care provider to authenticate a certification as needed.

If KIPP has reason to doubt the medical certification supporting a leave because of the staff member's pregnancy disability, KIPP may request a second opinion by a health care provider of its choice (paid for by KIPP). If the second opinion differs from the first one, KIPP may pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

KIPP requires staff members to provide a new certification if the staff member requests an extension of time for their leave, transfer or other requested accommodation. The new certification for leave extensions is due by the return to work date of the previous leave.

Pay while on PDL

Pregnancy Disability Leaves of Absence and accommodations that require staff members to work a reduced work schedule or to take time off from work intermittently are unpaid. Staff members may elect to use accrued sick leave/vacation time/summer ops hours during the pregnancy disability leave; RSO staff members may elect to use accrued PTO during the pregnancy disability leave. However, the use of paid time off will not extend the available leave of absence time. PTO and sick leave hours will not accrue during any unpaid portion of the leave of absence, and staff members will not receive pay for single-day holidays that are observed during their leave of absence except during those periods when staff members are substituting PTO or sick leave for unpaid leave.

Staff members may apply for California State Disability Insurance ("SDI") benefits. Staff members may apply for SDI benefits online at www.edd.ca.gov. Any SDI for which staff members are eligible will be integrated with accrued PTO, sick leave, or other paid time off benefits so that staff members do not receive more than 100% of their regular pay.

Pay while on scheduled breaks

Staff members working a 10.5 month assignment (which includes Teachers, Service Providers, Mental Health Clinicians, Instructional Aides and Paraeducators) are eligible for 100% paid breaks during the PDL.

All other school based and regional support office 12 month staff members will not receive pay during scheduled breaks that occur during PDL.

Health Benefits during PDL

KIPP will maintain a staff member's health insurance benefits during a staff member's Pregnancy Disability Leave for a period of up to four (4) months, as defined above, on the same terms as they were provided prior to the leave time. If a staff member takes additional time off following a Pregnancy Disability Leave that qualifies as California Family Rights Act (CFRA)) leave, KIPP will continue the staff member's health insurance benefits for up to a maximum of twelve (12) work weeks in a twelve (12)-month period.

> EXAMPLE: a staff member takes 17.33 work weeks off due to a pregnancy disability. Assuming the staff member is eligible for FMLA and CFRA leave, their Pregnancy Disability Leave will also be concurrently covered by FMLA and the staff member's group health insurance coverage would continue for the entire 17.33 week period. If, after the staff member's Pregnancy Disability Leave and FMLA, has been completed, the staff member wishes to take twelve (12)

additional weeks off from work to bond with a new baby under CFRA, KIPP will continue health insurance benefits for that additional twelve (12) week period.

KIPP will continue to pay the employer portion of the staff member's health benefits, during PDL/FMLA and FMLA/CFRA leave, at the same level and under the same conditions as coverage would have been provided if the staff member had been continuously employed during the leave period.

Staff members are required to pay benefit premiums for any part of their dependent health coverage, and voluntary benefit elections. KIPP will provide the staff member with advance written notice of the terms and conditions under which premium payments must be made by the 1st of each month as stated on the benefit premium payment plan while on leave.

KIPP can recover premiums that it already paid on behalf of a staff member if the following conditions are met:

1. The staff member does not submit timely benefit premium payments
2. The staff member fails to return from leave after the designated leave period expires.
3. The staff member fails to return from leave for a reason other than the following:
    - The staff member is taking leave under CFRA
    - There is a continuation, recurrence or onset of a health condition that entitles the staff member to pregnancy disability leave
    - There is a non-pregnancy related medical condition requiring further leave
    - Any other circumstance beyond the control of the staff member

Years of Service

A staff member on pregnancy disability leave remains a staff member of KIPP and a leave will not constitute a break in service. When a staff member returns from pregnancy disability leave, they will return with the same years of service they had when the leave commenced.

Employment During PDL Leave

No staff member, including staff members on pregnancy disability leave, may accept employment with any other employer without KIPP's written permission. A staff member who accepts such employment without written permission will be deemed to have resigned from employment.

Reinstatement and Return to work

Upon return at the expiration of the pregnancy disability leave period, a staff member is entitled to the same position unless the staff member would not otherwise have been employed in the same position at the time reinstatement is requested. If the staff member is not reinstated to the same position, they must be reinstated to a comparable position unless one of the following is applicable:

1. The employer would not have offered a comparable position to the staff member if the staff member would have been continuously at work during the pregnancy disability leave.
2. There is no comparable position available, to which the staff member is either qualified or entitled, on the staff member's scheduled date of reinstatement or within sixty (60) calendar days thereafter. KIPP will take reasonable steps to provide notice to the staff member if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the staff member's original position in terms of pay, benefits, and working conditions.

It is a staff member's responsibility to keep Teacher Credentialing Programs aware of any lapse in course(s) and teaching certification up to date while on leave. Failure to do so can impact their teaching ability. If a member loses their qualifications for their position due to leave, KIPP will make every attempt to support the staff member although there is not a guarantee that we can accommodate.

When a request for pregnancy disability leave is granted to a staff member, KIPP will give the staff member a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

Before staff members will be allowed to return to work in their regular job following a pregnancy disability leave, they must provide KIPP with a certification from their healthcare provider that they can safely perform all of the essential duties of the position, with or without reasonable accommodation. If a staff member does not provide such a release prior to or upon reporting for work, the staff member will be sent home until a release is provided. Any time the staff member is not allowed to work due to not having provided the required release will be unpaid and is considered unapproved time off until we receive a return to work certification.

If the staff member can return to work with limitations, KIPP will evaluate those limitations and, if possible, will accommodate the staff member as required by law. If accommodation cannot be made, the staff member will be medically separated from KIPP.

If the staff member does not return to work at the conclusion of the leave of absence, KIPP may release the staff member from employment, unless the staff member is taking additional leave provided by law or KIPP policy or KIPP has otherwise approved the staff member to take additional time off.

KIPP Paid Parental Leave

Paid parental leave refers to the supplemental pay that KIPP offers eligible staff, which can be used while bonding with a newborn child or child placed with the staff member for adoption or foster care (CFRA leave) and only while receiving Paid Family Leave ("PFL") state benefits.

KIPP will pay staff members an integrated optional wage benefit for eight (8) weeks to supplement the wage replacement received through the Paid Family Leave ("PFL") program. The sum of all benefits at any time cannot exceed 100% of the staff member's regular weekly gross earnings.

Eligibility of Paid Parental Leave

To be eligible for KIPP's parental leave pay, the time off must be taken within one (1) year of the birth or placement of the child. See table below for eligibility requirements. Any employer requirements for paid leave outside of this pay policy will be followed by KIPP. To receive KIPP's parental leave pay, staff members must apply for PFL through the California Employment Development Department ("EDD").

Employment Time	Leave type	Pay
6-12 months **(San Francisco based staff only per SF Paid Parental Leave Ordinance)	Staff member not eligible for FMLA/CFRA job protection. May request KIPP Personal Leave (no job protection)	Eligible for KIPP Paid Parental Leave Pay if receiving PFL benefits

0-12 months **(Non- San Francisco based staff)	Staff member not eligible for FMLA/CFRA Job Protection. May request KIPP Personal Leave (no job protection)	Not Eligible for KIPP Paid Parental Leave Pay
>1 year	Staff member eligible for FMLA/CFRA job protection if they meet the FMLA/CFRA requirements (refer to FMLA/CFRA section of the handbook)	Eligible for KIPP Paid Parental Leave Pay if receiving PFL benefits

Frequency of Paid Parental Leave

Staff members are eligible for pay under this policy once every twelve (12) months. The twelve (12)-month period is a "rolling" period measured backwards from the date a staff member takes any paid parental leave. Example: a staff member goes on leave on July 31st. KIPP looks back twelve (12) months (from July 31st back to the previous August 1) to see if any leave has been used.

Using Paid Time Off

Once payments from KIPP have ended and the staff member is still on leave, the staff member has the option to use any accrued paid time off in accordance with KIPP existing paid time off policies.

Both Caregivers Employed By KIPP

If both caregivers work for KIPP, each caregiver is eligible for the pay benefit based on this policy. Pay is not limited or prorated between the caregivers. Each caregiver is only eligible for one leave benefit.

Confirmation of EDD Payments while on Paid Parental Leave

The staff member must disclose the amount of paid benefits expected to be received as soon as this information is confirmed by the California Employment Development Department (EDD) by uploading it to the leave administrator platform. This disclosure is essential for the proper calculation and adjustment of any supplemental benefits provided by KIPP. Processing of EDD state benefits are subject to state timelines, therefore, it may take several weeks for written notification to be received by the staff member. However, it remains the staff member's responsibility to keep the leave administrator informed of the application status. Please note that if HR does not receive an update, KIPP Paid Parental Leave payments will not be issued.

Payment of Paid Parental Leave During KIPP Holidays / Breaks / Vacations

Staff members on leave are subject to their specific school or regional office holiday/break schedule. When holiday/break payment is applicable, it does not extend the duration of KIPP's paid parental leave, but rather replaces the paid parental leave for that period of time.

> For example, if a staff member is eligible for eight (8) weeks of KIPP paid parental leave and during week two (2) the school is closed (for a scheduled school break), the staff member would receive seven (7) weeks of KIPP paid parental leave and one (1) week of regular break pay during week two (2) for a total of eight (8) weeks. Full pay due to school breaks and RSO closures replaces KIPP Parental Leave pay and is only applicable during the first eight (8) weeks of baby bonding.

San Francisco: Family Friendly Workplace Ordinance

In accordance with the San Francisco FFWO, staff members who have been employed with KIPP for more than six (6) months, are based at a San Francisco work location and who work there at least eight (8) hours per week on a regular basis, may request a flexible or predictable working arrangement if needed to assist with caregiving responsibilities for:

1. A child or children under the age of eighteen (18);
2. A person or persons with a serious health condition in a family relationship with the staff member; or
3. A parent (age 65 or older) of the staff member.

To request this type of working arrangement, the staff member should reach out to Human Resources. The staff member will receive a request to meet with the Human Resources within twenty-one (21) days.

Personal Leave of Absence: Unpaid Time- Off

An unpaid leave of absence may be granted, if two of the qualifying reasons are met:

1. If a staff member does not qualify for a protected leave (FMLA/CFRA) and the qualifying event falls under FMLA/CFRA reasons or
2. For an urgent personal need for time off where the staff member has used all their Sick/PTO days

A request for a personal leave of absence must be submitted to the staff member's manager and to Human Resources. An unpaid personal leave is granted at the discretion of management, and all requests are evaluated on a case-by-case basis and shall not exceed four (4) weeks or twenty (20) working days in a rolling 12 month period, for unpaid leave that would otherwise fall under CFRA/FMLA but the staff member does not qualify for. For urgent personal need reasons, the unpaid leave should not exceed three (3) working days or twenty-four (24) hours in the school year. Unpaid time for both reasons mentioned above are cumulative and do not need to be taken consecutively.

Human Resources will provide a determination notice to the staff member and staff member's manager within five (5) business days. Proof of leave is required for all requests. Examples of proof include medical certifications, obituary, death certificate and/or funeral confirmation, among others.

Staff members must not accept other employment while they are on a personal leave of absence. Acceptance of other employment while on leave will be treated as a voluntary resignation.

In an effort to ensure that staff members take the necessary leave time to be/get well, staff members shall not perform any work while on a leave of absence and will be asked to return any KIPP laptops and cell phones prior to beginning a leave of absence.

Unless otherwise required by law, staff members must use all accrued sick leave or PTO before applying for and being granted an unpaid leave of absence. Use of sick leave or PTO time does not extend the time granted under an approved leave.

Unpaid Time-Off Request Procedures

Unpaid Time-Off requests must be approved in advance by the School Leader/Manager and Human Resources, except in emergency situations where providing advance notice is not possible. If the need for leave is foreseeable, staff members must provide KIPP with at least 30 days advance notice. If the need is not foreseeable, and 30 days' notice is not possible, notice must be given as soon as practical.

Approval decisions will take into account essential work days and staffing for the school or department. Requests may be denied on the basis of this, or other reasonable circumstances.

Staff members may be eligible to apply for State Disability Insurance ("SDI") and/or Paid Family Leave ("PFL") benefits during a personal leave of absence (see below). If benefits are granted by the Employment Development Department ("EDD"), they will run concurrently with an otherwise authorized personal leave of absence. In such circumstances, the use of SDI or PFL benefits and/or paid time off during the personal leave period will not extend the length of the leave beyond what may be granted by KIPP. The receipt of SDI or PFL does not create a right to benefits during a personal leave of absence and does not impact the rights to reinstatement set forth in this personal leave policy.

The number of staff members on a personal leave of absence at any one time shall be subject to the reasonable requirements of KIPP with respect to the efficient and orderly operation of KIPP.

Health Benefits during a Personal Leave of Absence

For those staff members receiving group health benefits, staff members are eligible to continue on KIPP's health insurance plans for up to four (4) weeks following the start of their personal leave of absence. Staff members are still responsible for their dependents' coverage portion of health insurance premiums and any voluntary benefits each month during leave. Premium payments are due on the first (1st) day of each month. Human Resources will provide the staff member with a premium payment schedule outlining the amount due and acceptable payment methods

Staff members who do not return to work at the conclusion of their approved personal leave of absence will see their benefits terminated at the end of the month in which the four (4) weeks of unpaid personal leave conclude. If a staff member's coverage ends, they will be advised of COBRA continuation rights. If a staff member fails to make required premium payments while on leave, coverage may lapse in accordance with plan provisions. Upon return to work, KIPP will establish a repayment schedule and authorize automatic deductions from the staff member's paycheck to satisfy any outstanding balance. If the staff member does not return from leave, any outstanding premium balance must be repaid in full within thirty (30) day**s** of separation from employment.

Benefit/service credit will not be accrued towards PTO (RSO staff only) or sick leave hours (school based staff) for the duration of the leave. Staff members returning from a leave of absence during the course of a calendar year will receive a prorated portion of PTO or sick leave hours for the duration of that year.

Returning from Personal Leave of Absence

Staff members cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization or fitness for duty certification.

It should also be noted by the staff member that a return to work from a personal leave of absence is contingent upon an available opening at that time and should be verified with Human Resources before reporting back to work. When business considerations require, the job of a staff member on leave may be filled by a temporary or regular replacement.

A staff member should give the leave administrator and Human Resources seven (7) days' notice before returning from leave. Any staff member who does not report for work at the end of an approved leave may be deemed to have voluntarily resigned. Whenever KIPP is notified of a staff member's intent to

return from a leave, KIPP will attempt to place the staff member in their former position or in a comparable position with regard to salary and other terms and conditions for which the staff member is qualified. However, re-employment cannot always be guaranteed.

Bereavement Leave

Staff members are eligible for bereavement leave if they have been employed for at least 30 days. Staff members may receive pay for up to five (5) days of bereavement leave per year for immediate family members and up to three (3) days of bereavement leave per year for non-immediate family members. Staff members may use available Paid Time Off or Necessity leave in subsequent occurrences.

Immediate Family Members

Full-time and part-time staff members who have been employed at KIPP Public Schools Northern California for 30 days or more may take up to the equivalent of five (5) work days of paid bereavement leave for the death of an immediate family member per school/RSO calendar year. An immediate family member is defined as a spouse, domestic partner, child (biological, adopted, foster, step, legal ward, or child of a domestic partner), parent, parent-in-law, sibling, grandparent or grandchild. Staff members will be paid for the equivalent of hours that they are regularly scheduled to work in a day.

Non-Immediate Family Members

Full-time and part-time staff members may also take up to three (3) days of paid bereavement leave per rolling twelve (12) month period for the death of a non-immediate family member. For purposes of this policy, the following people qualify as a "non-immediate family member": aunts, uncles, cousins, nephews, nieces, and spouse's or domestic partner's siblings, aunts, uncles, cousins, nephews, nieces, and grandparents. Staff members will be paid for the equivalent of hours that they are regularly scheduled to work in a day.

Bereavement Leave Request Procedures

The staff member is solely responsible for submitting time off requests for bereavement leave. The following process should be followed for requesting bereavement leave. To request bereavement leave, enter a Time-Off Request and select the applicable bereavement leave type in KIPP's HRIS/Payroll System. Staff members will be notified by a system email from our HRIS/Payroll System when Human Resources approves their request. Staff members are able to track their bereavement leave usage and balance in the HRIS/Payroll System. Staff members must submit proof of needing the leave by providing a copy of death certificate, published obituary or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The documentation must be provided within 30 days of the first day of bereavement leave through KIPP's HRIS/Payroll System for approval and must confirm the day of passing. Bereavement pay will not be used in computing overtime pay. Staff members who do not submit required documentation, may be required to repay KIPP for bereavement leave and may be subject to disciplinary action. The leave may be taken intermittently, but must be completed within 3 months (90 days) of the family member's death.

Reproductive Leave Loss

Reproductive Loss Leave is an unpaid leave of absence. All part-time and full-time KIPP Northern California staff members are eligible if they have been employed for at least 30 days.

Staff members are eligible for reproductive loss leave if they experience a reproductive loss. For purposes of this policy, a reproductive loss event includes, a failed adoption, failed surrogacy, miscarriage, stillbirth or any unsuccessful assisted reproduction.

Eligible staff members may take up to five (5) days of unpaid leave per occurrence within three (3) months of the reproductive loss event, for a maximum of twenty (20) days of unpaid leave in any 12-month period. Staff members may use sick leave or PTO (for RSO staff members only) to maintain income during the leave period.

Requests for reproductive loss leave of absence should be submitted to Human Resources. The requests should include the intended start and end date of leave.

Jury Duty Leave

Full-time and part-time staff members will be granted paid time off for jury duty for up to ten (10) working days per rolling twelve (12) month period. Any time beyond ten (10) days necessary to complete jury duty will be without pay. Part-time staff members will be paid for those days they were regularly scheduled to work if they are required to serve jury duty. Temporary staff members are not eligible for paid jury duty leave and will receive time off without pay for the entire duration of the jury duty.

Exempt staff members that have used all ten (10) days of jury duty pay and continue to be on jury duty for a partial week will be paid their full salary so long as they continue to perform work. If no work is performed in that week, KIPP may make salary deductions.

Staff members must inform their Manager/School Leader and Human Resources of their need for jury duty leave as soon as they receive a summons or subpoena to appear. To request time off, staff must submit a copy of the court summons and attendance slip to Human Resources.

Witness Duty Leave

KIPP will provide staff members with time off to appear in court or other judicial proceedings as a witness to comply with a valid subpoena or other court order. This leave is unpaid, but staff members may use available sick time or PTO.

Staff members must inform their Manager/School Leader and Human Resources of their need for witness duty leave as soon as the staff member receives a subpoena or court order. To request time off, staff must submit a copy of the subpoena or court order to Human Resources.

Time-off to Vote

If a staff member does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the staff member may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working day, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, a staff member will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. A staff member requesting time off to vote shall give their Manager/School Leader at least two (2) days' notice.

Victims of Abuse Leave

KIPP provides reasonable and necessary unpaid leave and other reasonable accommodations to staff members who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the staff member's own health, safety or welfare, that of the staff member's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is

arrested for, prosecuted for, or convicted of, committing the crime. Staff members may also request unpaid leave for the following purposes:

1. Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
2. Obtain services from a domestic violence shelter, program, or rape crisis center.
3. Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
4. Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, a staff member should provide KIPP and Human Resources with as much advance notice as practicable under the circumstances. If advance notice is not possible, the staff member requesting leave under this policy should provide KIPP one (1) of the following certifications upon returning back to work:

1. A police report indicating that the staff member was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the staff member from the perpetrator or other evidence from the court or prosecuting attorney that the staff member appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the staff member's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the staff member, or an individual acting on the staff member's behalf, certifying that the absence is for a purpose authorized under the law.

Staff members requesting leave under this policy may choose to use PTO/sick time. In addition, KIPP will provide reasonable accommodations to staff members who are victims of domestic violence, sexual assault or stalking for the staff members' safety while at work. Eligible staff members may access this leave effective date of hire. To request an accommodation under this policy, a staff member should contact Human Resources.

Organ Donation Leave

As provided by California law, KIPP will grant a paid leave of absence for organ donors. To be eligible for organ donation leave ("Donor Leave"), the staff member must have been employed by KIPP for at least ninety (90) days immediately preceding the Donor Leave.

The law does not allow such leave to run concurrently with leave taken pursuant to either the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA).

Staff members returning from donor leave will be reinstated to the position held before the leave began, or a position with equivalent benefits, pay and other terms and conditions of employment.
A leave not exceeding sixty (60) days to a staff member who is an organ donor in any one (1) year period, for the purpose of donating their organ to another person.

Leave for the purpose of organ donation may be taken in one or more periods of time. A staff member must first use two (2) weeks' of available sick leave or PTO (for RSO) for organ donation. If the staff member has an insufficient number of sick leave or PTO (for RSO) leave days available, the leave will otherwise be paid by KIPP for a period of up to thirty (30) days.

A staff member requesting Donor Leave must provide written verification to their Manager/School Leader and Human Resources that they are a donor and that there is a medical necessity for the donation of the organ.

The leave of absence is not a break in service for the purpose of salary adjustments, or paid time off. KIPP will continue and pay for any coverage under a group health plan for the staff member during the entire leave of absence.

Bone Marrow Donation Leave

As provided by California law, KIPP will grant a paid leave of absence for bone marrow donors. To be eligible for bone marrow donation leave ("Donor Leave"), the staff member must have been employed by KIPP for at least ninety (90) days immediately preceding the Donor Leave.

The law does not allow such leave to run concurrently with leave taken pursuant to either the Family and Medical Leave Act (FMLA) or the California Family Rights Act (CFRA).

Staff members returning from donor leave will be reinstated to the position held before the leave began, or a position with equivalent benefits, pay and other terms and conditions of employment.

A leave not exceeding five (5) days to a staff member who is a bone marrow donor in any one (1) year period, for the purpose of donating their bone marrow to another person.

Leave for the purpose of bone marrow donation may be taken in one or more periods of time.
KIPP requires that the staff member taking leave for bone marrow donation first uses up to five (5) days of available sick leave or PTO. If the staff member has an insufficient number of sick leave or PTO (for RSO) leave days available, the leave will otherwise be paid by KIPP.

A staff member requesting Donor Leave must provide written verification to their Manager/School Leader and Human Resources that they are a donor and that there is a medical necessity for the donation of the bone marrow.

The leave of absence is not a break in service for the purpose of salary adjustments, or paid time off. KIPP will continue and pay for any coverage under a group health plan for the staff member during the entire leave of absence.

School Appearance and Activities Leave

As required by law, KIPP will permit a staff member who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is a staff member of KIPP, the staff member that first provides the leave request will be given the requested time off.

The staff member requesting school appearance leave must provide at least two (2) weeks advance notice, or let their manager/School Leader know as soon as foreseeable. The staff member must use available sick time or PTO (RSO) to be paid during the absence.

When requesting time off for school appearance, the staff member must provide verification of participation in the activity. When requesting time off for a required appearance, the staff member must provide a copy of the notice from the child's school requesting their presence.

Military and MIlitary Spousal Leave of Absence

KIPP shall grant a military leave of absence to any staff member who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA") and applicable California laws. All staff members requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

Eligibility

Staff members taking part in a variety of military duties are covered under this policy. Such military duties include leaves of absence taken by members of the uniformed services, including active duty, reserve or National Guard, for training, periods of active military service and funeral honors duty, as well as time spent being examined to determine fitness to perform such service. This policy also covers individuals serving in the active components of the armed forces and the National Disaster Medical System (NDMS) as well as reservists for the Federal Emergency Management Agency (FEMA) when they are deployed to disasters and emergencies on behalf of FEMA. Subject to certain exceptions under the law, these benefits are generally limited to five years of leave of absence.

Benefits and Pay

If military leave is for thirty (30) or fewer days, KIPP will continue the staff member's health benefits. For service of more than thirty (30) days, the staff member will be permitted to continue their health benefits through COBRA. Staff members are entitled to use available sick time or PTO (RSO) as wage replacement during time served.

Coverage for any of health insurance plans that were terminated during military leave will be reinstated effective on the date of the staff member's reemployment. Additionally the staff member will be eligible to enroll in any new insurance benefits that the staff member would have been eligible for had he or she been continually employed.

Staff members will be reinstated on the date of return in the retirement plan for participation. There will be no break in service, and all military leave time is counted for seniority in regard to vesting and benefit accrual.

Reinstatement

KIPP will reinstate staff members returning from military leave in accordance with the "escalator" principle, generally meaning the position the staff member would have attained had they remained continuously employed, or a position of comparable seniority, status, and pay. Reinstatement is contingent upon a certificate of satisfactory completion of service and timely application for reemployment based on the length of service.

- **Service of 1 to 30 days:** Staff members must report to work by the beginning of the first regularly scheduled work period after the end of the calendar day of duty, plus 8 hours of rest and time for safe travel home.

- **Service of 31 to 180 days:** Staff members must submit an application for reemployment no later than fourteen (14) days after completion of service.
- **Service of 181 or more days:** Staff members must submit an application for reemployment no later than ninety (90) days after completion of service.
- If the staff member is hospitalized or convalescing from a service-connected injury - the staff member must submit an application for reemployment with Human Resources no later than two years following completion of service.

Note: Staff members serving in the National Guard on State Active Duty (emergency response within California) must apply for reemployment within forty (40) days of release from duty (or 5 days if the position was part-time).

Documentation for Reemployment

The Human Resources will, upon the staff member's reapplication for employment, request that the staff member provide KIPP with military discharge documentation to establish the timeliness of the application for reemployment, the duration of the military service, and the honorable discharge from the military service, if applicable.

Exceptions to Reemployment

In addition to the staff member's failure to apply for reemployment in a timely manner, a staff member is not entitled to reinstatement as described above if any of the following conditions exist:

- KIPP's circumstances have so changed as to make reemployment impossible or unreasonable.
- Reemployment would pose an undue hardship upon KIPP.
- The staff member's employment prior to the military service was merely for a brief, non-recurrent period and there was no reasonable expectation that the employment would have continued indefinitely or for a significant period.
- The staff member did not receive an honorable discharge from military service.

Service Credit

Staff members who are absent from work while fulfilling their covered service obligation under USERRA or California law shall be credited, upon their return to KIPP, with the hours of service that would have been performed but for the period of absence. A staff member's time spent on active military duty will be counted toward eligibility for FMLA/CFRA leave.

Military Spousal Leave

KIPP shall grant up to ten (10) days of unpaid leave to staff members who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, a staff member must provide KIPP's with (1) notice of intention to take military spousal or registered partner leave within two (2) business days of receiving official notice that the staff

member's military spouse will be on leave from deployment, and (2) documentation certifying that the staff member's military spouse or registered partner will be on leave from deployment during the time that the staff member requests leave.

Staff members requesting leave under this policy may choose to use accrued time off (such as sick time , PTO, or vacation) concurrently with some or all of the leave under this policy. To receive paid leave, eligible staff members must comply with the company's normal procedures for requesting time off in KIPP's HRIS/Payroll System.

The Workplace

Staff Member Classifications

All KIPP staff members are classified as either "exempt" or "non-exempt." A staff member's duties, responsibilities, and salary determine whether their position is exempt or non-exempt. Staff members who are classified as non-exempt complete time cards and are eligible for overtime pay according to applicable law. Staff members in exempt positions are not eligible for overtime pay.

In addition, staff will fall within one of the following categories:

Full-Time Staff

Full-time staff members are those who are regularly scheduled to work at least forty (40) hours per week. Generally, full-time staff members are eligible for the benefits and leaves of absence described in this Handbook, subject to the terms, conditions, and limitations of each benefit and leave program.

Part-Time Staff

Part-time staff members are those employed who are regularly scheduled to work thirty-nine (39) hours or less per week. Generally, part-time staff regularly scheduled to work twenty (20) or more hours per week are eligible for the benefits and leaves of absences described in this Handbook, subject to the terms, conditions, and limitations of each benefit and leave program. Staff regularly scheduled to work less than twenty (20) hours per week receive legally mandated benefits and leaves, but are ineligible for all of KIPP's other employment benefits and leave programs. A change from part-time to full-time status will be effective only if the staff member has been advised of the change by the staff member's manager and Human Resources in writing.

Temporary Staff

Temporary staff members are those staff members who are hired to work for less than six (6) months/ one hundred-eighty (180) days or for a specific project, no more than twelve (12) months.

Temporary staff members working less than ninety (90) days are not eligible for benefits or paid time off. They accrue one (1) hour of sick leave for every thirty (30) hours worked beginning the first day of employment.

Temporary staff members working for periods longer than ninety (90) days and over twenty (20) hours per week will be eligible for benefits subject to the terms, conditions, and limitations of each plan. They will accrue one (1) hour of sick leave for every thirty (30) hours worked beginning the first day of employment.

Meal and Rest Periods

Non-exempt staff members working at least five (5) hours are provided with an unpaid thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. A staff member may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the staff member and their manager mutually consent to the waiver in writing.

Non-exempt staff members are also provided with a paid ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Staff members are prohibited from combining meal and rest period time.

A staff member's manager must be aware of and approve scheduled meal and rest periods. Staff members must immediately inform their manager if they are prevented from taking their meal and/or rest periods. Staff members are expected to observe assigned working hours and the time allowed for meal and rest periods.

Attendance and Tardiness

All staff members are expected to arrive at work consistently and on time. Individual work schedules may vary for each site and/or team, and they are set forth by the manager/School Leader. Absenteeism and tardiness negatively affects KIPP's ability to run an effective educational program and disrupts consistency in students' learning.

Staff members are expected to keep their manager/School Leader sufficiently informed of any absences or tardiness. Staff members are required to contact their manager/School Leader as soon as possible but no later than one and half hours (1.5 hours) before the start of their workday.

If a staff member must take a midday absence for an appointment, staff members are required to obtain approval from their manager/School Leader of their arrival and departure. Non-exempt staff members must clock out and in for time off campus.

Once all available sick time (for school-based staff) or PTO (for RSO-based staff) has been exhausted, staff members are required to present a doctor's note for absences. Only up to three (3) working days or twenty-four (24) hours during the school year, following the exhaustion of their sick time, PNL or PTO will be excused with a doctor's note. Any absences beyond this, regardless of whether a doctor's note is provided, will be considered unexcused and subject to disciplinary action.

Excessive unpaid or unexcused absences and/or tardiness may result in disciplinary action up to and including release from employment with KIPP.

Automatic Termination

For staff members who have a balance of sick leave, absences of more than five (5) consecutive days without notifying the manager/School Leader will be considered a voluntary resignation from employment. For staff members who have exhausted their balance of sick leave, absences of three (3) or more consecutive days without notifying the manager/School leader will be considered a voluntary resignation from employment.

Time Cards/Records

By law, KIPP is obligated to keep accurate records of the time worked by non-exempt staff members. Such staff members shall be required to utilize KIPP's time keeping system.

Non-exempt staff members must accurately clock in and out of their shifts. The time card documents a staff member's arrival and departure time, as well as lunch and any absences, like medical appointments. All staff members are required to keep their manager/School Leader advised of their departures from and return to the school/regional office premises during the workday.

Non-exempt staff members are solely responsible for ensuring accurate information on their time cards and remembering to record time worked daily. If a staff member forgets to mark their time card or makes an error on the time card, the staff member must (1) enter the correction information in the Comments section of their electronic time card; and (2) contact their Director Of School Operations/Business Operations Manager/manager to review the correction request. In order for non-exempt staff members to be compensated accurately for time worked, they should not perform any off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running work related errands after logging out. This ensures that non-exempt staff members are only working during their scheduled work hours.

No one may record hours worked on another staff member's time card. No one may clock in or out for another staff member. The only exception is when a staff member's direct manager corrects time card entries on behalf of the staff member, upon request. Any staff member who violates any aspect of this policy may be subject to disciplinary action, up to and including release from employment.

Remote Work Policy (RSO Staff Only)

In an effort to best meet the educational needs of our students and families, school site staff members are not eligible for remote work. RSO staff members, however, follow a hybrid work policy.

Standard working hours for Oakland RSO staff require a minimum of 8 working hours per day, with arrival no later than 9:30 am. To ensure operational coverage, a minimum of 7 of these hours must be worked onsite. These requirements exclude a mandatory 30-minute unpaid lunch; for example, a staff member working fully onsite would be present for 7.5 hours. Exceptions are limited to HR-accommodated schedules or specific roles whose core functions require alternative hours.

Please refer to the Onsite Work Policy document for a complete policy breakdown.

Personal Business

KIPP's facilities for handling mail and telephone calls are designed to accommodate KIPP business. Staff members should have their personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Any personal calls made on KIPP provided equipment should not be made outside the immediate dialing area. KIPP materials, time and equipment should not be used for personal projects.

Children of Staff in the Workplace

To maintain a safe, productive, and professional work environment, children of staff are generally not permitted in the workplace. Exceptions may be made for brief and infrequent visits; however, prior written approval must be obtained from both the staff member's manager and/or School Leader in advance. During any approved visit, the child must be supervised by the parent or guardian at all times. Under no circumstances should the child be left unattended.

This policy is not intended to serve as a backup childcare arrangement, and staff members are expected to make appropriate child care plans outside of work hours. Additionally, ill children are not permitted in the workplace under any circumstance, regardless of the reason or length of the visit.

If a staff member needs to care for a child, including in cases of illness, appropriate leave must be used. RSO-based staff members should utilize Personal Time Off (PTO), and school-based staff members may use Sick Leave for such personal responsibilities.

KIPP reserves the right to deny or revoke permission for children to be present at any time if their presence is determined to be disruptive or to pose a safety concern.

Personal Appearance/ Standards of Dress

During the workday, personal appearance becomes a facet of how staff members represent KIPP. KIPP's stance on what constitutes professional and appropriate personal appearance may differ from the views of any individual staff member. The purpose of this policy is to clarify KIPP's expectations and requirements for staff members in regard to personal appearance, dress, and grooming. The managers/ School Leaders of individual work sites may adopt more specific codes to govern personal appearance at that work site, such as requiring non-denim pants.

This policy is not intended to restrict a staff member's ability to groom or dress in accordance with religious or cultural customs, or in accordance with their gender identity. If staff members have concerns or questions about the impacts of the dress code on a protected aspect of their identity, such as their gender identity, religion, or medical condition, they should consult Human Resources.

Staff members are encouraged to wear clothing that will present an image consistent with and appropriate to their general job responsibilities, and will not interfere with learning. Accordingly, all staff members shall adhere to the following standards of dress including, but not limited to:

- Clothing, tattoos and jewelry must be safe and appropriate to the educational environment;
- Slacks and shorts are to be worn on the waist with no portion of an undergarment showing;
- Shorts, skirts, and dresses should be no higher than three (3) inches above the knee;
- All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage. Crop tops are not permitted;
- All clothing must be clean and in good repair. Gym attire and/ or sleepwear are not permitted;
- Clothing, tattoos or jewelry with logos or messaging that depict and/ or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity or obscenity are not permitted;
- Shoes should be worn that are appropriate to a staff member's job responsibilities; and
- For safety purposes, earrings must not dangle more than one (1) inch below the ear.

Security Protocols

Maintaining the security of our school campuses and sites is the responsibility of all KIPP staff members. KIPP has developed guidelines to help maintain a secure workplace. Staff members should be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Staff members should report any suspicious persons or activities to their manager/School Leader or their school administration team. Staff members' desks and/or offices should be secured at the end of the day. Staff members should immediately notify their manager and/or school administration team when keys are missing, or if security access codes or passes have been breached.

At-Will Employment

Except if stated expressly otherwise by an employment contract, all staff members are considered "at-will" staff members of KIPP. Accordingly, either KIPP or the staff member can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, KIPP memoranda or other materials provided to staff members in connection with their employment shall require KIPP to have "cause" to release a staff member or otherwise restrict KIPP's right to release a staff member from their at-will employment with KIPP. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict KIPP's right to release at-will. No KIPP representative, other than the Board of Directors or its designee, is authorized to modify this policy for any staff member or to make any representations to staff members or applicants concerning the terms or conditions of employment with KIPP that are not consistent with KIPP's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or staff member applications, KIPP memoranda, or any other materials provided to staff members in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Mandatory Arbitration

It is the policy of KIPP that disputes with staff members be resolved through arbitration to the extent authorized by law, consistent with KIPP's Arbitration Agreement. The Arbitration Agreement is provided to staff members at the start of employment.

Staff Member Wages

Work Hours and Overtime for Non-Exempt Staff

Staff members classified as non-exempt (hourly) are eligible for overtime pay according to applicable law. Overtime will be computed based on actual time worked, and does not include holiday or PTO/sick time.

According to applicable law, staff members in exempt (salary) positions are not eligible for overtime pay. Exempt staff members may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt staff members, nor are exempt staff members eligible for time off in lieu of overtime.

Overtime Pay

Whether a staff member is exempt from, or subject to overtime pay, will be determined on a case-by-case basis and will be indicated in the staff member's job description. Non-exempt staff members may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt staff members. KIPP will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the staff member's direct manager. KIPP provides compensation for all overtime hours worked by non-exempt staff members in accordance with state and federal law as follows:

- For staff members subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime.

- Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the staff member's regular rate of pay.
- Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh (7) consecutive workday of the workweek shall be paid at double the regular rate of pay.

Bonus Pay

As a public charter school organization, KIPP must ensure that all compensation practices comply with laws governing the appropriate use of public funds. As a result, KIPP does not offer routine or across-the-board bonuses. However, in limited and clearly justified circumstances, KIPP may authorize a bonus to support its operational needs and strategic goals. Situations in which a bonus may be considered include, but are not limited to:

- Attraction or recruitment for positions that are difficult to staff;
- Retention of staff members in positions essential to School operations;
- Other circumstances where the School determines a bonus is necessary to address a legitimate organizational interest and where it does not constitute an unlawful gift of funds

These examples are illustrative only and not an exhaustive list. All bonuses must be pre-approved in writing by the Chief Executive Officer or designee. Unless otherwise stated, any bonus awarded is a one-time payment. Bonuses do not increase a staff member's base salary and do not alter the staff member's classification, status, or eligibility for any benefits.

Only staff members classified as exempt from overtime under applicable wage and hour laws may be considered for a bonus under this policy. Non-exempt staff members are not eligible for any bonus or incentive compensation.

Payroll Withholdings

As required by law, KIPP withholds Federal Income Tax, State Income Tax, Social Security ("FICA") and State Disability Insurance from each staff member's pay as follows:

1. **Federal Income Tax Withholding**: The amount varies with the number of exemptions the staff member claims and the gross pay amount.
2. **State Income Tax Withholding**: The same factors which apply to federal withholdings apply to state withholdings.
3. **Social Security (FICA):** The Federal Insurance Contribution Act requires that a certain percentage of staff member earnings be deducted and forwarded to the federal government, together with an equal amount contributed by KIPP.
4. **State Disability Insurance (SDI**): This state fund is used to provide benefits to those out of work because of illness or disability. These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member or bond with a new child. SDI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School.
5. **CalSTRS Contributions (KIPP Summit ONLY)**: The School (KIPP Summit) participates in The California State Teachers Retirement System (CalSTRS), which provides defined benefits to qualifying staff members in retirement. Staff members will have a percentage of their pay

withheld to contribute to CalSTRS, and the School will also make a monthly contribution on the staff members' behalf.

Staff members may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it via the HRIS/Payroll system.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. The federal Withholding Tax deduction is determined by the staff member's W-4 form. The W-4 form is initially completed upon hire, and it is the staff member's responsibility to report any changes in filing status and to fill out a new W-4 form via the HRIS/Payroll system.

At the end of the calendar year, a "withholding statement" ("W-2") will be prepared and forwarded to each staff member for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Staff members may also have deductions made to their paychecks when a wage overpayment occurs. KIPP will provide the staff member with a written notice which describes the wage overpayment and will afford the staff member an opportunity to respond before commencing any recoupment action. If the staff member disputes the wage overpayment, KIPP shall initiate a legal action to validate the overpayment before proceeding with recoupment. KIPP may require the staff member to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the staff member's payroll check, among other options. A staff member who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. KIPP also reserves the right to exercise any and all other legal means to recover any additional amounts owed. KIPP shall provide staff members with advance written notice of the deduction prior to the pay period where it will go into effect.

Pay Periods

Staff members are paid on the 15th and last day of the month, except when those days fall on a holiday or a weekend, in which case staff members are paid on the prior work day. Staff members are paid via automatic payroll deposit ("Direct Deposit") or through live check. All staff members are paid for the time that they work. If staff members believe an error has been made in their paycheck, please contact Human Resources as soon as possible. A staff member's paycheck will not be released to another person without the written authorization from the staff member.

Wage Attachments and Garnishments

Under normal circumstances, KIPP will not assist creditors in the collection of personal debts from its staff members. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require KIPP, by law, to withhold part of a staff member's earnings in their favor.

Staff members are strongly encouraged to avoid such wage attachments and garnishments. If KIPP is presented with a second garnishment request concerning a staff member, Human Resources may reach out to discuss the situation with the staff member.

Health, Safety and Security

Equal Employment Opportunity Policy

KIPP is proud to be both an equal opportunity employer and an aspiring anti-racist organization. The policies in this section of the Handbook articulate how we ensure that all members of our team can

thrive in a working environment of respect, fairness and support. It is the policy of KIPP to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race or ethnicity (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the staff member is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("Family and Medical Leave Act"), Pregnancy Disability Leave ("Pregnancy Disability Leave ") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("California Family Rights Act"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Weight and height;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and staff members and to all aspects of the employment relationship, including the hiring of new staff members and the training, transfer, promotion, discipline, termination, compensation and benefits of existing staff members.

Accommodations for Individuals with Disabilities

KIPP Northern California is committed to ensuring an equal opportunity for qualified individuals with disabilities. To comply with applicable federal and state laws ensuring equal employment opportunities to qualified individuals with a disability, KIPP will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or a staff member unless undue hardship would result or be to direct threat to the safety of the staff member or others in the workplace. A reasonable accommodation is any change or adjustment to the workplace that permits a qualified applicant or staff member with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy the benefits and privileges of employment equal to those enjoyed by staff members with disabilities.

In general, it is an applicant or staff member's responsibility to notify KIPP Northern California if they require an accommodation. To request an accommodation, staff members should contact Human Resources. Staff members will be required to submit a medical certification form completed and signed

by their health care provider with information about their condition. Such information will be kept confidential to the fullest extent permitted by the law. KIPP will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, KIPP will make the accommodation.

Accommodations for Religious Beliefs

KIPP is committed to providing reasonable accommodations for a staff member's bona fide religious beliefs, unless doing so would cause undue hardship to the school or RSO operations. To request religious accommodation, staff members should submit a written request to their manager and Human Resources as soon as the need for the accommodation becomes known. The request should include a description of the accommodation being sought and the religious basis for the request.

Each request will be evaluated on a case-by-case basis, taking into account the nature of the accommodation, the staff member's role, and the potential impact on school or RSO operations. KIPP may request additional information or documentation as needed to assess the request.

KIPP prohibits retaliation against any staff member for requesting religious accommodation.

Accommodations for Nursing Mothers

KIPP accommodates lactating staff members by providing a reasonable amount of break time to any staff member who desires to express breast milk for an infant child, for up to one year after the birth of their child. The lactation break time shall, if possible, run concurrently with any break time already provided to the staff member.

If the lactation break cannot run concurrently with an existing break, or if the break is insufficient, a separate unpaid lactation break must be provided. Non-exempt staff must clock out for this time. Staff members may choose to use their specific accrued time (PTO, Sick, Vacation, Summer Ops hours) to cover unpaid lactation breaks.

While KIPP does not allow children in the workplace, nursing staff members are entitled to a private, clean space to express breast milk.

KIPP will make reasonable efforts to provide staff members who need a lactation accommodation with the use of a room or other private location that is located close to the staff member's work area. Such a room and/or location shall not be a bathroom. Staff members shall be given access to a sink with running water and a refrigerator. Staff members with private offices may be required to use their offices to express breast milk. Staff members who desire lactation accommodations should contact their manager/School Leader to request accommodations.

Policy Against Unlawful Workplace Harassment, Discrimination and Retaliation

KIPP is committed to providing a work environment that is free of harassment based on any protected characteristics. KIPP maintains a strict policy prohibiting sexual harassment and harassment against staff members, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists), color; gender (including gender identity, gender expression, and transgender identity, whether or not the staff member is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry

(including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; weight and height, military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy applies to all persons involved in our operations, including co-workers, managers, temporary or seasonal workers, agents, clients, vendors, customers, or any other third party interacting with KIPP ("third parties") and prohibits proscribed harassing conduct by any staff member or third party of KIPP, including nonsupervisory staff members, and managers. If such harassment occurs on KIPP's premises or is directed toward a staff member or a third party interacting with KIPP, the procedures in this policy should be followed.

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with a staff member's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances
- Offering employment benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about a staff member's body or dress
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements
- Retaliation for reporting harassment or threatening to report sexual harassment

A staff member may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. A staff member who engages in unlawful harassment may be personally liable for harassment even if KIPP had no knowledge of such conduct.

Other Types of Harassment

Prohibited harassment on the basis of any legally protected classification, including, but not limited to: race, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status (including domestic partnership status), age (40 or over), sexual orientation, Civil Air Patrol status, military and veteran status, immigration status or any other consideration protected by federal, state or local law, includes behavior similar to the illustrations above pertaining to sexual harassment. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on protected classification; and
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's protected status.

Sexual Harassment and Abusive Conduct Prevention/Training

As per law, all managers will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Non-supervisory staff members will receive one (1) hour of sexual harassment prevention training within six (6) months of hire and every one (1) year thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Managers shall also be trained on how to appropriately respond when the manager becomes aware that a staff member is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Sexual Harassment/Discrimination Complaint Procedure

KIPP's reporting procedure provides for a thorough and objective investigation of any harassment or discrimination claim, appropriate disciplinary action against one found to have engaged in prohibited harassment or discrimination, and appropriate remedies for any victim of harassment or discrimination, if warranted under the circumstances.

Any staff member who believes that they have been harassed, discriminated against, or subjected to retaliation or abusive conduct by a coworker, manager, agent, client, vendor, customer, or any other third party interacting with KIPP in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to any of the following: (1) their manager; (2) any other member of management; (3), Human Resources; or (4) Abe Friedman, Board Chair at abe.friedman@kippnorcal.org.

Staff members are not required to make a complaint directly to their immediate manager. Managers who receive complaints of misconduct must immediately report such conduct to Human Resources. When a report is received, KIPP will conduct a fair, timely, thorough and objective investigation that provides all parties appropriate due process. KIPP expects all staff members to fully cooperate with any investigation conducted by KIPP into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other KIPP policies. KIPP will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable federal and state law. Complaints which fall within the scope of Title IX will be handled in accordance with KIPP's Title IX Policy and Procedures.

Upon completion of the investigation, KIPP will communicate its conclusion as soon as practical. If KIPP determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including release of employment. Appropriate action will also be taken to deter any such conduct in the future.

Protection Against Retaliation

Retaliation is prohibited against any person by another staff member or by KIPP for using KIPP's complaint procedure, reporting discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by Human Resources or a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, release of employment, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Staff members who believe that they have been retaliated against should promptly report the retaliation verbally or in writing to any of the following:

1. Their manager
2. Any other member of management
3. Human Resources
4. Board Chair

Any report of retaliatory conduct will be investigated in a fair, timely, thorough and objective manner in accordance with the investigation procedure.

If KIPP determines that unlawful retaliation has occurred, it will take remedial action, commensurate with the severity of the offense. KIPP will also take appropriate action to deter future retaliation. KIPP will not retaliate against any staff member for filing a complaint and will not knowingly permit retaliation by management staff members or co-workers.

Liability for Unlawful Harassment

Any person who is found to have engaged in unlawful harassment is subject to disciplinary action up to and including release from employment.

A person who engages in harassment may be held personally liable for monetary damages. KIPP does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the release of one's duties. Accordingly, to the extent permitted by law, KIPP reserves the right not to provide a defense or pay damages assessed against a staff member or anyone providing services under contract for conduct in violation of this policy.

Additional Enforcement Information

In addition to KIPP's internal complaint procedure, staff members should also be aware that the United States Equal Employment Opportunity Commission ("EEOC"), the California Department of Fair Employment and Housing, and other state anti-discrimination agencies investigate and prosecute complaints of harassment or discrimination in employment. Staff members who believe that they have suffered unlawful discrimination, harassment, or retaliation may file a complaint with either of these agencies. These agencies serve as neutral fact finders and attempt to help the parties voluntarily resolve disputes.

Title IX Notice of Nondiscrimination

KIPP does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Director of HR Employee Relations
EmployeeRelations@kippnorcal.org

A copy of KIPP's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within KIPP's education program or activities and for pursuing available remedies, is available on the KIPP website at: https://kippnorcal.org/titleix/

Whistleblower Policy

KIPP requires its officers, staff members, interns, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within KIPP. As representatives of KIPP, all individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations.

It is the policy of KIPP to encourage its staff members to disclose policy violations, improper activities, and any conditions that are a significant threat to public health or safety, and to protect those who come forward to report such violations, activities, or conditions. As such, staff members shall have the right to disclose any: (1) violations of KIPP's policies, procedures, or rules; (2) activity by KIPP or by a KIPP staff member that violates state or federal law (including, but not limited to corruption, malfeasance, bribery, theft or misuse of KIPP property, fraudulent claims, fraud, coercion, conversion, malicious prosecution, or willful omission to perform a duty), is economically wasteful, or involves gross misconduct, incompetence, or inefficiency; or (3) condition that may significantly threaten the health or safety of staff members or the public. When the staff member has reasonable cause to believe that the information discloses a violation of state or federal statute, or a violation of or noncompliance with a local, state, or federal rule or regulation, he or she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity.

No staff member shall use or attempt to use their official authority or influence to intimidate, threaten, coerce, or command another staff member for the purpose of interfering with that staff member's right to disclose the aforementioned protected information. No one who in good faith reports such protected information, or who, in good faith, cooperates in the investigation of the protected information, shall suffer harassment, retaliation, or adverse employment action. However, any report that the reporter has good reason to believe is false will be viewed as a serious disciplinary offense.

Any staff member who has disclosed protected information and believes that he or she has subsequently been subjected to harassment, retaliation, or adverse employment action shall file a complaint with their manager or Human Resources. All complaints will be investigated in a fair, timely, thorough and objective manner. If a report of harassment or retaliation is substantiated, remedial action will be taken, commensurate with the severity of the offense, up to and including release of employment.

Staff Internal Complaint Policy

KIPP has established the following internal complaint protocol, the intent of which is to resolve disputes or complaints in a fair and prompt manner. This policy applies to internal complaints not otherwise covered by this Handbook.

Most complaints can be resolved by informal discussions between the concerned party and the other individual(s) involved, or the other individual's manager/School Leader; this is KIPP's preferred method for conflict resolution. However, staff members have multiple ways to reach out to express concerns and resolve an issue as outlined below.

Any staff member who wishes to submit a complaint against another KIPP staff member or staff member practices can do so by contacting Human Resources, Chief People Officer, or CEO. If a complaint is against the CEO, a staff member may contact the Board. Because a staff member's failure to promptly file a complaint impedes KIPP's ability to investigate and resolve a complaint, staff members are encouraged to file all formal complaints no later than thirty (30) days after the incident. If the incident occurs at the end of the school year, staff members are encouraged to file all formal complaints by June 30 of the current school year.

The CEO or their designee (or the Board or designee, in the event a complaint is against the CEO), will review any submitted complaint to them and make a decision on how to proceed. All complainants will be notified that information obtained from the complainants and thereafter will be maintained in a manner as confidential as possible, but in some circumstances confidentiality cannot be assured.

Human Resources will notify the person filing the complaint and the staff member charged, of the final determination in a timely manner.

If the complaint is not resolved, the HR Director of Employee Relations will review the complaint and related material, interview parties, and submit findings and recommendations to the Chief People Officer and CEO for final review and resolution.

It is KIPP's expectation that all parties involved shall cooperate in resolving the complaint. In no case is there to be retaliation from any involved party.

All incidents of alleged discrimination, harassment, retaliation, or other conduct inconsistent with KIPP's Policy Against Unlawful Workplace Harassment, Discrimination and Retaliation policy must be reported immediately.

Any manager or staff member who becomes aware of conduct inconsistent with this policy, or who receives a report of conduct inconsistent with this policy must immediately report it to their manager, human resources, or the employee relations email at Employee.Relations@kippnorcal.org.

This policy does *not* require a staff member to report discrimination, harassment, or retaliation directly to the individual who is creating the harassment, discrimination, or retaliation.

If a staff member believes they have experienced or witnessed conduct that is inconsistent with this policy, they should immediately notify any manager, human Resources or report it through the employee relations email address at Employee.Relations@kippnorcal.org.

Occupational Safety

KIPP is committed to the safety of its staff members, students, vendors, contractors and the public.
The prevention of accidents is the responsibility of every KIPP manager/School Leader. Staff members are expected to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If a staff member is ever in doubt how to perform a job or

task safely, staff members should request clarification from their manager/School Leader. Staff members must report unsafe conditions immediately to their manager/School Leader.

KIPP's management is required to provide safe and healthy working conditions for all staff members and to establish and require the use of safe practices at all times. Failure to comply with or enforce KIPP safety and health rules, practices and procedures could result in disciplinary action up to and including possible release of employment.

Accident/ Incident Reporting

It is the duty of every staff member to immediately or as soon as is practical report any accident or injury occurring during work or on KIPP premises to their manager/School Leader so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

KIPP, in accordance with State law, provides insurance coverage for staff members in case of work-related injuries. The workers' compensation benefits provided to injured staff members may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured staff members return to suitable employment.

To ensure staff members receive any worker's compensation benefits to which they may be entitled, staff members will need to:

- Immediately report any work-related injury to their manager/School Leader;
- Seek medical treatment and follow-up care if required;
- Complete a written staff member's Claim Form (DWC Form 1) and return it to their manager/School Leader, their Director Of School Operations (if applicable) or Human Resources; and
- Provide KIPP with a certification from their healthcare provider regarding the need for workers' compensation disability leave as well as their eventual ability to return to work from leave.

It is KIPP's policy that when there is a job-related injury, the first priority is to ensure that the injured staff member receives appropriate medical attention. KIPP, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to KIPP's operations.

- If a staff member is injured on the job, they are to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to their manager/School Leader, to the school's Director Of School Operations and/or to Human Resources. Failure by a staff member to report a work-related injury by the end of their shift could result in loss of insurance coverage for the staff member. Staff members may choose to be treated by their personal physician at their own expense, but are still required to go to KIPP's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in time off of work for more than three (3) days staff members must follow KIPP's leave of absence procedures. See Leave of Absence section.

- When there is a job-related injury that results in time away from work, the staff member must have a medical release from KIPP's approved medical facility before returning to work.
- Any time there is a job-related injury, KIPP's policy may require drug/alcohol testing along with any medical treatment provided to the staff member.

Workplace Health and Safety

KIPP has an established policy of providing a safe workplace for all staff members consistent with current federal, state and local laws, as well as proven "common sense" safety practices.

It is only through the combined efforts and interest of all staff members that we can continue to make KIPP a safe place in which to work. Staff members are expected to work safely, observe safety regulations, and report unsafe conditions immediately to the Director Of School Operations at their school site or the Regional Operations team at the RSO.

In compliance with Proposition 65, KIPP will inform staff members of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Workplace Violence Prevention

KIPP is committed to providing a work environment free from violence, threats, and intimidation. We have zero tolerance for workplace violence, and we maintain a formal Workplace Violence Prevention Plan (WVPP) that is available to all staff members at all times at their work location.

Workplace violence includes any act of violence or threat of violence that occurs at any KIPP location by any individual (i.e. staff member, student, volunteer, families, and/or vendor). This includes:

- Physical force against or towards an individual (as listed above)
- Threats of force (verbal or written, including texts/emails)
- Harassment, stalking, or intimidation that causes a fear of harm
- Incidents involving weapons or objects used as weapons

Student and staff member safety is our priority. Staff members may report any concern or act of violence without fear of retaliation to their School Leader at their school site or their manager at the RSO by submitting the Workplace Violence Reporting Form.

Non-Smoking Policy

It is the policy of KIPP to prohibit smoking and vaping on all school premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

Substance-Free Workplace

KIPP is committed to providing a drug-free, alcohol-free, healthful, and safe workplace. To promote this goal, staff members are required to report to work in appropriate mental and physical condition to perform their jobs.

No staff member may use, manufacture, distribute, dispense, possess, distribute, sell, or be under the influence of alcohol or illegal drugs while: (1) on KIPP property; (2) conducting or performing activities on behalf of KIPP (regardless of location); or (3) responsible for the safety of others in connection with, or while performing, KIPP-related business. An illegal drug is any drug or substance that is illegal under state

or federal law. Violations of this policy may lead to disciplinary action, up to and including immediate release of employment, and/or required participation in a substance abuse rehabilitation or treatment program.

KIPP recognizes that there are times when the consumption of alcohol may be acceptable, for example, at a staff holiday party or work conference. Only the moderate and limited use of alcohol is acceptable on such occasions. Staff members are expected to remain responsible, professional, and sober at all times, and permission from their manager or the CEO must be received before any alcohol comes on any non-school KIPP premises at any time during the day or year. Under California law, alcohol on school premises, even when students are not present, is strictly prohibited. Consumption of alcohol on a KIPP field trip/ lesson or at any time when students are present and/or under KIPP's care is prohibited.

California Public Records Act (CPRA)

In 1968, the California Legislature enacted the California Public Records Act (CPRA) under Government Code (GC) sections 7920.530-7922.000. It requires that government records be disclosed to the public, upon request, unless there are privacy and/or public safety exemptions which would prevent doing so. As a California charter school organization, KIPP is legally required to comply with the CPRA. KIPP will comply with any public records request as long as it qualifies under the CPRA.

Media Relations

It is KIPP's goal to give the media clear, consistent, and up-to-date information about our organization and its programs and services. Information about our activities changes often and we want to do everything we can to prevent the media from receiving inaccurate or incomplete information.

Staff members are not permitted to make any statement or representation regarding matters of KIPP business to the media without the prior written consent of their manager, KIPP's Chief Communications Officer or the KIPP Northern California CEO. In addition, all calls, emails or other contact from newspapers, magazines, social media sites, radio and television reporters, or other media outlets should be immediately referred to the Regional Team at **media@kippnorcal.org**.

Audio/Video Content Policy

Staff members must remember that they are role models for students and representatives of the School and Organization. To ensure a safe and productive environment in the workplace, staff members must refrain from playing music, podcasts, audio books, videos, or any other audio/video recording out loud in a way that is disruptive to the organization's operations. Audio/video content containing graphic, violent, sexual, racist, religious, or otherwise inappropriate lyrics language is inappropriate for a workplace environment and is not permitted to be played where other staff members, students, or stakeholders are able to see or hear. If the lyrics or images can be questioned, it is best to assume they are inappropriate.

Staff AI Data Privacy Policy

At KIPP Public Schools Northern California, we recognize the transformative potential of Generative Artificial Intelligence (GenAI) technologies in enhancing our educational and administrative processes. We encourage staff members to explore and utilize GenAI tools, including AI chatbots, for the purpose of better serving our students. However, it's crucial to balance this exploration with a strong commitment to data privacy and security. Staff should refer to the full staff data privacy policy to understand guidelines and policies for acceptable workplace use. Provisioned staff software as part of your KIPP Norcal email address:

- Google Gemini
- ChatGPT

- NotebookLM

No other workplace or productivity applications have yet to be approved for use for the upcoming school year. Applications with embedded AI have to be vetted and approved *prior to use* to verify data compliance standards and restriction of using KIPP data for training their models.

Staff must formally request access to any AI-tools other than Gemini and ChatGPT:

- Staff interested in using applications outside the list of allowable applications must send a request through Freshservice via email (support@kippnorcal.org) for review. Tickets must include the application name, URL, purpose of use, and justification for use.

Core Policy Guidelines

The use of AI chatbots poses risks to sensitive data and information security. AI chatbots rely on storing, analyzing, and continuously learning from the data provided to them in order to improve their capabilities. This also means that sensitive information given to an AI chatbot could potentially be retained indefinitely and compromised. All data entered into a chatbot becomes available to the public.

With this in mind, students and staff are required to use only approved chatbots for KIPP work using a KIPP user ID; staff are prohibited from using a personal account with chatbots for KIPP work. All students and staff are prohibited from providing confidential or sensitive information to AI chatbots. This includes, but is not limited to:

1. **Personally identifiable information** (PII) such as full legal names, addresses, phone numbers, emails, student ID, social security numbers, driver's license numbers, passport numbers, or any other data that could identify a specific individual.
2. **Protected health information** (PHI) such as medical histories, treatment details, insurance details, social security numbers, or any other health-related information.
3. **Identifiable student records** such as transcript grades, State test scores, formal evaluation results, disciplinary records, special education status, or any other details found in permanent student records.
4. **Financial information** such as credit card numbers, bank account numbers, income details, loan details, billing information, or any other financially sensitive data.
5. **Legal documents, contracts or any other legally privileged information.**
6. **Passwords, encryption keys, access codes, WiFi logins,** or any other details that could grant access to secure accounts or systems.
7. **Non-public school reports, slack messages, internal emails, restricted drive resources or any other internal documents not yet subject to public disclosure.**
8. **Regardless of media release or consent, no photo, video, or audio of students or staff may be uploaded to any GenAI.**

Keep in mind that you can inadvertently share protected information by allowing most commercial AI-native software applications (e.g. read.ai, otter.ai) to have access to your KIPP gmail, google apps (e.g. calendar, docs, etc) or zoom account. These apps, and other notetaking are not permitted for use in the upcoming school year at KIPP. Announcements will be made when any other AI-enabled tool is allowed for use.

We ask you to report any suspected breaches of data privacy or security immediately to your manager. Your manager will determine whether there was a breach of data privacy/security and inform the

Managing Director of Data and Technology as needed. Disciplinary action may be taken based on violation of these policies.

Balancing Innovation with Responsibility

Our goal is to leverage the advantages of GenAI while upholding our commitment to data privacy and security. By following these guidelines, staff members can safely and effectively incorporate GenAI tools into their work, contributing to a dynamic and secure educational environment.

Non-Fraternization Policy

KIPP wants to avoid misunderstandings, actual or potential conflicts of interest, complaints of favoritism, possible claims of sexual harassment and the staff member morale problems that can potentially result from romantic, intimate, and/or familial relationships involving managerial staff members and those staff that report to them, managers and other staff members within their sphere of influence at KIPP, as well as any staff members and recent KIPP alumni.

For the purposes of this policy, a manager is defined as anyone who has the ability to hire, fire, promote, demote, discipline, evaluate, or determine the compensation of their direct report.

For the purposes of this policy, a student is defined as any current KIPP student or alumni still enrolled in a KIPP program, including KIPP Forward which extends throughout their college career.

KIPP recognizes its responsibility to make and enforce all rules and regulations to bring about the safest environment possible for students, alumni enrolled in KIPP programs, and KIPP staff.

KIPP permits the employment of qualified family members, domestic partners, and significant others as long as employment does not create a conflict of interest or undermine KIPP's operations. In accordance with KIPP's employment policies, staff member hiring or promotion will be based on a candidate's or staff member's job qualifications and performance. Relationships by family, marriage, domestic partnership, friendship, romantic involvement shall neither advantage or disadvantage a staff member's selection, promotion, salary or other conditions of employment.

To safeguard against personal relationships interfering with, or appearing to interfere with, workplace operations, KIPP will not knowingly place family members, domestic partners, significant others, or individuals engaged in a romantic relationship in a manager-direct report relationship. Furthermore, KIPP does not permit Mans from engaging in romantic relationships with their direct reports, and from hiring family members. KIPP also discourages KIPP staff from engaging in romantic relationships with students' family members. Lastly, KIPP does not permit staff members from becoming romantically involved with KIPP interns at any time of their internship, regardless if the staff member supervises the intern or not.

All KIPP staff members are prohibited from having romantic and/or intimate relationships with KIPP alumni that are receiving regular services with KIPP Forward. These relationships raise concerns regarding timing of consent, conflicts of interest, and the appearance of impropriety. They are problematic because of the recent unequal status of the parties, particularly when the staff member had supervisory, instructional, or other professional responsibility over the student. These relationships also damage the credibility or reputation of the staff member and KIPP, especially in the eyes of the families KIPP serves, and expose both the staff member and/or KIPP to liability.

If a manager becomes romantically involved with a supervisee (direct or indirect report), another staff member, intern, or a student's family member, staff members shall alert Human Resources as soon as possible. If, in the opinion of KIPP, a personal relationship creates a conflict of interest, causes disruption,

creates a negative or unprofessional work environment or presents concerns regarding supervision, safety, security, or morale, KIPP reserves the right to reassign reporting relationships and/or roles.

Safe School Environment

KIPP is committed to creating a safe learning and working environment for all students and staff members. KIPP recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm.

KIPP prohibits unlawful discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics of race or ethnicity, nationality, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or any other consideration made unlawful under federal, state or local laws. This policy applies to all acts related to school activity or school attendance under the jurisdiction of KIPP, including any acts occurring on KIPP property or during a KIPP event, regardless of the location.

Any staff member who witnesses an act of discrimination, harassment, intimidation, or bullying based on an actual or perceived characteristic must take immediate steps to intervene when safe to do so. Additionally, any staff member who observes or receives a report of unlawful discrimination, harassment, intimidation, or bullying must promptly report the conduct to the School Leader, whether or not the target of the conduct makes a report or files a complaint. Any staff member who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including termination.

Required Trainings

In our effort to ensure every staff member is equipped with the information required to keep students safe, and to foster a productive work environment, all staff members are expected to take a series of training sessions within 30 days of employment and yearly (unless otherwise specified) thereafter. Training includes but is not limited to:

- Human Resources
    - Sexual Harassment: For Managers (2 hours every 2 years)
    - Sexual Harassment: For Non-Managers (1 hour every 2 years)
    - FERPA: Confidentiality of Records
- Social and Behavioral
    - Mandated Reporting
    - Understanding Professional Boundaries

Other training will be assigned based on a staff member's job responsibilities. Staff members that do not complete required mandatory training in a timely manner, may be subject to disciplinary action and/or placement of unpaid administrative leave until training is completed.

Professional Boundaries: Adult/Student/Alumni Interaction Policy

This policy applies to all KIPP staff members (including interns), volunteers (including teacher residents), contractors, and Governing Board ("Board") members (collectively referred to as "adults" herein).

For the purposes of this policy, the term student refers to any current KIPP student and alumni refers to any previous student who is still enrolled in a KIPP program, including KIPP Forward which extends throughout their college career. This policy does not apply to student board members under Education Code section 47604.2, or otherwise.

KIPP recognizes its responsibility to make and enforce all rules and regulations to bring about the safest environment possible for students, alumni enrolled in KIPP programs, and KIPP staff.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student or alumni.

For purposes of this policy, corporal punishment does not include an individual's use of force that is reasonable and necessary to protect the individual staff member, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance:

Examples of PERMITTED actions (NOT corporal punishment)

- Stopping a student from fighting with another student;
- Preventing a student from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a student to give up a weapon or dangerous object;
- Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment)

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Professional Boundaries

KIPP is committed to maintaining an environment of professionalism and appropriate boundaries between adults and students. All adults, including teachers, administrators, coaches, counselors, support staff, volunteers, contractors, and Governing Board members, are prohibited from dating, pursuing romantic relationships with, or engaging in any sexual activity with students enrolled in the school system, regardless of the student's age.

This policy applies not only on school premises but also at school-sponsored events, activities, trips, and any other circumstances where adults and students are present in their official capacities. Furthermore, adults are expected to exercise good judgment and avoid any behavior that could reasonably be perceived as an attempt to initiate an inappropriate relationship with a student.

This policy is intended to guide all adults in conducting themselves in a way that reflects the highest standards of behavior and professionalism required of them and to specify the boundaries between students, alumni, and adults.

All adults must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable adult behavior (see examples in section below). Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by

students' family members, students, alumni, colleagues, or school leaders. One viable standard that can be quickly applied when the adult is unsure if certain conduct is acceptable is to ask themselves, “Would I be engaged in this conduct if my family or colleagues were standing next to me?” If the answer is not clear, the next appropriate question to ask is “If I was standing next to the student’s caregiver, would they accept this as appropriate behavior?"

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult’s perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or parent’s point of view. The objective of providing examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct or generally unprofessional.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, adult interactions with students, including alumni receiving services through KIPP Forward, must respect professional boundaries surrounding potential activities, locations, and intentions.

Adults are expressly prohibited from engaging in, soliciting, or encouraging a sexual relationship or sexual activity with a student and/or alumni, regardless of whether the student and/or alumni is an adult and the relationship or activity is consensual. Additionally, sexual relationships or sexual activities between adults and former students and/or alumni are prohibited if the adult pursued an intimate or sexual relationship with the former student and/or alumni while they were enrolled as a KIPP student or in a KIPP program and while the adult was employed by KIPP.

Violations of this policy will be considered serious breaches of professional conduct and may result in disciplinary action, up to and including termination of employment. In certain cases, such conduct may also violate state or federal laws and lead to criminal prosecution.

Duty to Report

All adults play an integral role in keeping our students and/or alumni safe, and it is an adults duty to report any concerns related to misconduct to the appropriate authority, both internal and external, even if they don’t have full information or context. When any adult reasonably suspects or believes that another adult may have crossed the boundaries specified in this policy, that adult must immediately report the matter to a school administrator and/or to Human Resources. If necessary, an adult must report the incident(s) to law enforcement, including Child Welfare Services. All reports shall be treated as confidential to the fullest extent possible under the circumstances. It is the duty of the school administration team and Human Resources to investigate and thoroughly report the situation to the CEO in a timely manner. Adults must also report to the school administration team any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for physical and/or sexual abuse.

Examples of Unacceptable Behavior

This is not an exhaustive list.

- Any conduct that may constitute harassing or discriminatory behavior, as defined in KIPP's Policy Against Unlawful Workplace Harassment, Discrimination, and Retaliation and KIPP's Safe School Environment Policy
- Giving gifts to an individual student and/or alumni
- Kissing of any kind
- Any type of unnecessary physical contact with a student and/or alumni in a private situation
- Making or participating in sexually inappropriate comments
- Sexual jokes
- Seeking emotional involvement with a student and/or alumni for an adult's benefit
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student and/or alumni
- Becoming involved with a student and/or alumni so that a reasonable person may suspect inappropriate behavior
- Having/inviting one student and/or alumni into the adult's home is unacceptable
- Providing any treatment that could be viewed as preferential or unprofessional (buying lunches, special privileges, etc.)
- Being alone in a room with a student and/or alumni at school with the door closed/locked
- Communication with students via an adult's personal account such as email and/or social media

Cautionary Adult/Student Behavior

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Adults should inform their manager of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages or letters to students if the content is not about school activities
- Having a group of students and/or alumni over an adult's house with school administration and parent/guardian permission

Examples of Acceptable Behavior

- Emails, text, phone calls and instant messages to students and/or alumni that are professional and pertain to school activities or classes. Communication should be limited to school technology.
- Keeping the door open when alone with a student and/or alumni
- Keeping reasonable space between adult and a student and/or alumni
- Stopping and correcting a student and/or alumni if they cross an adult's own personal boundaries
- Keeping students' family members informed when a significant issue develops about a student
- Keeping after-class discussions with a student professional
- Recognizing the responsibility to stop unacceptable behavior of student and/or alumni or coworkers
- Giving students and/or alumni praise and recognition without touching them
- Pats on the back, high fives and handshakes are acceptable
- Hugging students is only appropriate if it is done in a public space where others are present, minimal bodily contact is involved (e.g. side or arm around the shoulder hug) and it does not make the student uncomfortable in any way (ask in advance; don't assume). Please be aware of

the positive reinforcement methods that are age-appropriate for students (e.g. elementary students may appreciate a quick hug while middle and high schoolers may not). When in doubt, do not hug a student
- Asking if an adult's actions are worth their job and career

Required Safety Practices for the Protection of Adults and Students

- Obtaining signed parental consent and written approval from the school leader are required for any non-sponsored after school activity
- Obtaining formal approval to take students and/or alumni off school property for activities such as field trips, athletic events or competitions
- Asking another adult to be present if the adult will be alone with any type of special needs student
- Asking another adult to be present when the adult must be alone with a student after regular school hours
- Asking for advice from fellow adults if found in a difficult situation related to boundaries
- Involving their manager if conflict arises with a student and/or alumni
- Informing their School Leader and/or RSO Leadership about situations that have the potential to become more severe
- Making detailed notes about an incident that could evolve into a more serious situation later
- Keeping their professional conduct a high priority

Use of Technology by Adults to Communicate with Students and/or Alumni

Any communication by adults with students and/or alumni -- including through the use of electronic media or technology -- should always be limited to KIPP business and maintain a strictly professional tone. Adults should only use KIPP provided equipment and contact information to communicate with students and students' family members/guardians.

Child Abuse and Neglect: Identification and Reporting

All staff must follow state laws on reporting abuse. The California Child Abuse and Neglect Reporting Act ("CANRA"), codified at California Penal Code Sections 11164-11174.3, requires Mandated Reporters (as defined in the Act) to report suspected child abuse or neglect. KIPP considers all staff members, volunteers, vendors, and Board members to be Mandated Reporters. As such, all staff members, volunteers, vendors, and Board members are required to submit a report of any observed, actual knowledge of, or reasonably suspect child abuse or neglect at home, on KIPP property, during a school event, or by KIPP personnel to promptly report the concern to an appropriate law enforcement agency and to KIPP.

Definitions

"*Child*" means a person under the age of 18 years.

"*Child Abuse or Neglect*" includes: (1) physical injury or death inflicted by other than accidental means upon a child by another person; (2) sexual abuse, including sexual assault or sexual exploitation, as defined in Penal Code Section 11165.1; (3) neglect as defined in Penal Code Section 11165.2; (4) the willful harming or injuring of a child or the endangerment of the person or health of a child, as defined in Penal Code Section 11165.3; and (5) unlawful corporal punishment or injury as defined in Penal Code Section 11165.4. Child abuse or neglect does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of their employment.

"*Mandated Reporter*" includes all KIPP staff members, volunteers, vendors and Board members for

purposes of this policy. This includes but is not limited to all teachers, teachers' assistants, classified staff members, administrators, coaches, teacher residents, and interns. This policy does not apply to student board members under Education Code section 47604.2, or otherwise.

"*Reasonable Suspicion*" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Mandated Reporters

All mandated reporters must sign a statement that he or she has knowledge of the Child Abuse and Neglect Reporting Act and will comply with those provisions. KIPP will provide annual training on the mandated reporting requirements. This training will include training in identification and reporting of child abuse and neglect, and information about the failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code Section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both, imprisonment and fine.

All mandated reporters must receive mandated reporter training and must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that mandated reporter's service.

Reportable Incidents

A mandated reporter **must** make a report using the procedures provided below whenever, in their professional capacity or within the scope of their service, they have knowledge of, or observe a child, whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage, or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any other person who has knowledge of, or observes, a child whom they knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. For purposes of this paragraph, "any other person" includes any person not identified as a mandated reporter, or any mandated reporter who acts in their private capacity and not in their professional capacity or within the scope of their employment.

Any KIPP staff member who reasonably believes that they have observed the commission of a murder, rape, lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child shall notify a peace officer.

Reporting Responsibilities

The reporting duties of mandated reporters are individual, and cannot be delegated to another person. However, when two (2) or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is a agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. But any member who has knowledge that the member

designated to report has failed to do so shall thereafter make the report.

No manager or administrator may impede or inhibit a mandated reporter from making a report. Any KIPP staff member who prevents another KIPP staff member from submitting a report may be subject to disciplinary action, up to and including termination of employment.

Reporting Procedures

Please be aware that it is each mandated reporter's duty to report the known or suspected instance of child abuse only. Staff members are not required to investigate or substantiate the suspected abuse; the law enforcement agencies are charged with investigating the matter. If a staff member believes a child is at immediate risk or if a crime is in progress, they should immediately call 911.

External Reports

Mandated reporters are legally required to externally report known or suspected child abuse or neglect as follows:

Step One: Initial Telephone Report

Immediately, or as soon as practicable, make an initial telephone report to one of the following:

- Any police department or sheriff's department (Not including the school district police or security department);
- A county probation department, if designated by the county to receive mandated reports; or
- The county welfare department (Child Welfare Services)
    - Oakland: (510) 259-1800
    - San Francisco: (800) 856-5553
    - San Jose: (408) 299-2071, (408) 683-0601, (650) 493-1186
    - San Lorenzo and Oakland: (510) 259-1800
    - Redwood City: (650) 802-7922 or (800) 632-4615
    - Stockton: (209) 468-1333

Step Two: Written Report

Within thirty-six (36) hours of knowing or observing the information concerning the incident, the mandated reporter must prepare and send, fax, or electronically submit to the appropriate law enforcement agency a written follow-up report, which includes Form SS 8572, available at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf.

Internal Reports

Under this policy, anyone who is required to make an external report is encouraged, but not required, to make an internal report to their School Leader and/or director as soon as possible after the initial telephone report. Reporting the information to the School Leader or any other member of the KIPP community shall not be a substitute for making a mandated report to the appropriate agency.

Student Transportation Policy

The safe operation of motor vehicles is very important at KIPP. Only KIPP staff members operating KIPP-Owned or rental vehicles are allowed to transport students. Prior to transporting students, all staff members must be cleared to drive by the School Operation Team by demonstrating that they are over the age of 21, maintain a satisfactory DMV driving record, and have a valid California driver's license. DMV record checks will be requested annually for staff members approved to transport students.

- Staff members must maintain a clean driving record, and infractions may result in not being approved or the revocation of a driving privilege. Staff members with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for KIPP business.
- Staff members with one or more of the following citations on their record may NOT drive on behalf of KIPP: Driving under the influence of drugs or alcohol, failure to stop for an accident, homicide, manslaughter, or assault arising out of the operation of a motor vehicle, driving with a revoked or suspended license, possession of an opened container of alcohol in a vehicle, speed contest drag or highway racing, attempting to elude a police officer, hit and run, reckless driving, and car safety seat violations.
- Staff members convicted of a felony shall not be permitted to transport KIPP students.

While transporting students, KIPP staff members will:

- Obey all traffic laws, and at no time shall staff members drive longer than eight (8) hours in a 24-hour period. Drivers are encouraged to take 15-minute breaks from driving once every two (2) hours.
- Use the safest and most direct routes of travel at all times during field trips or excursions.
- Only utilize cell phones in hands-free mode for the purpose of navigation while driving, and only if they can do so safely.
- Not exceed the legal occupancy limit of ten (10) occupants (including the driver), and students will be seated with individual seat belts at all times.
- Not transport non-staff member passengers either during or after normal business hours unless prior approval from the School Leader or School Operations Team is granted and the non-staff member signs a waiver of liability.
- Not transport students or recent alumni, college-age or younger, in the KIPP staff members' personal vehicles. However, permissible exceptions may occur when, the staff member is acting in their capacity as a parent of an enrolled KIPP student and has manager/School leader approval:
    - The KIPP staff member is also the parent of the student
    - The KIPP staff member , drives an activities carpool (not sponsored by the KIPP School) on the weekend and/or after school for their child and their child's friend and has obtained permission from that child's parent or guardian
    - The KIPP staff member is a parentally approved emergency contact for a colleague and drives their child, who is also a student at the KIPP School.
    - In all cases, the staff member/parent must notify the manager/School leader.
- Not ride in vehicles operated by students or recent alumni, college-age or younger.

KIPP-Owned Vehicles

KIPP-Owned vehicles are purchased and maintained by KIPP Schools and may only be operated by KIPP staff members on authorized KIPP business.

Operation of KIPP-owned Vehicle on KIPP Business

All KIPP staff members authorized to drive on KIPP business will exhibit safe and courteous driving practices and ensure that vehicles be maintained in safe working order. KIPP-Owned vehicles may not be used for personal errands or personal business (e.g., going to the bank, visiting relatives, etc.) Unauthorized use or negligent or wrongful acts or omissions while operating a KIPP-Owned vehicle is grounds for discipline, up to and including termination.

Staff members approved to operate KIPP-Owned vehicles shall be responsible to:

1. Make reasonable inspections of the vehicle to ensure it is in safe working order, including confirming that the School has adhered to routine maintenance and servicing of the vehicle.
2. Ensure the vehicle is in a neat and clean condition.
3. Ensure that any equipment and tools are properly loaded and secured to minimize the likelihood of loads shifting and/or creating a hazard during transport.
4. Secure and lock the vehicle whenever it is not in use.
5. Not leave valuables in plain sight, which could encourage a criminal to break and enter the vehicle.
6. Report any vehicle damage in writing immediately to the School Leader or the School's Operation Team.

Insurance for KIPP-Owned Vehicles

KIPP may be liable for damages incurred as a result of the negligent operation of its vehicles by its approved staff members while engaged in authorized KIPP business. Staff members who are involved in an accident while engaged in anything other than authorized KIPP business will not be covered by KIPP's insurance and will bear sole liability for any damages or injuries incurred as a result of their unauthorized use.

Rented Vehicles

A rented vehicle is one that is not owned by KIPP, that may only be operated by KIPP staff members on authorized KIPP business. Vehicles rented by KIPP must be designed for carrying not more than ten (10) persons, including the driver.

Operation of Rental Vehicle on KIPP Business

Rented vehicles may only be used on KIPP business if their use is approved by the School Leader or the School's Operation Team. Use may only be approved if the staff member renting the vehicle demonstrates that they possess a satisfactory DMV driving record and a valid California driver's license.

Insurance for Rental Vehicles

If a staff member is traveling on a KIPP-approved trip and requires the use of a rental vehicle, KIPP requires the purchase of the maximum insurance coverage available through the rental company. Insurance coverage must meet or exceed the minimum amounts required by law. A copy of the rental automobile insurance policy showing the named insured, vehicle description, policy number, and policy limits shall be provided to the School Leader or the School's Operation Teams in advance of the vehicle's use.

If the use of a rented vehicle is approved and damage or injuries result during the approved use, it is understood that any available KIPP insurance coverage will come into force if and only if the rental insurance is exhausted. KIPP liability coverage is available only in instances where a KIPP staff member is performing approved KIPP business directly connected with their assignment. No KIPP coverage is available for damage or injuries resulting from non-approved use. Staff members and their insurers are responsible for injuries or damages that result from the negligent or wrongful act or omission in the operation of a rental vehicle unless the laws of the state in which the vehicle is operated serve to change that rule.

Ridesharing Programs

If a student requires assistance with transportation of any sort, whether to go home or to a school-related event, follow these steps until the transportation is arranged:

- Contact the student's parent/guardian to request that they transport the student.
- Determine whether the student can take public transportation. Ask: How old is the student? Does the student typically take public transportation to/from school?
- Contact the student's emergency contacts to request that they transport the student.

If, and only if, all parents/guardians and emergency contacts are unable to transport the student and public transportation is not a viable option, contact your manager to determine an appropriate alternative transportation option.

Hop Skip Drive and Kango

- KIPP prioritizes (first) Hop Skip Drive and (second) Kango due to these vendors' rigorous standards for driver background checks and support for minor passengers without adult accompaniment.
- KIPP staff are not required to escort/ride with KIPP students being transported by these two vendors.
    - KIPP staff must confirm real-time dropoff and safe arrival of students via the app tracker **and** verbal confirmation from the parent guardian
- KIPP recommends that the parent/guardian download and use the rideshare app directly.

Uber and Lyft

- Uber and Lyft are not options for students in elementary school, grades TK - fourth
- Request permission from your manager to escort/ride with the student to their destination via Uber or Lyft and:
    - Make every effort to find a second school staff member to accompany you.
    - Log all relevant transportation details in your student information system as soon as possible.
    - Forward all receipts to the approving manager.

Loading and Unloading of School Bus or School Activity Bus

KIPP staff members should always be involved and active in the supervision of the loading and unloading of students at the School and on school activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, KIPP staff shall adhere to the following procedures:

- Before leaving the school site for a school activity, the KIPP teacher/head chaperone for the trip shall ensure they have a copy of the class roster with all student names.
- Once the bus reaches the destination, a KIPP teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the existing students against the class roster.
- A KIPP staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are left on board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
- Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the KIPP teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student of being present.
- The KIPP teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

Policy for Supervision of Educational Programs Outside of School Hours and Off-Campus

Purpose

To ensure the safety, supervision, and well-being of students participating in any KIPP-sponsored education or recreational programs outside of KIPP's standard operating hours i.e school-sponsored international educational experiences, overnight field-trips and athletic events in alignment with California education laws and guidance from the California Department of Education.

Scope

This policy applies to all KIPP staff members assigned to supervise students during KIPP-sponsored education or recreational programs outside of KIPP's standard operating hours, including teachers, administrators, and classified staff.

Policy Statement

KIPP permits education or recreational programs outside of KIPP's standard operating hours, when it supports educational objectives and complies with all applicable California laws. Staff members serving as chaperones assume a duty of care and act in loco parentis (in place of the parent/guardian), and are responsible for ensuring student safety, welfare, and appropriate conduct at all times.

Legal Compliance

Chaperones must comply with:

- Applicable California Education Code provisions related to student safety and supervision
- KIPP policies on student conduct, discrimination, harassment, and bullying
- Mandatory reporting obligations under California Child Abuse and Neglect Reporting Act
- Applicable federal laws (e.g., student privacy protections)
- All laws and regulations of the host country

Eligibility & Clearance

Chaperones must:

- Be KIPP staff members in good standing
- Hold valid background clearances, including fingerprinting
- Meet all requirements for mandated reporters under California law
- Be approved by KIPP

Roles & Responsibilities

Chaperones are responsible for:

- Providing continuous and active supervision of students
- Maintaining appropriate student-to-chaperone ratios as defined by KIPP guidelines
- Enforcing KIPP rules, curfews, and codes of conduct
- Conducting regular attendance checks and ensuring student accountability and safety
- Responding to emergencies and coordinating with local authorities and KIPP contacts
- Documenting and reporting incidents in a timely manner

Student Safety & Risk Management

Student safety is the highest priority at all times. All chaperones must follow KIPP-approved itineraries and avoid unauthorized activities at all times. High-risk activities must be pre-approved by KIPP and properly supervised. For international programs, travel advisories issued by the U.S. Department of State

must also be reviewed and considered prior to and during travel.

Code of Conduct and Professional Boundaries

Staff members serving as chaperones, must follow KIPPs code of conduct at all times and maintain strict professional boundaries with students. One-on-one situations with students should be avoided, unless necessary for safety or emergencies. Staff members serving as chaperones must refrain from alcohol, drugs, or any impairing substances while supervising students. It is important that chaperones model appropriate behavior consistent with KIPP expectations and to comply with all KIPP policies, including technology and social media use.

Health & Medical Responsibilities

Chaperones must be informed of student medical needs, medications, and allergies. Medication administration must follow KIPP's policy. In emergencies, chaperones may act in accordance with pre-authorized medical consent forms. All medical incidents must be reported and documented immediately to KIPP.

Training Requirements

Prior to travel, chaperones must complete student supervision and safety training provided by the host program. Additional training may include an emergency response and crisis management procedures and a pre-trip orientation covering itinerary, risks, and expectations.

Communication Protocols

Chaperones must maintain reliable communication at all times with Students, other chaperones, trip leaders, and School and KIPP administrators. All established emergency communication plans must be followed at all times.

Use of KIPP Resources

KIPP resources may only be used for approved educational purposes. Staff members may not solicit funds, gifts, or donations from students, families, or vendors in connection with the trip unless explicitly authorized under KIPP's policy.

Conflict of Interest

Staff members may not serve as chaperones if personal relationships impair objectivity or supervision or if outside interests interfere with assigned responsibilities. All conflicts must be disclosed in advance.

Incident Reporting

Any incident involving student safety, misconduct, or legal concerns must be reported immediately. Chaperones are required to follow KIPP's reporting procedures and mandated reporting laws where applicable.

Non-Compliance

Failure to comply with this policy may result in immediate removal from chaperone duties , ineligibility for future chaperone opportunities, and/or disciplinary action in accordance with KIPP's policies and California law.

Confidentiality of Information

During employment, staff members may have access to and/or become aware of information of a confidential, proprietary, or private nature ("Confidential Information"). For purposes of this policy, "Confidential Information" includes but is not limited to: information and data relating to KIPP students (including educational and health records and information); non-public information data relating to

donors, donor prospects, and donations; non-public KIPP budget or financial information; and payroll and personnel information relating to current or former staff members. All records concerning special education students shall be kept strictly confidential and maintained in separate files.

At all times during and after employment with KIPP, staff members are required to hold all confidential information in trust and keep confidential Information confidential. During employment with KIPP, staff members may use confidential information or disclose confidential information to a third party only: (1) as permitted with the prior written consent of KIPP; or (2) as may otherwise be required by law. Staff members should act responsibly with respect to materials containing Confidential Information, and, if disposing of materials containing Confidential Information, must do so properly and completely.

Staff members who are in doubt about whether information should be disclosed or used should discuss the situation with their manager and/or Human Resources before disclosing or using the information.

Staff members' obligations under this Confidentiality of Information policy remain in effect even after their employment relationships with KIPP ends. After separation of employment, staff members may not use or disclose confidential information to any third party unless required to do so by law. Upon separation of employment, staff members must immediately return to KIPP any and all computers, documents, computer or electronic files, cellular phones, printouts, copies, or other information containing confidential information in their possession, custody or control. If the staff members are requested to disclose confidential information to a third party in a subpoena or similar type of request, staff members shall give KIPP notice of such request as soon as is reasonably possible.

Direct any questions about confidentiality obligations to Human Resources. Failure to maintain confidentiality may result in disciplinary action, up to and including release from employment.

Please note: KIPP is required to comply with the Public Records Act ("PRA"). Any staff member asked to disclose information by an external party under the Public Records Act shall not respond to the request directly, but should report the request to their Manager. All such requests should be forwarded to the Associate Director of Growth, boardsecretary@kippnorcal.org, who can respond on behalf of the region.

Conflict of Interest Policy

KIPP expects staff members to conduct business according to the highest ethical standards of conduct. Staff members may not enter into transactions which benefit or appear to benefit their personal interests including family, friendships, financial, or social factors that may compromise their judgment, decisions, or actions in the workplace. A potential or actual conflict of interest occurs whenever a staff member is in a position to influence a decision that may result in a gain for the staff member, family member, or friend.

Additionally, a very limited number of positions are subject to higher disclosure requirements and legal oversight. These include School Leaders and some regional leadership positions. These staff are required to complete a Form 700 annually.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If a staff member has any question whether an action or proposed course of conduct would create a conflict of interest, the staff member should immediately contact Human Resources to obtain advice on the issue. The purpose of this policy is to protect KIPP and its staff members from any conflicts of interest that might arise.

A violation of this policy will result in immediate and appropriate discipline, up to and including release of employment.

Financial Interest in a Vendor

Staff members and their immediate family may not own or hold any significant financial interest in one of KIPP's vendors, except where such ownership or interest consists of securities in a publicly owned company regularly traded on the open market. A KIPP staff member who attempts to contract with any KIPP entity for work supplied by a company they own and/or manage is in violation of this policy, and may be subject to disciplinary action up to, and including, release of employment.

Acceptance of Gifts

No staff member may solicit or accept gifts of significant value, lavish entertainment, or other benefits from potential and actual vendors. Special care must be taken to avoid even the impression of a conflict of interest.

A staff member may entertain business partners if such entertainment is consistent with accepted business practices, does not violate any law or generally accepted ethical standards, and the public disclosure of facts will not embarrass KIPP. Any questions regarding this policy should be addressed to Human Resources.

Reporting Potential Conflicts

Staff members must promptly disclose actual or potential conflicts of interest, in writing, to their manager and to Human Resources. Approval will not be given unless the relationship will not damage KIPP.

Staff Member Compliance Expectations

KIPP is committed to ensuring that we are compliant with federal and state laws. Staff members are expected to fully comply with requests for documentation, including but not limited to, work authorization, background clearance, TB clearance and Commission on Teacher Credentialing ("CTC") documents. Failure to comply may result in disciplinary action, being placed on unpaid administrative leave, or release of employment.

Place of Residence

It is the policy of KIPP that staff members must reside in California in order to remain in paid active status. KIPP shall not authorize staff members to reside outside of California while working on its behalf. This policy shall not restrict staff members who reside in California from making temporary school-related trips outside of California on KIPP's behalf.

Employment Clearances

Every staff member (including interns) must obtain the clearances listed below to comply with state and federal labor law and education code regulations. Documentation associated with these clearances are confidential, unless there is a valid business reason for doing so. New or rehired staff members cannot report to work until all clearances are in place. Human Resources will notify the staff member and their manager when the staff member is cleared to work.

Immigration Compliance

KIPP complies with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, KIPP will

not check the employment authorization status of applicants who were not offered positions with KIPP, unless required to do so by law.

KIPP shall not discharge a staff member, or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of a staff member or a member of the staff member's family), against any staff member or applicant for employment because the staff member or applicant exercised a right protected under applicable law. Further, KIPP shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain staff member records without a subpoena or judicial warrant. If a search of staff member records is authorized by a valid subpoena or judicial warrant, the School will give staff members notice of the inspection both before and after it has occurred as required by law.

If staff members have any questions or need more information on immigration compliance issues, they should contact their manager and/or Human Resources.

Tuberculosis Testing

All newly hired staff members and every four years thereafter, all KIPP staff, volunteers and interns must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the staff member is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. The TB risk assessment and, if indicated, the examination is a condition of initial employment with KIPP and the cost of the exam will be borne by the applicant.

Documentation of staff member compliance with TB risk assessments and examinations are housed in KIPP's HRIS/Payroll System. Volunteer compliance will be kept on file in the office they work in. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to KIPP will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with KIPP students.

Criminal Background Checks

As required by law, all individuals working or volunteering at KIPP will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise KIPP's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at KIPP include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the staff member unsuitable/undesirable to work around students may also serve as a bar to employment at KIPP. Additionally, should a staff member be arrested for, charged with, or convicted of any offense, the staff member must immediately report as much to their manager and Human Resources.

KIPP's clearance is independent of any previously-obtained clearance and cannot be used for credentialing purposes or future clearance with another employer or organization. *Also note that the background clearance can only be performed in California.* Staff members relocating from another state

must wait until they are in California to initiate the background clearance. In some instances, rehired staff members will need to obtain a new background clearance.

If an adverse action appears on a candidate's background check, Human Resources will review the information and may contact the candidate for additional information in order to determine whether or not employment can be extended.

Credentialing Compliance

California's state licensing body for teachers is the Commission on Teacher Credentialing ("CTC"). State credentialing guidelines require teachers in charter schools to hold a valid credential as would be expected of a teacher in a traditional public school.

KIPP, like all California public school systems, expects teachers to obtain and maintain a valid credential or permit for the duration of their classroom assignment at all times. This may require additional exams and/or coursework. Failure to make steady progress toward a clear credential, or failure to obtain/maintain the required credential, may result in being placed on unpaid administrative leave and/or release of employment.

Teachers are expected to have their credentials in place by their start date. If not appropriately credentialed at time of hire, the teacher will be placed on a credential contract, which will provide a pathway for becoming appropriately credentialed.

Per Federal Funding Requirements, Paraeducator roles require a high school diploma or equivalent and either a passing score on a KIPP-approved assessment **OR** at least 48 semester units of college credit.

We are aware that the credentialing process is challenging and Human Resources will provide guidance through webinars, individual consultations, and email. Please note that expenses associated with credentialing are not covered by KIPP. We advise teachers to check with their tax consultant about the possibility of writing off expenses as a deduction on personal income taxes.

Privacy

All staff members have the right to discuss personal information with co-workers, including their gender identity or expression, family history and makeup, religious and political affiliations, health history, and sexual orientation openly, or to keep that information private. Each staff member gets to decide when, with whom, and how much to share their personal information. However, if a staff member is seeking a medical leave, a reasonable accommodation, Pregnancy Disability Leave, FMLA and/or CFRA leave, the staff member may be required to disclose certain medical information, as required by law, in order for the staff member's request for leave/reasonable accommodation(s) to be approved. Management and Human Resources shall not disclose any other staff member's personal information to any unauthorized third parties.

Staff Information

It is important that each staff member's personal data such as address, telephone number, number of dependents, beneficiaries, and tax withholding information be accurate and up-to-date. Updating this information is the responsibility of individual staff members, and KIPP does not take responsibility for errors in staff member personal data. Staff members must log on to the KIPP's HRIS/Payroll System to change their personal information as soon as possible after the change.

Names/ Pronouns

A staff member has the right to be addressed by the name, pronoun, and formal prefix (ex. Mr./Ms./Mx. etc.) that correspond to their gender identity, upon request. A court-ordered name or gender change is not required. The intentional or persistent refusal to respect a staff member's gender identity (e.g., intentionally referring to the staff member by a name or pronoun that does not correspond to the staff member's gender identity) can constitute harassment and may result in disciplinary action. If a staff member is unsure what pronoun a coworker might prefer, they may politely ask their co-worker how they would like to be addressed.

Official Records

A staff member's official record is contained in KIPP's HRIS/Payroll System and the staff member's name or record in HRIS/Payroll System must match their Social Security Card as required by law. Staff members have the ability to designate their preferred name and gender identity in the HRIS/Payroll System via custom fields, and have the right to be addressed as such verbally and on unofficial records. To the extent legally and procedurally possible, KIPP will change a staff member's records to reflect a change in name or gender upon request from the staff member. Certain types of official records, like those relating to payroll, insurance plans and retirement accounts, may require legal documentation before changes can be made. Please contact Human Resources with any questions you may have regarding KIPP records or Identity documents.

Staff Personnel File and Record Keeping Protocol

At the time of employment, a personnel file is established for each staff member. It is each staff members' responsibility to keep the manager/School leader advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact a staff member should the change affect their other records.

Staff members have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Staff members also have the right to obtain a copy of their personnel file as provided by law. Staff members may add comments to any disputed item in the file. KIPP will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the manager/School leader. Only the manager/School leader or designee is authorized to release information about current or former staff members. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from a staff member's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Expense Policy

At KIPP, each of us is responsible for the prudent stewardship of public funds. In this section, we will review general spending guidelines; and the three (3) methods available to you for paying for goods and services- arranged from first to last in order of preference: (1) invoice, (2) employee reimbursement, and (3) KIPP credit card

General Spending Guidelines

All spending must be pre-approved by a staff member's manager and/or someone with spending authority. Our culture of thrift requires everyone to limit their spending to what is necessary for their work.

The following purchases are not allowed:

- Items for personal, non-work use
- Purchases without an itemized receipt or invoice (with the exception of bridge toll charges, public transportation, and parking up to the limits outlined below)
- Alcohol, except when incurred for an external fundraising or Board event and approved by the Chief Executive Officer. Such expenses shall not be paid for using state or federal funds.
- Tobacco and nicotine products
- Cannabis
- Goods purchased without sales tax (i.e., goods purchased and consumed in CA must be charged CA sales tax)
- Cash advances
- Personal care expenses (e.g., hotel gym/health club fees, laundry)
- Travel upgrade fees (e.g. early check-in fees for hotels or flights, travel insurance)
- Gifts or gift cards of any kind, except under the School Incentive Policy

School Incentive Policy

- KIPP NorCal allows for schools to provide nominal gifts to support staff member retention and appreciation. Tangible gifts are permitted up to $150 per school staff member per year and can only be for staff appreciation purposes. Gifts should be applied equally and consistently across staff.
    - Some permissible examples include a special keepsake for staff entering their 5th year at the school or a school-branded sweatshirt for all staff at the end of the year.
    - Gift/Store cards to staff are not permitted.
    - Gifts for personal events (e.g. baby showers) are not permitted.
- Prizes and/or store cards to students are permitted and must be for meeting various academic performance goals such as attendance or grades and cannot exceed $100 per student per year and up to $25 per student per event.
- Parent volunteers can receive tangible gifts or store cards up to $50 per year for appreciation or can be entered into a raffle for a larger prize (up to $500).
    - Gifts or store cards cannot be expected or promised to parent volunteers before volunteering.

Local / Ground Travel

- Staff members are assigned a Primary Worklocation by their manager. Travel between a staff member's home and their assigned work base is considered a personal commute and is not reimbursable, in accordance with IRS guidelines and KIPP's stewardship of public funds.
- When staff members travel for business purposes beyond their normal commute, mileage reimbursement will be calculated by deducting the staff member's normal daily commute distance from the total trip distance. KIPP reimburses only for the additional mileage incurred for work-related travel.
    - Travel from home to Primary Work Location: Not reimbursable
    - Travel from home to a location outside of Primary Work Location
      → Reimbursable mileage = Total trip mileage minus normal commute mileage to Primary Work Location

        - Travel between two locations outside of Primary Work Location during the workday: Fully reimbursable
    - This policy ensures that reimbursement reflects work-related travel rather than personal commuting choices, and applies consistently to all staff members regardless of where they live.
- Parking expenses at a staff member's Primary Work Location are not eligible for reimbursement.
    - The only exception is when staff, pre-approved by their manager, are required to drive to bring materials/equipment to/from their Primary Work Location to/from an offsite location.
- Personal vehicles
    - Reimbursement is based on the mileage traveled using the IRS-determined rate.
        - Gasoline purchases for personal vehicles and insurance deductibles will not be reimbursed. These expenses are covered in the mileage reimbursement.
        - Gas purchases for personal vehicles on KIPP credit cards are not allowed and are not reimbursable as an out of pocket expense.
    - KIPP will reimburse staff for reasonable parking fees and bridge tolls incurred while traveling for work purposes outside of their assigned work location. RSO staff who incur parking expenses at the RSO office for the purpose of loading/unloading materials or delivering supplies to/from schools can be reimbursed with manager approval. All reimbursement requests must be supported by valid, itemized receipts.
    - KIPP credit cards may not be used to pay for parking or bridge tolls. These expenses should be submitted through the reimbursement process.
        - Parking expenses are reimbursable up to $40 per day in the Bay Area
        - Parking expenses at a staff member's assigned work location are not eligible for reimbursement.
        - Express Lane tolls, parking tickets, traffic citations, toll violations, damage to your personal vehicle, and other similar costs are not reimbursable.
    - If a staff member does not have access to a car and needs to travel for work, a manager must approve the use of a Getaround, Zipcar, or rental car. These are expensive and should be used sparingly. Documentation of the manager's approval must be included with the reimbursement request submitted through Concur. All rental car expenses must be paid by the driver (KIPP staff member) and reimbursed, and cannot be charged to a KIPP credit card.
- Rideshare apps and Taxis
    - Staff members should use their best judgment regarding the usage of ridesharing apps (e.g., Lyft and Uber) for transportation incurred for KIPP. It should only be used if at the time it is the most feasible and reasonable option, and after having considered more cost-effective options, such as public transportation and carpooling.
    - Optional KIPP-related events, such as holiday parties, do not qualify for rideshare reimbursement if a personal vehicle is unavailable for transportation to and from the destination.
    - Rideshare and taxis cannot be charged to a KIPP credit card; all rideshare expenses are paid by the staff member and reimbursed.
    - All rideshare usage within the region requires prior approval from a manager. Rideshare usage when traveling outside of the region for work (e.g. a conference out of state) does not require prior approval from a manager. Approval documentation must be attached to reimbursement requests for processing. Staff members are expected to use the most cost-effective ride or car class available. Approved ride classes include:
        - Uber: UberX or UberPool
        - Lyft: Lyft Standard or Wait & Save

- Any use of a larger or higher-cost vehicle class requires a written justification and prior approval.
- Itemized Receipt is required for rideshare reimbursement

Long-distance / Air travel

- In order to secure the lowest rates, staff members shall purchase tickets at least thirty (30) days in advance of any travel and shall choose the least expensive travel option available, balancing cost with travel time.
- Staff members who have less than thirty (30) days' notice of required travel shall purchase tickets within seven (7) days of learning of the need for the travel.
- Tickets that exceed pre-approved costs may only be purchased if authorized by a manager or individual with spending authority.
- KIPP will reimburse coach tickets as well as the following:
  - One checked bag
  - Wi-fi on flights, if used for work
- Other add-ons or amenities may be purchased with a staff member's own funds but are not reimbursable. Examples include upgrades/extra legroom charges, early check-in fees, and seat reservation fees.
- Flights purchased with miles or points do not have a cash value, and therefore, are not reimbursable.
- Staff members may choose to use their personal vehicle for long distance travel. Mileage for a one-way trip over 150 miles may not be reimbursed without pre-approval.

Lodging

- In order to secure the lowest rates, staff members shall book lodging at least thirty (30) days in advance of any travel and shall choose the least expensive option available, balancing cost with other practical criteria (e.g., proximity to meeting locations).
- Staff members who have less than thirty (30) days' notice of required travel shall purchase lodging within seven (7) days of learning of the need for the travel.
- Lodging that exceeds pre-approved costs may only be purchased if authorized by a manager or individual with spending authority.
- Room upgrades or other amenities may be purchased with a staff member's own funds but are not reimbursable.
- Lodging purchased with points or other rewards do not have a cash value, and therefore, are not reimbursable.
- Staff who travel from the Bay Area to Stockton (or reverse) for three (3) or more consecutive days can find lodging in Stockton or the Bay Area for their stay.
  - The stay must be a minimum of three and a maximum of five consecutive days.
  - Staff should plan to work from 9am to 5pm, and cannot add on a hotel night on the last day worked.
  - Weekend days are not included and are not reimbursable.
  - All spending must be pre-approved by the Director of School Operations or department director. Our culture of thrift requires everyone to limit their spending to what is necessary for their work.
    - Maximum Reimbursable Rates
      - Bay Area - 189/night (exc taxes)
      - Stockton - 140/night (exc taxes)

Meals and Alcohol

- Meals while traveling in the region (Bay Area and Stockton) are not reimbursable (e.g. an employee cannot reimburse lunch if they are driving to Stockton).
- Meals while traveling outside the region (Bay Area and Stockton) are reimbursable up to a $74.00 limit per person per day.
- Meal purchases for team-building or work events in the region can be reimbursable. Budget managers must pre-approve any KIPP-related meals (e.g. a manager takes their direct report out to lunch).
- Up to 20% gratuity will be reimbursed. The tip amount must be itemized on the receipt.
- Alcohol or bar costs are not reimbursable, except when incurred for an external fundraising or Board event and approved by the Chief Executive Officer. Such expenses shall not be paid for using state or federal funds. Under California law, alcohol on school premises, even when students are not present, is strictly prohibited. Consumption of alcohol on a KIPP field lesson or at any time when students are present and/or under KIPP's care is prohibited.

Payment Methods

Please refer to the Accounting Handbook Folder available on Google Drive for further information about the following payment methods. The three (3) methods available to staff members for paying for goods and service are listed from first to last in order of preference.

1. Invoice
    a. When making a purchase, request an invoice for the services or products provided.
    b. Typically, invoices are paid within 30 days of the completion of the service or delivery of the product.
    c. Staff members must submit all invoices to their Director Of School Operations for the payment and approval process.
2. Reimbursement
    a. Staff members may use their own personal funds for job-necessary expenses or to make purchases on behalf of KIPP, if the purchase is pre-approved by their manager or another budget manager.
3. KIPP Credit Card
    a. KIPP issues credit cards to select staff members for pre-approved, job-necessary spending.

Job Performance Guidelines and Termination of Employment

Code of Conduct

Staff members are expected to observe certain standards of job performance and good conduct. The rules set forth below are intended to provide staff members with some guidelines regarding expected conduct and performance. The following list is intended to set out limited examples and is not intended to be exhaustive. Staff members should be aware that conduct not specifically listed below also might result in disciplinary action up to, and including, release of employment.

Staff members may be disciplined (including but not limited to receipt of verbal warnings, receipt of written warnings, letter of reprimand or suspensions) and/or terminated for poor job performance or misconduct, including but not limited to the following:

- Failure to meet performance standards;
- Inability or failure to appropriately instruct, or associate with students;
- Dishonesty;

- Falsifying, tampering, or concealing information on an employment record (including a resume or time sheet), other KIPP record or employment reference;
- Consistent failure to submit or accurately log time cards
- Willfully, maliciously or negligently making false statements regarding any co-worker or KIPP, making threats or using abusive or otherwise inappropriate language toward fellow staff members, students, students' family members, or visitors;
- Gossiping, Inappropriate tone or facial expressions;
- Inappropriately grabbing, groping or touching a fellow co-worker and/or student;
- Sharing of personal information without consent;
- Theft or the deliberate or careless damage or destruction of KIPP property, or the property of KIPP's staff members, students or anyone on KIPP property; or unauthorized removal of KIPP property, records, or documents;
- Unauthorized use, possession, alteration or transfer of KIPP supplies or resources;
- Refusal/failure to comply with any federal or state regulation or law; refusal/failure to comply with any KIPP rule, policy or procedure, including but not limited to safety, health, and security policies and rules, KIPP's Policy Against Harassment, KIPP's Policy Concerning Violence In The Workplace and KIPP's Substance-Free Workplace Policy;
- Failure to obtain or adequately maintain proper certifications, credentials and/or licenses for the position ;
- Behavior, conduct or inaction leading to the endangerment or harm of a child, children, or staff, whether physical, emotional, or mental; behavior, conduct or inaction which could have led to the endangerment or harm of a child, children, or staff, whether physical, emotional, or mental;
- Excessive absenteeism or tardiness, unreliable attendance or punctuality;
- Misrepresentation of information in connection with any leave of absence from work or application for or use of KIPP benefit;
- Knowingly permitting unauthorized persons to be in school facilities or on school property;
- Failure to return to work upon expiration of authorized leave;
- Engaging in any type of criminal conduct;
- Any act or acts which cause KIPP to be unable to invest the amount of trust or confidence required to continue employment;
- Fighting or instigating a fight on KIPP premises;
- Violations of the non-smoking, drug and alcohol policy;
- Using or possessing real or replica firearms, weapons or explosives of any kind on KIPP premises;
- Gambling on KIPP premises;
- Use of profane, abusive or threatening language in conversations with other staff members and/or intimidating or interfering with other staff members;
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls;
- Posting any notices on KIPP premises without prior written approval of management, unless posting is on a KIPP bulletin board designated for staff member postings;
- Immoral or indecent conduct;
- Engaging in sabotage or espionage (industrial or otherwise);
- Sleeping during work hours;
- Release of confidential information without authorization;
- Any other conduct detrimental to other staff members or KIPP's interests or its efficient operations;
- Refusal to speak to managers or other staff members;
- Acts of insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by a staff member's manager or other authority;

- Tampering with or falsifying any report or record including but not limited to, personnel, absentee, sickness, or production of records including applications for employment and time cards;
- Failure to possess or maintain the credential/certificate required of the position;
- Failure to disclose a pending action against the staff member's credential by the California Commission on Teacher Credentialing or Governing Board;
- Failure to adequately supervise (e.g., staff members must be free from distraction and are prohibited from using personal cell phones while on supervision duty);
- Allowing a visitor onto campus without prior authorization and/or without the appropriate clearances;
- Unprofessional conduct.

Nothing in this Handbook is intended to alter the staff member's at-will status of employment with KIPP. Please refer to the At-Will Employment policy in this Handbook for more information.

Off-Duty Conduct

While KIPP does not seek to interfere with the off-duty and personal conduct of its staff members, certain types of off-duty conduct may interfere with KIPP's legitimate business interests. For this reason, staff members are expected to conduct their personal affairs in a manner that does not adversely affect KIPP or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by a staff member that adversely affects KIPP's legitimate business interests or the staff member's ability to perform his or her work will not be tolerated.

While employed by KIPP, staff members are expected to devote their energies to their jobs with KIPP. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with a staff member's work schedule, duties, and responsibilities at KIPP.
- Additional employment that creates a conflict of interest or is incompatible with the staff member's position with KIPP.
- Additional employment that impairs or has a detrimental effect on the staff member's work performance at KIPP.
- Additional employment that requires the staff member to conduct work or related activities on KIPP's property during the staff member's working hours or using KIPP's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of KIPP.

Staff members who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Human Resources explaining the details of the additional employment. If the additional employment is authorized, KIPP assumes no responsibility for it. KIPP shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Resignations Before a Scheduled Break/Holiday

KIPP has established the following guidelines related to staff member resignations and scheduled school breaks or holidays:

- Resignations may not be submitted with an effective date that falls during a scheduled school break or holiday period. Staff members must designate their last working day before the break or holiday as their official resignation date.
- If a resignation is submitted with a proposed effective date that falls during a break or holiday, the resignation will be administratively processed as effective on the staff member's last actual working day prior to the break or holiday.
- Staff members will not be eligible for pay during any break or holiday period that falls after their final working day. Pay for scheduled breaks and holidays is only extended to active staff members.

Resignations During Summer Break/Summer Learning (School Staff Only)

Policy on Commitment to Work Term and Early Resignation

Staff Members who commit to a specific work term are expected to serve through the entirety of that term. Departures during the school year interrupt the continuity of learning for KIPP's students and can disrupt school operations. Staff Members who resign prior to the start of the school year or fail to report as expected for the new academic year will be considered to have abandoned their agreement. Early departures of this nature significantly disrupt school operations, staffing plans, and student success. In cases of agreement abandonment, KIPP will file a report with the California Commission on Teacher Credentialing (CTC) or Governing Board.

Benefit Coverage and Payroll Implications

KIPP NorCal values the commitment of its staff members and aims to support their financial stability throughout the year. In order to do so, the school provides continuous compensation and benefits for a number of staff members during their summer break in July, in between their work term of August-June. However, this advance is provided as a courtesy and is contingent upon the staff member's return for the upcoming school year. Staff members who choose to separate from KIPP NorCal before the start of the academic year may be required to repay the unearned portion of this summer pay and benefits, as outlined in this policy.

Staff members who resign or abandon their agreement prior to the first day of school will be required to reimburse the cost of the benefits provided during July and August, as these benefits are advanced based on the expectation of continued service. KIPP NorCal reserves the right to recover these costs through direct billing of the staff member. Repayment may be issued via a single check made out to "KIPP Public Schools Northern California" or through a repayment plan.

Staff members who resign or abandon their agreement prior to the first day of school will also not be eligible to receive pay for the month of July. Compensation provided in July is extended based on the expectation of the staff member's return for the upcoming academic year and is not considered earned wages for work performed. Consequently, any July payments disbursed to staff members who resign before the start of the new school year may be subject to recovery by KIPP NorCal.

Ineligibility for Future Employment

Staff members who abandon their agreements without prior approval will be ineligible for rehire with KIPP Northern California unless a waiver is granted upon written request.

Employment Documentation

Resigning staff members will receive an Exit Confirmation Letter, which will confirm the staff members' separation from the school, outline processing of payroll and benefits, and state that any time worked in July will be compensated at the designated PD rate only.

Acceptable Use of KIPP Property and Technology Resources

Definition

For purposes of this policy, "technology resources" refers to all KIPP electronic devices and systems, software, and means of electronic communication including, but not limited to, the following:

1. All computers and workstations, including laptop computers, desktop computers, Chromebooks, iPads, tablets, and servers;
2. Computer hardware and peripheral equipment such as disk drives, printers, projectors, document cameras, modems, scanners, fax machines, and copiers;
3. Supported and designated computer software applications and associated system and user-created files and data;
4. Standard and cellular telephones, voicemail systems, email systems, portable computer devices, digital cameras; and video recorders.

KIPP Property refers to objects owned and housed on KIPP premises, including but not limited to: desks, tables, workstations, cabinets, drawers, and shelves, as well as books, textbooks, maps, materials, instruments, tools, machines, and vehicles.

"Acceptable Use" of technology is defined as the collection of individual behavior, interaction, and utilization, with and of, all computing and peripheral equipment, software, and technology services that are procured, implemented, and supported by KIPP.

Acceptable Use of KIPP Property and Technology

KIPP will provide staff members with access to property and technology resources as necessary and appropriate to fulfill assigned responsibilities. If KIPP staff members choose to voluntarily supply their personal technology resources, KIPP is not responsible for reimbursement, support, modification, repair, integration, or performing work on those personal technology resources. KIPP reserves the right to review those personal resources if a breach has occurred on that user's account and needs to be investigated. KIPP staff members will use only KIPP supported email and KIPP supported online document storage to communicate with other KIPP staff members.

KIPP staff members are required to comply with all state and federal laws, the policies of KIPP, and with standards of professional and personal courtesy and conduct. KIPP staff members may not use any KIPP-issued technology resources to access, transmit, save, share, or print sexually-explicit images, messages, or any other medium containing such content. In addition, staff members may not access, transmit, save, share, or print materials that contain ethnic slurs, racial epithets, derogatory, defamatory, obscene or offensive statements or images, or any other content that may be construed as harassment based on someone's race, national origin, sex, gender identity, sexual orientation, physical or mental disability, religious beliefs or any other characteristic protected by federal, state or local laws.

KIPP's technology resources are to be used by the KIPP staff for the purpose of KIPP activities. This policy does not prohibit use of technology resources for reasons of a personal or social nature on the staff member's non-work time, providing such use does not violate any of KIPP's policies, break local, state, or federal law, result in any monetary cost to KIPP, impair intended use and functionality by the addition, removal, or alteration of equipment or software, or detract from the staff member's performance of job duties. KIPP does not provide support for the storage and installation of personal hardware or software and related data on KIPP technology resources. Therefore, KIPP will not repair or back up such data and software. This includes personal music, videos, pictures, and other documents. KIPP reserves the right to determine when personal use of technology resources or other KIPP property is excessive or improper, and may require reimbursement or other remediation.

The following activities are prohibited while using KIPP technology resources:

- Knowingly giving one's password to others;
- Attempting to gain unauthorized access to KIPP technology resources, attempts to disrupt it in any way, or attempts to destroy or alter data;
- Plagiarism;
- Using the organization's time and resources for personal gain;
- Sending or posting discriminatory, harassing, or threatening messages or images;
- Using abusive or otherwise objectionable language in either public or private messages;
- Stealing, using, or disclosing someone else's code or password without authorization;
- Attempting to break into the computer system of another organization or person;
- Accessing, saving, transmitting, or printing any pornographic materials;
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities; and
- Using the Internet for political causes or activities, religious activities, or any sort of gambling as a representative of KIPP.

KIPP reserves the right to configure, monitor, access, restrict, or remove content from these devices. All Internet browsing traffic and all data and information stored on KIPP's devices, including data in applications on KIPP devices, are KIPP property, regardless of the content. Therefore, staff members should not assume stored information or data are confidential. All passwords used to access technology resources must be available to KIPP upon request.

Cellular Telephone Use Policy

KIPP provides cellular telephones for all instructional staff, school leadership, and RSO staff members. Managers can request KIPP cellular phones for other roles as needed. Cellular telephones are the property of KIPP.

The staff member understands that KIPP requires all teachers and staff members to have a cellular phone to fulfill their work duties, as determined by the School Leader or manager. The staff member therefore agrees to maintain a cellular phone provisioned through KIPP's cellular phone plan for required work purposes.

The staff member understands that this cellular telephone is intended for educational and professional purposes associated with the performance of employment and job duties at KIPP. Specifically, the purposes for which the staff member uses this phone are:

- To communicate with other KIPP staff members, both during the school day and after working hours; and

- To communicate with KIPP students and their families, both during the school day and after working hours. The provisioned cellular telephone is the only approved cellular telephone staff members may contact students and families from.
- Staff members are prohibited from contacting KIPP students and their families from personal cellular telephone numbers.
- For cellular phones provisioned on the KIPP plan, KIPP will pay the regular monthly fee.
- The staff member agrees to maintain an outgoing voicemail message that is professional in tone, and which includes their name, position, the School's name, and instructions to call their manager's and/or School Leader's cell phone in case of emergency.
- All text and voicemail messages on KIPP-issued cellular phones are the property of KIPP. All Internet traffic and all messages sent and received, including personal messages, photos, Internet browsing traffic, and all data and information stored on KIPP's email, voicemail system or cell phones are KIPP property, regardless of the content. Therefore, staff members should not assume that messages and files attached to messages are confidential. Back-up copies of texts and voicemails may be maintained and/or referenced for business or legal reasons. All passwords used to access technology resources must be available to KIPP upon request.

Use of KIPP Cell Phone While Driving

In the interest of the safety of our staff members and other drivers, staff members are prohibited from using cell phones without a hands-free device while driving.

If a staff member's job requires that they keep their cell phone turned on while driving, the staff member must use a hands-free device. Under no circumstances should staff members place phone calls while operating a motor vehicle. Violating this policy is a violation of law and KIPP policy.

Writing, sending, or reading text-based communication, including text messaging, instant messaging, and email, on a wireless device or cell phone while driving is prohibited. Violating this policy is a violation of law and KIPP policy.

Computer and Other Device Agreement

KIPP provides staff with organization-issued devices and systems for conducting all work-related activities. Staff are strongly discouraged from using personal devices (e.g., phones, laptops, tablets) for KIPP NorCal work, including communication, data access, or document storage.

If a staff member chooses to use a personal device for any KIPP NorCal-related purpose, they acknowledge and agree that any work-related data, communications, or records created, stored, or transmitted on that device are subject to KIPP policies. This includes the organization's right to access, review, and require deletion or transfer of such data as needed to support operational, legal, or compliance obligations.

Staff are expected to protect all KIPP NorCal data in accordance with organizational policies, regardless of the device used.

KIPP agrees to provide one computer to a staff member identified to be in need of such a computer to fulfill work duties, as determined by the School Leader or manager.

- The staff member is responsible for storing all materials in Google Drive as a reliable cloud backup; there is no external backup of staff member computers.
- The staff member understands that the computer provided and all issued components are the property of KIPP, and that although the computer and components may be transported from school premises during the staff member's term of employment, they remain the property of

KIPP. Staff members who are released from their employment for any reason must return their assigned computer and components no later than their final day of employment with KIPP.

- KIPP staff members have local administrative rights for their computer, which means they can download and install the educational programs as they deem necessary.
- All email messages and documents, including photos, associated with a staff member's KIPP account and computer files stored on their KIPP-issued computer are the property of KIPP. All Internet traffic and all messages sent and received, including personal messages, Internet browsing traffic, and all data and information stored on KIPP's email and computer systems are KIPP property, regardless of the content. Therefore, staff members should not assume that messages and files are confidential. Back-up copies of emails and computer files may be maintained and/or referenced for business or legal reasons. All passwords used to access technology resources must be available to KIPP upon request.

Damage and Safety of Technology

It is understood that accidents happen, but staff are encouraged to take the best possible care of all school property and technology resources. KIPP staff members are responsible for the physical safety of the technology resources provided to them. Staff members should keep these resources on their person or in a locked and secure location at all times; when traveling or commuting, a locked car or vehicle is not considered a secure location. When using KIPP property, staff members are expected to exercise care, perform required maintenance where assigned, and follow all operating instructions, safety standards, and guidelines.

- Loss, theft, or misuse of devices must be reported immediately to the Tech Team (support@kippnorcal.org) so that proper lockdown activities can be performed applied promptly. Additionally, devices must be returned upon request, reassignment, or separation from employment.
- If a staff member fails to notify support@kippnorcal.org and their manager immediately they may be held personally liable for the replacement.
- In the event that a staff member's equipment is lost or damaged, KIPP will provide a one-time refurbished replacement device.
- In the event that a staff member's equipment is lost or damaged any subsequent time, the staff member may be responsible for a refurbished replacement device.
- In the case of theft, the staff member is responsible for filing a police report and providing the school administration team with pertinent details.

Privacy

All technology resources are KIPP property. KIPP devices have management software installed which secures company data.All Internet traffic and all messages sent and received, including personal messages, Internet browsing traffic, and all data and information stored on KIPP's email, exchanges with KIPP-approved enterprise-level LLMs (i.e. Gemini, NotebookLM or ChatGPT EDU), voicemail system, cell phones, or computer systems are KIPP property, regardless of the content. KIPP reserves the right to access, monitor, and inspect all of its technology resources including its computers, cellular telephones, voicemail, email, and any other data storage communications systems, at any time, at its sole discretion. KIPP staff members have no right of privacy with respect to any messages or information created, maintained, sent, received or stored on KIPP technology resources, even if those devices require a personal password to use or access, or if the information has been deleted. KIPP reserves the right to advise appropriate legal authorities of any incident involving technology resources where it reasonably believes a staff member may have violated the law. All passwords used to access technology resources must be available to KIPP upon request. For the full policy refer to our Staff Data Privacy Policy, found on Launchpad, linked here.

Return of KIPP Property and Technology Resources

KIPP staff members who are issued KIPP property or technology resources must return the items when requested by KIPP or upon separation from KIPP. Staff members may face disciplinary action, up to and including release of employment, if any KIPP property or technology resources issued to them are lost, damaged, misused or not returned to KIPP upon request. KIPP reserves its right to recover the value of its property or technology resources from a KIPP staff member to the full extent authorized by law.

Repairs

KIPP purchases full warranties for all laptops and phones purchased for staff usage. Staff members are not allowed to schedule any repairs on their KIPP equipment themselves; if repairs are required on any KIPP purchased tech equipment, staff members are responsible for notifying the Tech Team immediately. If a staff member completes an unauthorized repair on KIPP equipment, KIPP reserves the right to recover the value of its property or technology resources from the staff member.

Violations of Policy

Any violation or abuse of this Policy is just cause for taking disciplinary action, up to and including release of employment, removal of all KIPP network privileges and accounts, and/or legal action. KIPP anticipates that such actions can be avoided since they cause problems for all concerned.

DonorsChoose.org Materials Ownership Policy

Materials funded through DonorsChoose.org are considered to be the property of the School. If a teacher leaves a School, any materials that have been delivered to the School by default should remain at the School.

Policy for Staff Use of Social Media

General

KIPP supports staff use of social media communication for personal and professional use, recognizing that staff members have a strong voice in representing the organization. All KIPP staff members engaged in personal or professional social media communications which reference KIPP -related content, shall do so in a manner consistent with the organization's mission and values, administrative policies and procedures, safeguards to ensure the privacy and security of staff member and student information, as well as proprietary business information.

KIPP's media release covers official KIPP use only. KIPP staff members may not post media of students, other staff, or students' family members, including but not limited to: photographs, videos, audio clips, and/or statements on personal or social media sites such (e.g., TikTok, Snapchat, Instagram, Facebook, etc.)without prior documented approval from their respective School Leader, or the Regional Support Office. Similarly, any personal mention of students' names should be with first names only.

If a staff member communicates on social media sites, blogs, wikis, videos, podcasts, social networks, or other forms of online communication regarding KIPP, the individual should disclose their connection/role within our organization. When doing so, a staff member should use good judgment along with proper, accurate business correspondence style.

Staff members should also consider carefully the impact on KIPP of information presented on a personal blog, website, or social networking site. Although maintaining a personal blog/web site is private conduct, information connecting the writer with KIPP may affect the writer's status among colleagues,

may be hurtful to colleagues, may be misconstrued by students' family members, and may become a subject of gossip among students. Blogging or use of a web site or social networking sites potentially impairs a staff member's ability to command respect among students and students' family members. Therefore, staff members should avoid blogging/creating social networking content that has the potential to be in contradiction with KIPP's educational mission.

The inappropriate use of social media communications by KIPP staff members, which conflicts with the organization's mission and values, violates administrative policies and procedures, and/or compromises the privacy and security of confidential information, shall be subject to corrective action, up to and including release of employment. In addition, breach of confidential business or student information may also be subject to investigation and/or legal proceedings.

Social Media

If a staff member decides to post information on the Internet (i.e., TikTok, Snapchat, Instagram, Facebook, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and staff member confidentiality policies must be strictly followed;
- Staff members must make clear that the views expressed are their own and not those of the School;
- Staff members may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Staff members are not authorized to publish any confidential or proprietary information maintained by the School;
- Staff members are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the staff member's managers, co-workers and competitors;
- Staff members must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

Social Media and Student "Friending"

To maintain professional distance, the following rules apply to all personal social media platforms (e.g., Instagram, TikTok, Facebook, X, Snapchat, Discord):

- No Private Connections: Staff members are strictly prohibited from "friending," following, or accepting follow requests from current students on personal accounts.
- No Private Messaging: Direct/Private Messaging (DMs) between staff members and students on personal platforms is prohibited. All communication must occur through school-approved channels (e.g., school email, Google Classroom, Parentsquare, etc).
- Existing Connections: If a staff member has a pre-existing social media connection with a student (e.g., a family friend or relative), they must disclose this relationship to the school leader/manager in writing.

KIPP reserves the right to take disciplinary action against any staff member whose social media postings violate this or other School policies.

Internet Safety Policy

It is the policy of KIPP to:

- Prevent user access and transmission of inappropriate material via the Internet utilizing KIPP technology resources;
- Prevent unauthorized access and other unlawful online activity;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Federal Communications Commission's Children's Internet Protection Act (CIPA).

This policy applies to all KIPP staff members, including students, teachers, staff, contractual staff, temporary staff, and volunteers.

Technology Protection Measure

KIPP shall filter all Internet traffic to ensure it is appropriate for minors and in compliance with all local, state and federal mandates. KIPP shall maintain the necessary licensing to ensure all applicable categories of harmful Internet content are blocked and inaccessible by staff members.

Monitoring and Supervision of Online Activities

It will be the responsibility of all members of KIPP staff responsible for allocating KIPP technology resources for student use to supervise and monitor appropriate usage of KIPP technology resources, especially Internet access, in accordance with the Children's Internet Protection Act. This includes, but is not limited to:

- Logging and reporting of KIPP technology resource usage, especially Internet access;
- In-classroom monitoring of student use of technology resources;
- Follow-up meetings with students and/or students' family members concerning student use of technology resources.

KIPP staff members are responsible for providing instruction to students concerning appropriate online behavior utilizing KIPP technology resources. Such instruction shall include review of specific inappropriate behavior, the consequences of such behavior, and an indication of how staff will assist students to be successful with the use of KIPP technology resources while avoiding inappropriate content. Internet Safety education topics include, but are not limited to: online behavior and ethics, social networking safety, chat room safety, cyberbullying awareness and response.

Violation of Policy

Any violation or abuse of this policy by staff is just cause for taking disciplinary action, up to and including release of employment, removal of all KIPP network privileges and accounts, and/or legal action. To keep KIPP technology resources and property safe, viable, effective, and user friendly, all KIPP staff members must work cooperatively and responsibly using this policy.

Family Education Rights and Privacy Act (FERPA)

The student education records contained in KIPP electronic and physical data sources are subject to the federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.

With few exceptions, FERPA prohibits schools from disclosing *personally identifiable information* contained in student education records without prior written parent consent. Violation of FERPA could subject KIPP to severe penalties, including the termination of eligibility to receive funding under any applicable federal program.

However, one exception, which permits disclosure without prior parent consent, is disclosure to *school officials with legitimate educational interests*.

As a staff member of KIPP, staff members agree not to disclose any of the personally identifiable information they acquire in the course of their duties to other parties who are not school officials unless they have obtained prior written parental consent in accordance with FERPA guidelines for the disclosure.

State and federal law does allow directory information to be disclosed to requestors, except those who intend to use the information for commercial purposes. KIPP's policy is not to release directory information to requestors unless KIPP deems it to be in the interests of our students and families. The Team and Family handbook informs families of their right to opt-out of such disclosures by notifying us in writing by September 1 of the school year.

Definitions

Student Education Records

Are records directly related to students and maintained by the school or a party acting for the school.

Personally Identifiable Information

Includes, but is not limited to:

- Student names;
- Names of student's parents or other family members;
- Student or student's family addresses;
- Personal identifiers, such as student social security numbers or school-assigned student numbers;
- Lists of personal characteristics that would make student identity easily traceable; or Other information that would make a student's identity easily traceable.

School Official with Legitimate Educational Interest

A person employed by KIPP as an administrator, manager, instructor, or support staff member (including health, medical, law enforcement, or technical personnel); a person serving on the school's board of directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, data analyst, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

Directory information

Includes, but is not limited to:

- Student names;
- Parents'/guardians' names;
- Address;
- Electronic mail address;
- Phone number;
- Dates of attendance;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletics teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

Any time student level information (even directory information) is shared externally, a data sharing

agreement is required to be in place. Whenever possible, student names and identifiers should be removed. If a staff member is asked to disclose student level information to an external organization, the staff member should ask their manager to ensure the disclosure is allowed under FERPA and that the appropriate agreements/protocols are in place.

Emergency Procedures

Each school and the regional support office has an emergency plan specific to that site. Drills, including fire, earthquake, and lockdown, are practiced regularly throughout the year. In the event of an emergency, please follow the emergency plan as practiced as well as any further instructions from either the administrative team and/or the local fire and police departments.

Below please find our emergency procedures at a glance. When in doubt, always dial 911 for help. For schools to communicate with the RSO, please dial KIPP's emergency line at (510) 543-1020.

Fire

- Recognize bell tones indicating fire
- Evacuate students/staff from the classroom/office or immediate area
- If it's safe to do so, bring a radio and backpack from your classroom/office
- Turn off lights
- Close doors, and leave the doors unlocked
- Lead students/staff to the designated area
- If the designated area is inaccessible, use your judgment and radio to determine a safe alternative
- Conduct attendance swiftly, and assemble with your teams for a briefing

Earthquake

- Recognize ground shaking
- Instruct students/staff, and anyone in your area to drop, cover and hold until the shaking stops
- Evacuate students/staff from the classroom/office or immediate area
- If it's safe to do so, bring a radio and backpack from your classroom/office
- Turn off lights
- Close doors, and leave unlocked
- Lead students/staff to the designated area LineEgress to line up on point in the designated area
- If the designated area is inaccessible, use your judgment and radio to determine a safe alternative
- Conduct attendance swiftly, and assemble with your teams for a briefing

Lockdown

- Recognize a lockdown from the PA, text, or other mode of communication
- Close and lock the door
- Turn off lights
- Close and lock windows
- Close drapes/shades/curtains
- Silence your cell phone, and instruct others in your area to do so
- Instruct students/staff to lay down and remain silent
- Wait for instructions from the School Leader, Director of School Operations, or Police Department
- Upon authorized instruction:
  1. Evacuate students/staff from the classroom/office or immediate area
  2. If it's safe to do so, bring a radio and backpack from your classroom/office

3. Turn off lights
4. Close doors, and leave unlocked
5. If the designated area is inaccessible, use your judgment and radio to determine a safe alternative
6. Conduct attendance swiftly, and assemble with your teams for a briefing

Contact Information

Human Resources

HR Operations

For questions relating to HR Operations (including payroll, wages, benefits, W-2's, timesheets, UKG, onboarding, offboarding, worker's compensation, leaves and job description questions) please email hr@kippnorcal.org

- Staff members may visit KIPP's HRIS/Payroll portal, UKG (https://secure6.saashr.com/ta/6189629.login) to review employment related documents such as pay statements, review/update benefit elections, and request time off.
- If you are unable to access your UKG account, please reach out to your Director of School Operations, School Leader, Manager or email hr@kippnorcal.org

Employee Relations

For questions relating to Employee Relations (including staff handbook policies, grievances, discrimination and/or harassment complaints, workplace violence, performance management inquiries) please email EmployeeRelations@kippnorcal.org

Benefits

For questions about our staff members' benefits (including medical, dental, vision, life and long-term disability, and flexible spending accounts and commuter benefits), eligibility, prescription/pharmacy problems, or claims issues, please reach out to:

Montage Benefits Advocate Center
Monday through Friday from 8:00 A.M. to 5:00 P.M. PST
P: (818) 854-9524 E: kippbenefits@montageinsurance.com

Retirement Accounts

For questions about our 401(k) plan, please contact **Empower Retirement Services** at (800) 338-4015

Retirement Accounts- KIPP Summit Staff Members Only

For questions about **CalSTRS**, please contact member services at http://www.calstrs.com/ or 800-228-5453 or 916-414-1099

Credentialing

Credentialing and Licensing Support

For support with or questions regarding credentials and licensing, please contact the Credentialing team at credentials@kippnorcal.org

Accounting

Expense Reimbursement Support

For support with KIPP's expense reimbursement system Concur, please contact the Accounting team at accounting@kippnorcal.org

Technology

KIPP Technology Support

For technology support, please contact support@kippnorcal.org or call 510-858-6100.

Staff Member Handbook Acknowledgement

I acknowledge that I have received a copy of the KIPP Staff Member Handbook. I understand that I am responsible for reading the Handbook and for knowing and complying with the policies outlined in the Handbook during my employment with KIPP Public Schools Northern California ("KIPP"). I also understand that if I am ever unclear on any language or policies, and procedures in this Handbook, it is my responsibility to seek clarification from the organization. I understand that failure to comply with KIPP's rules and regulations may result in disciplinary action, up to and including release from employment.

I understand and agree that I am employed by KIPP on an at-will basis, which means that my employment is for no definite period and may be terminated by me or by KIPP at any time and for any reason, with or without cause or advance notice. I also understand that KIPP may demote or discipline me or otherwise alter the terms of my employment at any time at its discretion, with or without cause or advance notice.

I understand that the policies contained in this Handbook are guidelines only and are not intended to create any contractual rights or obligations. I also understand that to retain the necessary flexibility in the administration of policies and procedures, KIPP reserves the right to change, revise, supplement or rescind the provisions of this Handbook and the policies or procedures on which they were based. Any changes to this Handbook must be in writing and must be made by a KIPP representative authorized to make such changes. Any changes will be posted on the KIPP HRIS/Payroll portal, as referenced in this Handbook, and staff members are responsible for remaining up-to-date on all available policies. No one other than the CEO of KIPP has the authority to enter into an agreement altering a staff member's at-will employment. Any such agreement must be in writing, must be signed by the CEO of KIPP and by the affected staff member, and must express an unambiguous intent to alter the at-will nature of the employment relationship.

I understand that this Acknowledgment contains a full and complete statement of the agreements and understandings that it recites, and I agree that no one has made any promises or commitments to be contrary to the foregoing. I also understand that this Handbook supersedes all previous Handbooks and manuals.

Staff Member's Signature: _____ Date: _____

Appendix 15

KIPP Excelencia Team & Family Handbook

KIPP Excelencia
COMMUNITY PREP

Family Handbook

Lower School TK–4 and Upper School 5–8

2026–27 School Year

2950 Fair Oaks Avenue • Redwood City CA 94063

(650) 482-2428 • info@kippecp.org

kippnorcal.org/school/kipp-excelencia-community-prep-lower/

Welcome to KIPP Excelencia

KIPP Excelencia Community Prep is a TK–8 school community with two grade bands on a shared campus: Lower School serves grades TK–4, and Upper School serves grades 5–8. This handbook brings the key expectations, routines, and supports for both grade bands into one place.

Please use this handbook throughout the year. Sections labeled Lower School or Upper School apply only to those grades; all other sections apply to every KIPP Excelencia student and family. Schoolwide messages and urgent updates are shared through ParentSquare.

How to use this handbook

If you need...	Start here
Office details, hours, or the calendar	General Information
Arrival, dismissal, meals, or attendance	Daily Operations
Learning, grading, or homework	Academic Program
Uniform, behavior, or devices	School Culture
Health, mental health, visitors, or emergencies	Student Health and Safety
Who to contact or how to get involved	Family Partnership

Contents

- About KIPP Excelencia
- General Information
- Daily Operations
- Academic Program
- School Culture
- Student Health and Safety
- Family Partnership
- Appendices and Current Resources

About KIPP Excelencia

Who We Are

KIPP Excelencia Community Prep is a tuition-free public charter school in Redwood City. Founded in 2015 through the advocacy and vision of families, the school serves students from transitional kindergarten through eighth grade on one campus.

Our Mission

We inspire and empower all children to thrive through college and create positive change in their communities. Through a rigorous, deeply conceptual academic program and a collaborative learning environment, students develop the knowledge, skills, confidence, and character needed to succeed in school and beyond.

Our Values

Value	What it looks like
Zest	We approach learning with energy, joy, and enthusiasm each day.
Grit	We persevere through challenges and work hard to achieve our goals.
Curiosity	We ask questions, explore ideas, and seek to understand the world around us.
Gratitude	We appreciate others and recognize the contributions that support our growth.
Love	We care for ourselves and one another and build strong, supportive relationships.

Our School Community

KIPP Excelencia serves approximately 710 students across TK–8. Our community is rooted in strong relationships among students, families, staff, and the North Fair Oaks community.

General Information

Contact Information

Item	Information
Address	2950 Fair Oaks Avenue, Redwood City, CA 94063
Main office	(650) 482-2428
Email	info@kippecp.org
Office hours	Monday–Friday, 7:30 a.m.–4:00 p.m.
School communication	ParentSquare

School Leadership

Grade band	Leader	Contact
Lower School TK–4	Liz Coughenour, Principal Ashley Zamora, Successor Principal	liz.coughenour@kippecp.org ashley.zamora@kippecp.org
Upper School 5–8	Iliana Alvarez, Principal	iliana.alvarez@kippecp.org
Lower & Upper School	Ana Jones and Jeanette Gutierrez, Directors of School Operations	ana.jones@kippecp.org jeanette.gutierrez@kippecp.org

Staff assignments can change during the year. ParentSquare and the school office are the best sources for current classroom and grade-level contacts.

2026–27 School Calendar

The first day of school is August 10, 2026, and the last day is June 3, 2027. The calendar includes 177 school days. See Appendix A for key dates and the link to the full one-page calendar.

School Hours

Day	Lower School TK–4	Upper School 5–8
Monday–Thursday	8:00 a.m.–3:00 p.m.	8:00 a.m.–3:30 p.m.
Friday	8:00 a.m.–1:20 p.m.	8:00 a.m.–1:20 p.m.
TK Monday–Thursday	8:00 a.m.–1:45 p.m.	Not applicable

Expanded Learning and Afterschool

Free on-campus expanded learning is available for students in grades TK–8, Monday through Friday from school dismissal until 6:00 p.m. Programming includes a healthy snack, homework support, enrichment, structured play, and opportunities such as sports and the arts. Enrollment, attendance, and pickup requirements are communicated separately by the program team.

Communication

- Families should keep phone numbers, email addresses, authorized pickup adults, and emergency contacts current.
- Download ParentSquare and enable notifications.
- Teachers are usually unavailable while teaching; send a message and allow up to one school day for a response.
- For an urgent same-day matter, call the main office.

Daily Operations

Arrival

Arrival is from 7:40 to 8:00 a.m. Students may not arrive before 7:40 a.m. because adult supervision is not available. Classes begin promptly at 8:00 a.m.; students arriving at or after 8:00 are tardy.

Arrival by Car at Fair Oaks Avenue

- Enter the parking lot from Fair Oaks Avenue and follow staff directions in the two arrival lanes.
- Adults should remain in their vehicles. Staff will help students exit safely.
- Do not line up before 7:40 a.m.; early lines block neighborhood traffic.
- Fair Oaks Avenue is the car entrance during arrival.

Arrival on Foot at Hampshire Avenue

- The Hampshire Avenue gate opens at 7:40 a.m. and is for walkers only.
- Only students enter through the gate; staff help younger students reach class.
- The gate closes at 7:55 a.m. Students arriving later must report through Fair Oaks Avenue for a tardy pass.
- Oakside Avenue is reserved for Connect students; KIPP Excelencia students may not use that gate.

Tardies

Students arriving at or after 8:00 a.m. must enter through Fair Oaks Avenue and obtain a tardy pass before going to class. If no staff member is outside, the student should report to the office.

Dismissal

Day	Grade	Dismissal
Monday–Thursday	TK	1:45–2:00 p.m.
Monday–Thursday	K–4	3:00–3:15 p.m.
Monday–Thursday	5–8	3:30–3:45 p.m.
Friday	TK–8	1:20–1:35 p.m.

Car Pickup

Car pickup uses the Fair Oaks Avenue parking lot. Display the yellow driveline card where staff can see the number. Do not double park or line up on Hampshire or Fair Oaks before the grade band's dismissal time. Remain in the vehicle and follow staff directions.

Walk-Up Pickup

Walk-up pickup uses the Hampshire Avenue gate and a blue driveline card. Bring the student's dismissal code and follow staff directions. Same-day pickup-location changes may not be possible; contact the office about a permanent change.

Families with Students in Both Grade Bands

Families with students in both Lower and Upper School may pick up all children during Upper School dismissal beginning at 3:30 p.m. Monday–Thursday. Upper School students cannot leave at the Lower School dismissal time.

Late Pickup

Students not picked up during their dismissal window are supervised in the designated late-pickup area near the Fair Oaks parking lot. Contact the school as soon as possible if an unavoidable delay occurs.

Early Sign-Out

Students should remain at school until dismissal unless an emergency or qualifying appointment requires early pickup. An authorized adult age 18 or older must show identification and sign the student out in the office. Doctor or dental appointments should be documented with a provider note.

For campus safety, early pickup is not available during the final 30 minutes before dismissal: after 2:30 p.m. Monday–Thursday for Lower School, after 3:00 p.m. Monday–Thursday for Upper School, or after 12:50 p.m. Friday.

Attendance and Absences

Students are expected to attend on time, every day, for the full school day. If a student will be absent, late, or picked up early, notify the main office through ParentSquare, at (650) 482-2428, or at info@kippecp.org. Include the student's name, grade, date, and reason.

- Travel and vacations during school days are not excused. Plan travel within scheduled breaks.
- Whenever possible, schedule appointments near the beginning or end of the day.
- Provide supporting documentation promptly when an absence may qualify as excused.
- For a longer absence, contact the teacher about missed work and available support.

Breakfast Lunch and Snacks

California public schools provide breakfast and lunch at no charge to students. Families are still asked to complete the Alternative Income Form because it supports accurate school funding and demographic reporting.

- Breakfast is available from 7:40 to 7:55 a.m. Students should arrive early enough to finish before class begins.
- A hot lunch is available daily. Students may bring food from home, but the school cannot heat it.
- Food from home must be nut-free. Students eat only during designated meal and snack times.
- Food-delivery services may not deliver student meals to campus.

Academic Program

Approach to Learning

KIPP Excelencia combines high expectations with individualized support. Students build strong literacy and mathematics foundations while studying science, social studies, physical education, and enrichment subjects. Whole-group lessons, small groups, and regular checks for understanding support continued growth.

Assessment and Progress Monitoring

Daily work, curriculum assessments, interim assessments, and state tests show what students know and are ready to learn next. Results guide reteaching, extension, small-group support, and family conversations. State testing includes CAASPP in applicable grades and ELPAC for eligible multilingual learners.

Grades and Progress Reports

Families receive progress information throughout the year and formal reports at the end of each trimester. Family conferences are scheduled after the first and second trimesters. Families may contact the teacher at any time to discuss academic progress, attendance, or social-emotional growth.

Homework

Lower School TK–4

Homework and home-reading expectations vary by grade and are communicated by the classroom teacher. Families can support learning by creating a consistent routine, reading together, checking folders or digital platforms, and contacting the teacher when a student needs help.

Upper School 5–8

Upper School students should expect regular reading and practice in core subjects. Students are responsible for recording assignments, carrying needed materials and their Chromebook safely, completing work on time, and asking teachers for help. Families should review the weekly academic and behavior information shared by the school.

Academic Integrity

Students must submit their own work and credit others' words or ideas. Copying, sharing answers, plagiarism, and unauthorized use of technology or artificial intelligence interfere with learning. Staff will reteach expectations, contact families, and respond appropriately.

Field Lessons

Field lessons extend classroom learning. Families receive details and permission requirements before each trip. Students must follow school expectations; when a safety plan is needed, the school will partner with the family to support participation.

School Culture

Expectations for Student Conduct

We expect students to work hard, be safe, be kind, follow directions, and live our values of zest, grit, curiosity, gratitude, and love. Staff teach expectations explicitly and respond to behavior in ways that protect learning, repair harm, and help students develop stronger skills.

Restorative Practices

Restorative conversations and reflections help students understand impact, hear others' perspectives, take responsibility, repair relationships, and make a plan for the future. Responses are matched to the behavior, student needs, safety considerations, and applicable KIPP Northern California policies.

Upper School Behavior Supports

Upper School uses positive recognition, including individual and classwide points, to reinforce helpful behavior. When behavior disrupts learning or safety, responses may include reminders, reflection, a restorative conversation, logical consequences, family communication, an after-school reflection period, or an individualized support plan.

Level	General description	Typical response
1	Behavior is inconsistent with a classroom expectation.	Teacher reminder, reteaching, redirection, or brief reflection.
2	Repeated behavior interferes with another student's learning.	Reflection, restorative conversation, logical consequence, and family communication.
3	Behavior significantly disrupts learning or creates a safety concern.	Administrator support, restorative or safety plan, family meeting, and consequences consistent with policy.

This framework is a guide, not an exhaustive list. Formal discipline is governed by current KIPP Northern California policies and applicable law.

Uniform and Dress

Students wear the KIPP Excelencia uniform Monday through Thursday. Friday is a dress-code day unless the school communicates a special theme or event. Clothing must allow students to participate safely in learning and physical education.

Permitted	Not permitted
KIPP-logo black polo or T-shirt; navy long-sleeve KIPP shirt; KECP outerwear; plain sweater without large branding.	Plain non-KIPP top Monday–Thursday; tank, sleeveless, or crop top.

Permitted	Not permitted
Khaki, black, navy, or denim bottoms without large rips or holes.	Pajama bottoms or clothing with large rips or holes.
Closed-toe athletic shoes suitable for PE.	Open-toe shoes, slippers, raised heels, or footwear unsafe for PE.
Age-appropriate clothing without disruptive imagery or language.	Drug, weapon, gang, hate, harassment, or otherwise unsafe imagery or language.

For the current uniform ordering guide and any grade-band details, use the uniform-policy link in Appendix B or contact the office.

Personal Belongings

Bring only items needed for school. Toys, trading items, large amounts of money, and other distractions should remain at home unless a teacher gives permission. The school is not responsible for lost, stolen, or damaged personal belongings.

Cell Phones and Personal Devices

KIPP Excelencia is phone-free during the school day and afterschool program. Personal devices include phones, smartwatches, tablets, and earbuds. After the family acknowledges the policy, approved devices must be powered off and placed in the classroom lockbox upon arrival—not in a pocket or backpack.

- Families who need to reach a student should contact the main office or the student's teacher.
- Required exceptions apply for emergencies, health needs, IEP or Section 504 accommodations, and staff-authorized instruction.
- The school is not responsible for lost, stolen, or damaged devices.

When a Device Is Not Turned In

1. The student receives a reminder and the family is notified.
2. For a repeated concern, the device is checked in and out through the office for a defined period.
3. Continued non-cooperation leads to a family meeting and may remove permission to bring a device for part or all of the year.

Technology-related safety or conduct concerns are handled under current law and KIPP policy. The full cell-phone policy is linked in Appendix B.

Student Health and Safety

Health Information and Medication

Families must keep health and emergency information current. Notify the office about allergies, medical conditions, and care plans. Medication may be given at school only when required forms and medication are provided according to school procedures; students should not carry medication unless specifically authorized by a health plan or school procedure.

Immunizations

California requires students to provide immunization records at enrollment and meet grade-specific requirements. Students entering seventh grade must meet the state Tdap and varicella requirements. Requirements and medical-exemption procedures can change, so families should use the current California Department of Public Health guidance linked in Appendix B or contact the office.

Mental Health Services

KIPP Excelencia's mental health program supports students through individual counseling, group counseling, consultation, and partnership with school staff and families. To learn more or request support, contact the student's teacher, the main office, or a school mental health clinician.

Provider	Phone	Email
Olivia Guittari	(650) 201-5306	olivia.guittari@kippecp.org
Karen Ramos Lupercio	(650) 209-2042	karen.ramoslupercio@kippecp.org

Restroom Access

Students may use the restroom as needed. Teachers help students choose times that minimize missed instruction when possible, while honoring urgent, health-related, IEP, and Section 504 needs. Students are expected to keep restrooms safe and clean and report problems promptly. At least one all-gender restroom is available in accordance with California requirements.

Visitors and Volunteers

All visitors must enter through the main office, sign in, show identification when requested, and wear a visitor badge. Classroom visits must be arranged in advance with the principal or designee and may not disrupt teaching, lunch, recess, dismissal, or afterschool activities. Volunteers may be required to complete screening or background-check requirements depending on the role.

Emergencies and Drills

The school practices emergency procedures that may include fire evacuation, earthquake response, lockdown, and shelter-in-place drills. During an emergency, families should rely on official school communication and avoid coming to campus until instructed, unless the school requests pickup. Students are released only to authorized adults. Keeping emergency contacts current is essential.

Bullying Harassment and Safety Concerns

Report bullying, harassment, discrimination, threats, or safety concerns to a teacher, grade-level administrator, principal, or the office. The school will respond under current KIPP Northern California policies, including applicable Title IX, nondiscrimination, complaint, and student-discipline procedures. Emergency threats should be reported immediately.

Family Partnership

Getting Help

1. Start with the classroom or homeroom teacher, who has the most direct information about the student's day-to-day experience.
2. If the question remains unresolved, contact the grade-level assistant principal or team leader through ParentSquare or the office.
3. For continued support, contact the Lower School or Upper School principal. For operations, attendance, meals, arrival, dismissal, or records, contact the main office.

Family Conferences

Family conferences are a central part of the partnership among students, families, and staff. The 2026–27 calendar identifies minimum-day conference windows on November 18–20, 2026, and March 9–11, 2027. The school will communicate appointment details and any schedule adjustments through ParentSquare.

Family Leadership and Advisory Groups

Families can help shape the school through the Family Council, English Learner Advisory Committee, school surveys, community events, and other leadership opportunities. Meeting dates and participation information are shared during the year.

Volunteering

Families are encouraged to volunteer when opportunities are available. Contact the office or classroom teacher to learn about schoolwide events, classroom support, family outreach, and other roles. Screening or background checks may be required based on the activity and level of student contact.

Family Commitments

- Ensure that the student attends every day, arrives on time, and remains through dismissal.
- Read school messages and keep contact and pickup information current.
- Support the student's learning routines and communicate early when help is needed.
- Partner respectfully with staff and other families and follow campus safety procedures.
- Help the student follow the uniform, device, conduct, and academic-integrity expectations in this handbook.

Student Commitments

- Live the school values of zest, grit, curiosity, gratitude, and love.
- Attend, participate, complete work, and ask for help.
- Treat others and the campus with care and respect.
- Follow adult directions and all safety procedures.
- Use technology responsibly and submit honest work.

Appendices and Current Resources

Appendix A - Key Dates

Date	Event
August 10, 2026	First day of school
September 7	No school — Labor Day
September 18	No school — staff development
September 25	Fall Festival
October 9	No school — fall break
October 12	No school — Indigenous Peoples' Day
October 26	No school — staff development
November 6	End of Trimester 1
November 11	No school — Veterans Day
November 18–20	Family conferences — minimum days
November 23–27	No school — Thanksgiving break
December 21–January 1	No school — winter break
January 4, 2027	No school — staff development
January 18	No school — Martin Luther King Jr. Day
February 15–19	No school — midwinter break; ELO intersession
February 26	End of Trimester 2
March 9–11	Family conferences — minimum days
March 12	No school — staff development
March 26	No school — Farmworkers Day observed

Date	Event
March 29–April 2	No school — spring break; ELO intersession
April 23	Neurodiversity Carnival
May 28–31	No school — Memorial Day break
June 3	Last day of school

Full calendar: 2026–27 KIPP Excelencia School Calendar

Appendix B - Current Policies and Family Resources

- KIPP Excelencia Lower School webpage
- KIPP Excelencia Upper School webpage
- KIPP Northern California regional policies
- KIPP Northern California Title IX and harassment policies
- California school immunization requirements
- California Universal Meals
- California bullying-prevention resources

If a linked board-approved policy conflicts with a summary in this handbook, the current board-approved policy controls. Contact the office if you need a printed copy or language assistance.

Appendix C - Family Acknowledgment

We have reviewed the 2026–27 KIPP Excelencia Community Prep Family Handbook and understand how to contact the school with questions or request an accessible or translated copy.

Field	Response
Student name and grade	
Parent or guardian signature and date	

Appendix 16

KIPP NorCal Pupil Suspension and Expulsion Policy

KIPP Public Schools
NORTHERN CALIFORNIA

KIPP Public Schools - Northern California
Student Discipline - Suspension and Expulsion Policy and Procedures

Vision Statement Regarding Discipline
We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in a fair and equitable process in addressing student behavior, regardless of socio economic status or any protected class status, including among other things, race, gender, ethnicity, sexual orientation, disability, national origin, and/or immigration status, in order to eliminate this disparity.

We Believe

- We Believe suspensions and expulsions should be used only when student and/or staff safety is a concern.
- We Believe that if a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.
- We Believe that in more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.
- We Believe expulsions should generally be used after all possible supports and consequences that the school can provide have been *exhausted*, except in the most egregious instances.

Public Displays of Affection

We generally do not allow public displays of affection ("PDA") within our school environments. Students are expected to exercise self-control and respect for the personal space of others. We recognize that these displays of affection vary depending on student age and developmental level, and we will manage behaviors and our responses accordingly. Regardless, PDA and/or inappropriate physical contact, whether affectionate (i.e., hand-holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at KIPP and may result in disciplinary action against the student/s.

Student Suspension & Expulsion Policy

KIPP Public Schools Northern California has established a Student Suspension and Expulsion Policy and Procedures in order to promote learning and protect the safety and well-being of all students at our schools. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, KIPP has reviewed Education Code Section 48900 et seq., which describe the offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions and, expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures associated therewith, so long as not materially different from the charter petition. Similarly, the procedures for, student suspension, expulsion, and involuntary may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and its procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

We recognize that students in grades TK-4 are in the earliest stages of development. As a result, we try not to suspend students in these grades, except in the most extreme circumstances, where safety is a concern. We believe that there are multiple approaches we can take to address situations with these students that do not involve suspending them from school.

Suspension should also be a last resort for grades 5-12 and is only considered when all other options have been exhausted. When suspension is necessary, however, KIPP requires all schools to have a reintegration process that successfully supports and reconnects the student(s) back into the school community.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of

[1] The Charter School shall ensure that an educational rights holder of a child or youth experiencing homelessness; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Executive Director or designee may, whenever practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of Charter School's attendance expectations shall be addressed in accordance with Charter School's Attendance and Unexcused Absence Policy and/or Independent Study Policy, as applicable.

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

The Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses: Students in grades 5-12 may be suspended and/or recommended for expulsion when the School Leader determines the student.

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except in self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i. Committed an obscene act or engaged in repeated or targeted profanity or vulgarity that materially disrupts school activities or interferes with the rights of others.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which

will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
   - Creating a credible impersonation of another actual student for the purpose of

having one or more of the effects listed in subparagraph (i) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

- Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (i) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above,shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension but not expulsion. However, if a juvenile court finds that the student committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.

w. Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee.

2. Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.

b. Brandished a knife at another person.

c. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If the Hearing Officer or Administrative Panel determines that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School applies the following definitions:

- The term "knife" means (a) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (b) a weapon with a blade fitted primarily for stabbing; (c) a weapon with a blade longer than 3½ inches; (d) a folding knife with a blade that locks into place; or (e) a razor with an unguarded blade.
- The term "firearm" means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such a term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (a) bomb, (b) grenade, (c) rocket having a propellant charge of more than four ounces, (d) missile having an explosive or incendiary charge of more than one-quarter ounce, (e) mine, or (f) device similar to any of the devices described in the preceding clauses.

D. Suspension Procedure

A student may be suspended by the Charter School Leader or designee. Suspensions shall be initiated according to the following procedures:

Conference
Suspension shall be preceded, if practicable, by a conference conducted by the School Leader or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or designee. The conference may be held in-person, telephonically, or via other electronic means.

The conference may be omitted if the School Leader or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, the student and student's parent/guardian shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to recount their version of the incident and provide any evidence in their defense. This conference should be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian

shall be notified in writing of the suspension. This notice shall state the specific offense(s) committed by the student, the duration and date(s), the date the student may return to school following the suspension, and an explanation of the evidence that supports the charges. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Leader or School Leader's designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the School Leader or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Homework Assignments During Suspension
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

A student may be recommended for expulsion by the Charter School Leader or designee. They may expel a student following a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such hearing and notice. A student may be expelled either by a neutral hearing officer ("Hearing Officer") or an Administrative Panel selected by the Chief of Schools following a hearing before the Hearing Officer or an Administrative Panel selected by the Chief of Schools, as needed. If the Chief of Schools selects an Administrative Panel, it should consist of at least three (3) members who are School Leaders, Assistant Principals, Deans, teachers, or regional leaders in KIPP. Administrative Panel members shall not include staff who have been involved in the alleged incident or investigation or have an instructional or supervisory relationship with the student, or a member of the KIPP Board. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Hearing Officer or Administrative Panel shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief of Schools or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Chief of Schools or designee and student's parent/guardian.

The Chief of Schools will convene the Hearing Officer or Administrative Panel to conduct a hearing upon this determination.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act, ("FERPA"). Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

a) The date and place of the expulsion hearing;
b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
e) An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
f) An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
g) An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
h) An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

E. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

a) The Hearing Officer or Administrative Panel should avoid live testimony of student witnesses when practicable. The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School and the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

b) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to receive reasonable notice of their scheduled testimony, and have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

c) The Hearing Officer or Administrative Panel must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

d) At the discretion of the Hearing Officer or Administrative Panel the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

e) The Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

f) The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

g) Prior to a complaining witness testifying, the support persons will be reminded that the hearing is confidential. The Hearing Officer or Administrative Panel may remove a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Administrative Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

h) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness. The testimony of the support person should be presented before the testimony of the complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.

i) Especially for charges involving sexual assault or battery, complaining witness may have their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

j) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

F. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

G. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements/declarations may be admitted as testimony.

H. Expulsion Decision

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact. and a written recommendation to the Hearing Officer or Administrative Panel, which will make a final determination regarding the expulsion. The Hearing Officer or Administrative Panel shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as is practicable. The decision of the Hearing Officer or Administrative Panel is final. The Hearing Officer or Administrative Panel may delegate the decision-making authority to a committee.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Hearing Officer or Administrative Panel ultimately decides not to expel, the student shall immediately be returned to their educational program at the Charter School.

The Hearing Officer or Administrative Panel may also choose to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's educational program at the Charter School under a probationary status and rehabilitation plan to be determined by the Hearing Officer or Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Chief Executive Officer may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Chief Executive Officer revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Hearing Officer or Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026.

I. Notice of Expulsion Decision

The Chief of Schools or designee, following a decision of the Hearing Officer or Administrative Panel to expel, shall send written notice of the expulsion decision within five (5) school days of the expulsion hearing. This Notice shall include the following:

a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Chief of Staff or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion. This notice shall include the following:

(a) The student's name; and
(b) The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, KIPP shall notify the superintendent of the authorizing school district of the student's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information.

J. Disciplinary Records

KIPP shall maintain records of all student suspensions and expulsions at each school. Such records shall be made available to the chartering authority upon request.

K. Appeals

The student shall have no right of appeal from expulsion from the Charter School as the Hearing Officer or Administrative Panel's decision to expel shall be final.

L. Expelled Students/Alternative Education

Students who are expelled shall be provided with information regarding alternative educational programs, including options available through the student's school district of residence or county office of education. The Charter School shall work cooperatively with the student and the parents/guardians as well as the school district of residence, to support the student in accessing an appropriate alternative educational placement. The Charter School shall also provide a rehabilitation plan and information regarding the process for readmission, in accordance with the charter.

M. Rehabilitation Plans

Students who are expelled from KIPP may be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to KIPP for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of their expulsion term, or to admit a previously expelled student from another district or charter school, shall be granted unless the Chief Executive Officer or Board of Directors determines that the student poses a documented continuing danger to the physical safety of students or staff.

Prior to the readmission consideration, the School Leader or designee shall meet with the student and their parent/guardian to review the student's progress. At this meeting, the following standards apply:

1. The School Leader shall evaluate whether the student has substantially completed the rehabilitation

plan. However, the student shall not be denied readmission solely for failing to complete specific components of the plan if that failure was due to financial or transportation barriers.
2. In accordance with SB 274, the potential for "disruptive behavior" or "willful defiance" shall not be used as basis to deny readmission.
3. The School Leader or designee shall provide a written recommendation to the Chief Executive Officer based on these criteria. The Chief Executive Officer shall make the final decision regarding readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA
The Charter School shall immediately notify the SELPA (and/or chartering authority) and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

1. Disciplinary Removals of Less Than ten (10) Days
The school may remove a student with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension if the removal is less than ten (10) consecutive school days or a series of less than ten (10) removals that constitute a pattern of behavior.

2. Disciplinary Removals of More Than ten (10) Days:
After a student has been suspended for more than ten (10) school days in a school year, during any subsequent days of removal, KIPP shall provide services to enable the student to continue to participate in the general education curriculum and progress toward goals set out in the student's IEP. Procedural Safeguards/Manifestation Determination: Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that KIPP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and KIPP agree to a change of placement as part of the modification of the behavioral intervention plan.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then KIPP may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Emergency Interventions

Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual with exceptional needs or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. (Ed. Code, § 56521.1(a) through (c))

Only emergency interventions approved by the SELPA may be used. (Ed. Code § 56521.1)

15Parents/guardians/residential care provider, if appropriate, shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Charter CEO or designee for review. This report shall include:

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident (Ed. Code § 56521.1 (e).)

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Charter CEO or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim behavioral plan. When applicable, the IEP team shall document the reasons for not conducting a functional behavioral assessment and/or not developing an interim plan. (Ed. Code § 56521.1 (g).)

If the behavior emergency report is for a student who has a positive behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's behavioral intervention plan needs to be modified. (Ed. Code § 56521.1 (h).)

All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator. (Ed. Code § 56521.1(f).)

Prohibited Interventions

The Charter School prohibits any use of the following:

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma
5. Use of any material or objects which simultaneously immobilize all hands and feet
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances