KIPP Valiant
COMMUNITY PREP

KIPP Valiant Community Prep Academy
Charter Renewal Petition

Appendices

Appendix 1

KIPP Forward College Partners Map

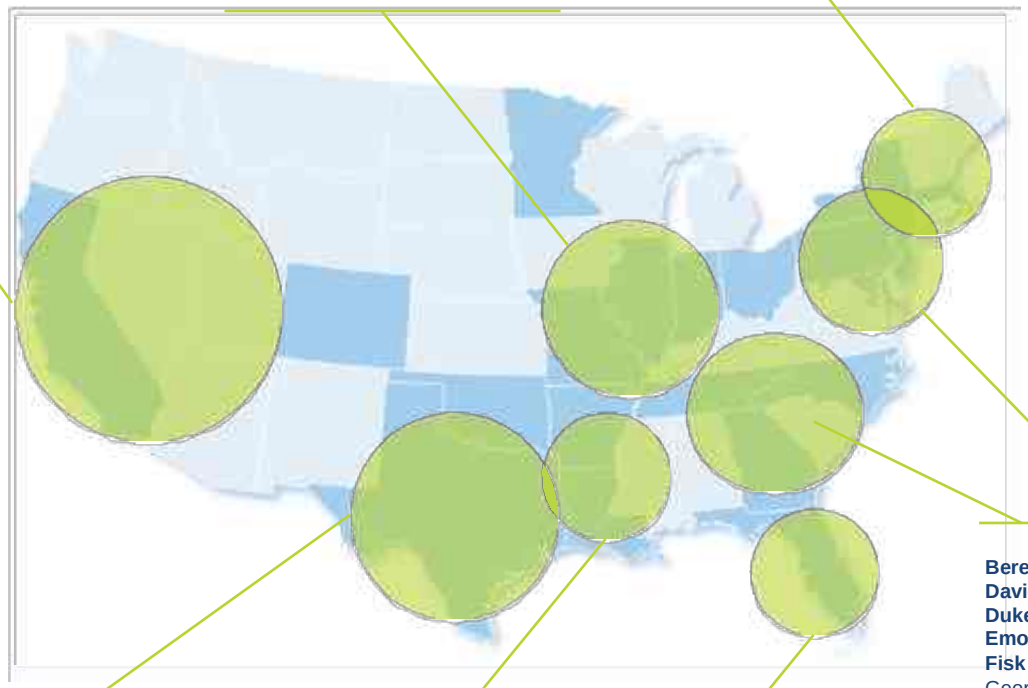
94 KIPP College Partners Across the Country

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 Valiant School Calendar and Bell Schedules

2026-27 SCHOOL CALENDAR

KIPP Valiant COMMUNITY PREP

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

App Store | Google Play

620 Willow Road | Menlo Park, CA 94025| Email: info@kippvalliant.org | Phone: (650) 422-4022

First/Last Day of School | End of Grading Term | Staff Development | Holiday/Break | Early Dismissal/Pickup | 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*

7/1-17 ELO Summer Intercession
7/3 Office Closed | Independence Day
7/6 School Leaders Return
7/13 New Teachers Return
7/20 All Teachers Return
7/22 - 23 Staff Development (KIPP Regional PD) **7/24** Beautification Day

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*

8/3 TK-1G Orientation
8/4 2-4G Orientation; MS New Family Orientation
8/5 5-6G Orientation
8/6 7-8G Orientation
8/5-6 TK/K Camp
8/10 **FIRST DAY OF SCHOOL** **8/12-28** BOY DIBELS & iReady

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*

9/1 Cafecito
9/7 No School | Labor Day (Office Closed)
9/17 Back to School Night
9/18 No School | Staff Development (School PD Day)
9/23 Picture Day
9/24 Q1 KFC / New Family Quarterly

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*

10/2 Family Friday | Hispanic Heritage Month
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)
10/26-30 Spirit Week

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*

11/3 Cafecito
11/4 Picture Make Up Day
11/6 End of Trimester 1
11/11 No School | Veterans' Day (Office Closed)
11/18-20 Parent Teacher Conferences / ELAC
11/23 - 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*

11/30-12/11 MOY DIBELS & iReady
12/10 Q2 KFC / New Family Quarterly
12/14-18 Spirit Week
12/21 - 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 - 1 No School | Winter Break (Office Closed)
1/4 No School | Staff Development (KIPP Regional PD Day)
1/12 Cafecito
1/18 No School | Martin Luther King, Jr. Day (Office Closed)
1/26 100th Day of School

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*

2/5 Family Friday | Black History Month
2/8-12 Spirit Week
2/16 - 19 No School | Feb Break (Office Closed) / ELO Intersession
2/22-3/5 SBAC Interim Comprehensive Assessments (ICAs)
2/25 Q3 KFC / New Family Quarterly
2/26 End of Trimester 2

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*

3/2 Cafecito
3/12 No School | Staff Development (KIPP Regional PD Day)
3/17-19 Parent Teacher Conferences / ELAC
3/26 No School | Farmworkers Day (Office Closed)
3/29 - 31 No School | Spring Break (Office Closed)

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 - 2 No School | Spring Break (Office Closed)
4/29 Q4 KFC / New Family Quarterly

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*

5/4 Cafecito
5/10-20 SBAC Testing **5/5-24** EOY DIBELS & iReady
5/21 Family Friday | AAPI Month
5/27 Annual Family Celebration: 30+ Hour Service
5/28 No School | Memorial Break
5/31 No School | Memorial Day (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*

6/1-3 Spirit Week
6/3 **LAST DAY OF SCHOOL** (1pm Dismissal)
6/4 No School | Teachers' Last Work Day
6/18 Office Closed | Juneteenth
6/10-30 ELO Summer Intercession

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	Cesar Chavez Day Observed
March 29 - April 2	Spring Break
May 28	Memorial Break
May 31	Memorial Day

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 - 3:00
Tuesday	8:00 - 3:00
Wednesday	8:00 - 3:00
Thursday	8:00 - 3:00
Friday	8:00 - 3:00

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 as possible, and 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.

Elementary Monday - Thursday

TK Mon -Thurs

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
Heggerty	8:15	8:30
Excellence	8:30	9:05
ELD / Small Groups	9:05	9:50
CKLA	9:50	10:40
Recess	10:40	11:00
Lunch	11:00	11:20
Nap Time	11:20	11:50
Eureka2 Math	11:55	12:55
Recess	12:55	1:15
Literacy Small Groups	1:15	2:00
Math Small Groups	2:00	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

Kindergarten

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:20
CKLA / Eureka2	8:20	9:30
Recess	9:30	9:50
Eureka2 / CKLA	9:50	11:00
Lunch	11:00	11:20
Recess	11:20	11:40
FishTank	11:40	12:30
Heggerty	12:30	12:50
Literacy Small Groups	12:50	1:25
Math Small Groups / ELD	1:25	2:00
Excellence	2:00	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

Excellence

Class / Period	Start	End
Arrival Duty	7:45	8:10
Prep	8:10	8:30
TK	8:30	9:05
Break	9:05	9:15
1st Grade	9:15	10:05
4th Grade	10:10	11:00
Lunch / Prep	11:00	12:10
2nd Grade	12:10	1:00
Break	1:00	1:10
3rd Grade	1:10	2:00
Kindergarten	2:00	2:50
Dismissal	2:55	3:15

LUNCH BLOCKS

TK Lunch	11:00	11:20
K Lunch	11:00	11:20
Gr 1 Lunch	11:20	11:40
Gr 2 Lunch	11:10	11:30
Gr 3 Lunch	11:30	11:50
Gr 4 Lunch	11:30	11:50

1st Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
CKLA	8:15	9:15
Excellence	9:15	10:05
FishTank	10:05	11:00
Recess on K playground	11:00	11:20
Lunch	11:20	11:40
Eureka2 Math	11:40	12:50
Recess	12:50	1:10
Heggerty	1:10	1:30
Literacy Small Groups	1:30	2:15
Math Small Groups / ELD	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

2nd Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
CKLA	8:15	9:20
Recess	9:20	9:40
Eureka2 Math	9:40	10:50
Recess	10:50	11:10
Lunch	11:10	11:30
Math Small Groups / ELD	11:30	12:10
Excellence	12:10	1:00
FishTank	1:00	2:00
Literacy Small Groups	2:00	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

ELD

Class / Period	Start	End
Arrival Duty	7:45	8:15
Prep	8:15	9:40
TK	9:05	9:50
3rd Grade	10:25	11:10
4th Grade	11:00	11:30
2nd Grade	11:30	12:10
	11:50	12:10
	12:30	1:00
	1:00	1:30
Kindergarten	1:25	2:00
Break	2:00	2:15
1st Grade	2:15	2:50
Dismissal	3:00	3:15

3rd Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
Eureka2 Math	8:20	9:40
Recess	9:40	9:55
Word Study	9:55	10:25
ELD / Small Groups	10:25	11:10
Recess	11:10	11:30
Lunch	11:30	11:50
FishTank	11:50	1:10
Excellence	1:10	2:00
Small Groups	2:00	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

4th Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:25
Eureka2 Math	8:25	9:55
Recess	9:55	10:10
Excellence	10:10	11:00
ELD / Small Groups	11:00	11:30
Lunch	11:30	11:50
Recess	11:50	12:10
Word Study	12:10	12:30
FishTank	12:30	1:50
Small Groups	1:50	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

4th Grade - Pilot

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
Word Study	8:20	8:50
FishTank	8:50	9:55
Recess	9:55	10:10
Excellence	10:10	11:00
ELD / Small Groups	11:00	11:30
Lunch	11:30	11:50
Recess	11:50	12:10
A: Tutoring B: Small Grp, then switch	12:15 1:05	1:00 1:50
Eureka2 Math	1:55	2:45
Closing Circle	2:45	3:00
Dismissal	3:00	3:15

Elementary Friday

TK Friday

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
SEL	8:15	8:30
Excellence	8:30	9:05
ELD / Small Groups	9:05	9:50
CKLA	9:50	10:40
Recess	10:40	11:00
Lunch	11:00	11:20
Nap Time	11:20	11:50
Eureka2 Math	11:55	12:55
Recess	12:55	1:15
Literacy Small Groups	1:15	2:15
Fun Friday	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

Kindergarten

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:20
CKLA	8:20	9:30
Recess	9:30	9:50
Eureka2 Math	9:50	11:00
Lunch	11:00	11:20
Recess	11:20	11:40
FishTank	11:40	12:30
Heggerty	12:30	12:50
Literacy Small Groups / ELD	12:50	1:25
SEL	1:25	2:00
Excellence / Fun Friday	2:00	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

Excellence

Class / Period	Start	End
Arrival Duty	7:45	8:10
Prep	8:10	8:30
TK	8:30	9:05
Break	9:05	9:15
1st Grade	9:15	10:05
4th Grade	10:10	11:00
Lunch / Prep	11:00	12:10
2nd Grade	12:10	1:00
Break	1:00	1:10
3rd Grade	1:10	2:00
Kindergarten (Fun Friday)	2:00	2:50
Dismissal	2:55	3:15

LUNCH BLOCKS

TK Lunch	11:00	11:20
K Lunch	11:00	11:20
Gr 1 Lunch	11:20	11:40
Gr 2 Lunch	11:10	11:30
Gr 3 Lunch	11:30	11:50
Gr 4 Lunch	11:30	11:50

1st Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
CKLA	8:15	9:15
Excellence	9:15	10:05
FishTank	10:05	11:00
Recess	11:00	11:20
Lunch	11:20	11:40
Eureka2 Math	11:40	12:50
Recess	12:50	1:10
SEL	1:10	1:35
Literacy Small Groups / ELD	1:35	2:15
Fun Friday	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

2nd Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
CKLA	8:15	9:20
Recess	9:20	9:40
Eureka2 Math	9:40	10:50
Recess	10:50	11:10
Lunch	11:10	11:30
Math Small Groups / ELD	11:30	12:10
Excellence	12:10	1:00
FishTank	1:00	1:40
SEL	1:40	2:15
Fun Friday	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

ELD - Friday

Class / Period	Start	End
Arrival Duty	7:45	8:15
Prep	8:15	9:00
TK - FRI	9:05	9:35
4th Grade - FRI	9:40	10:10
3rd Grade	10:25	11:10
	11:00	11:30
2nd Grade	11:30	12:10
	11:50	12:10
LUNCH	12:30	12:50
Kinder - FRI	12:50	1:25
1st Grade - FRI	1:35	2:05
Break	2:00	2:15
Fun Friday Support	2:15	2:50
Dismissal	3:00	3:15

3rd Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
Eureka2 Math	8:20	9:40
Recess	9:40	9:55
SEL	9:55	10:25
ELD / Word Study	10:25	11:10
Recess	11:10	11:30
Lunch	11:30	11:50
FishTank	11:50	1:10
Excellence	1:10	2:00
Silent Reading	2:00	2:15
Fun Friday	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

4th Grade

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
Eureka2 Math	8:20	9:40
ELD / Small Groups	9:40	10:10
Excellence	10:10	11:00
SEL	11:00	11:30
Lunch	11:30	11:50
Recess	11:50	12:10
FishTank	12:10	1:30
Recess	1:30	1:50
Word Study	1:50	2:15
Fun Friday	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

4th Grade - Pilot

Class / Period	Start	End
Arrival / Breakfast	7:45	8:00
Morning Meeting	8:00	8:15
Word Study	8:20	8:40
FishTank	8:40	9:55
Recess	9:55	10:10
Excellence	10:10	11:00
ELD / Small Groups	11:00	11:30
Lunch	11:30	11:50
Recess	11:50	12:10
A: Tutoring B: Small Groups	12:15	1:00
A: Small Groups B: Tutoring	1:05	1:50
SEL	1:50	2:15
Fun Friday	2:15	2:50
Closing Circle	2:50	3:00
Dismissal	3:00	3:15

d		26-'27 Schedule																
Time	Grade	5th		6th			7th			8th			Excellence Jonathan Arellano, PE Jose Galloso, Spanish Feyisayo Orisadipe, Dance	ELD	IAs	Excellence Team & Family
	Teacher	Groveman	Qu	Flores	Garcia	Colet	Betancourt	Denisa Randazzo	Torres	Chakraverty	Mitra	Rodriguez				
	Room	18	19	13	12	11	8	7	6	31	32	33				
	College	CSUN	UCI	UCLA	USF	WAZZU	CALTECH	SNHU	SJSU	SFSU	Penn	CHICO				
Time	Grade	5th		6th			7th			8th			Excellence Jonathan Arellano, PE Jose Galloso, Spanish Feyisayo Orisadipe, Dance	ELD	IAs	Excellence Team & Family
	Teacher	Groveman	Qu	Flores	Garcia	Colet	Betancourt	Denisa Randazzo	Torres	Chakraverty	Mitra	Rodriguez				
	Room	18	19	13	12	11	8	7	6	31	32	33				
	College	CSUN	UCI	UCLA	USF	WAZZU	CALTECH	SNHU	SJSU	SFSU	Penn	CHICO				
8:00-8:15	15	Homeroom		Homeroom			Homeroom			Homeroom			Homeroom (Valiant Store)	Homeroom	Homeroom	Prep Cafeteria for T&F
8:15-8:30	15	PL Lab (IAs)	PL (IAs)	Science / PL (4x/week) SEL (1x/week)	Math	Literacy	Math	Literacy	Science / PL (4x/week) SEL (1x/week)	Literacy	Math	Science / PL (4x/week) SEL (1x/week)	Prep	5th ELD	Classroom Support	5th Grade Team & Family 8:15-9:00
8:30-8:45	15															
8:45-9:00	15	Excellence											5th Excellence (1 Excellence Teacher Free - Uniform Walkthroughs)			Prep
9:00-9:15	15													6-8 ELD grp		
9:15-9:30	15														10min Break	
9:30-9:45	15													7-8 ELD grp		
9:45-10:00	15			Excellence									6th Excellence		Classroom Support	6th Grade Team & Family 9:45-10:30
10:00-10:15	15													Prep		
10:15-10:30	15	Math	Literacy				Literacy	Science / PL (4x/week) SEL (1x/week)	Math	Math	Science / PL (4x/week) SEL (1x/week)	Literacy		6 ELD grp		
10:30-10:45	15												LUNCH		Lunch	Lunch
10:45-11:00	15			Literacy	Science / PL (4x/week) SEL (1x/week)	Math										
11:00-11:15	15													8 ELD grp	PL/ ELD	Prep
11:15-11:30	15	Science	Lit Lab / ELD / SEL (1x/week)				Excellence			Science / PL (4x/week) SEL (1x/week)	Literacy	Math	7th Excellence	Lunch		
11:30-11:45	15														5th Lunch	Excellence Team Meeting: Recap T&T / adjustments for 7/8 Plan next T&T / Friday incentives
11:45-12:00	15														5th Recess	
12:00-12:15	15	Lunch (IAs)		Lunch (IAs)									7th Lit Lab			
12:15-12:30	15	Recess (IAs)		Recess (IAs)			Lit Lab / ELD (Excellence)							Prep		
12:30-12:45	15												7th /8th Lunch & Recess		7th /8th Lunch & Recess	6th Lit lab
12:45-1:00	15			Lit Lab / ELD (IAs)			Lunch (Excellence)			Lunch						
1:00-1:15	15						Recess (Excellence)			Recess				6-7 ELD grp		
1:15-1:30	15	Literacy	Math												10min Break	8th Grade Team & Family 1:30-2:10
1:30-1:45	15												8th Excellence		Classroom Support	
1:45-2:00	15			Math	Literacy	Science / PL (4x/week) SEL (1x/week)	Science / PL (4x/week) SEL (1x/week)	Math	Literacy	Excellence				Prep		
2:00-2:15	15															7th Grade Team & Family 2:15-2:55
2:15-2:30	15															
2:30-2:45	15	Lit Lab/ ELD / SEL (1x/week)	Science							Lit Lab / ELD (IAs Push In)			Prep		Lit Lab 8th	
2:45-3:00	15															
Grade Level		5th		6th			7th			8th						Need to figure out coverage for 7G lit lab (changed to 1:30)
Total Inst Min		375		375			375			375						
Core Inst Min		270		270			270			270			Total Exc Prep/Lunch		Total Break Min	
Core Teacher Inst Min		285		285			285			285			135		50	
Core Teacher Prep/Lunch		135		135			135			135			Total Exc Min		Total Supervisory Min	
Exc Teacher Inst Min		45		90			90			60			285		370	
Annual Instructional Minutes (x176)		66000		66000			66000			66000						

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

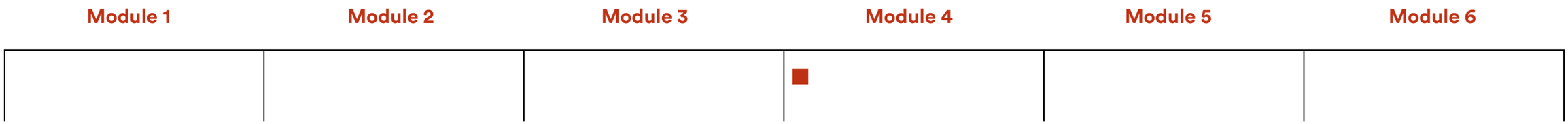
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Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Lesson 19: Subtract by using the standard algorithm, decomposing larger units up to 3 times. **4.NBT.B.4, MP1, 4.Mod1.AD10** **Lesson 20:** Subtract by using the standard algorithm, decomposing 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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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.
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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

101 Twin Dolphin Drive • Redwood City, CA 94065-1064 • (650) 802-5464 • Fax (650) 802-5474

May 27, 2026

RE: Letter of Good Standing for KIPP Valiant Community Prep Charter School

To whom it may concern:

This letter confirms that the charter held by KIPP Valiant 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 Elementary School District, Brisbane Elementary School District, Burlingame Elementary School District, Cabrillo Unified School District, Connect Community Charter, Design Tech High School, Hillsborough City School District, Jefferson School District, Jefferson Union High School District, KIPP Valiant Community Charter, KIPP Esperanza, La Honda-Pescadero Unified School District, Las Lomitas Elementary School District, Menlo Park City Elementary School District, Millbrae Elementary School District, Pacifica School District, Portola Valley Elementary School District, Ravenswood City School District, Redwood City Elementary School District, San Bruno Park Elementary 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
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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
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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
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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

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	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.

KIPP Public Schools
NORTHERN CALIFORNIA

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 Valiant School Safety Plan

KIPP Public Schools
NORTHERN CALIFORNIA

KIPP Valiant
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 Valiant College Preparatory

School Address: 620 Willow Rd, Menlo Park Ca 94025

Website: https://kippnorcal.org/school/kipp-valiant-community-prep-upper/

CDS Code: 41689990135608

Date of Adoption: July 29, 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:**
Friday, July 31, 2026	Jessica Sorrels/ Patrick Rosca

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	(209) 937-8377	FEMA	510-627-7100
Fire Department/Dispatch	650-688-8400	Local Fire Station	650-688-8400
Hospital	650-614-9997	Poison Control Center	1-800-222-1222
Dept. of Public Health	650-573-2222	Electric Utility	800-743-5000
Dept. of Mental Health	800-686-0101	Gas Utility	415- 973- 5930
Dept. of Children/Family Services	650- 363- 4000	Water Utility	844-360- 7733
[COUNTY] Emergency Response Child Abuse Reporting Telephone Number			

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	Jasmin Waiter Karsen Matos	650-671-9688 239- 682- 6233
Director of Operations (DSO)		
Data & Student Information Manager (DSIM)	Jennifer Yanez	650-771-7329
Business Operations Manager (BOM)	Yuslivia Lopez Bucio Michelle Garcia	650- 309-7021 510-290-3196
Operations Associate (OA)	Elizabeth Palestino	650-309-2485

Operations Coordinator (OC)		
Facilities Coordinator		
Day Porter or Custodian	Jhoana	

Co-Locacted School-Day Contacts:	**Name**	**Contact Information**
School Leader	Jasmin Waiters/ Karsen Matos	239- 682- 6233 650-671-9688
Director of Operations (DSO)		
Data & Student Information Manager (DSIM)	Jennifer Yanez	650-771-7329
Business Operations Manager (BOM)	Yuslivia Lopez Bucio Michelle Garcia	650- 309-7021 510-290-3196

After-School Contacts:	**Name**	**Contact Information**
ELO-P Director	Gustavo Arambula	650-609-7659
ELO-P Assistant Director/Associate	Gabriela Guzman	650-609-7835
Athletics Director	Jonathan Arellano	
Coach		
Coach		
Janitorial Staff #1		
Janitorial Staff #2		

Estimated Campus Population

Time of Day	**Number of People on Campus**	
	Students 560	**Staff 80**
Normal School Days	**Monday - Friday**	**Monday - Friday**
During After School Hours	**3:00pm - 6:00pm**	**3:00pm - 6:00pm**
Family Events	**Family Fridays**	**Family Fridays**
Weekend Events	**NA**	**NA**
Sporting Events	**NA**	**NA**

At-A-Glance

Calling 911

ADDRESS: 620 Willow Road Menlo Park, CA 94025
CROSS STREET: Willow Rd/ Okeefe St
***NOTIFY DSO OR SCHOOL LEADER ASAP**

Emergency Numbers

NON-EMERGENCY POLICE: (209) 937-8377
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)	
Fire Alarm Panel	**Main Office**
Security Alarm Panel	**Main Office**
Public Announcement (PA) System Phone(s)	**Main Office**

Emergency Supplies

Supply Type	Location	Date Verified
Emergency Binder #1	Main Office	
Emergency Binder #2	Staff Lounge	
Back-Up Emergency Supplies	Hallway Closet	
Classroom Emergency Supplies	Hallway Closet	

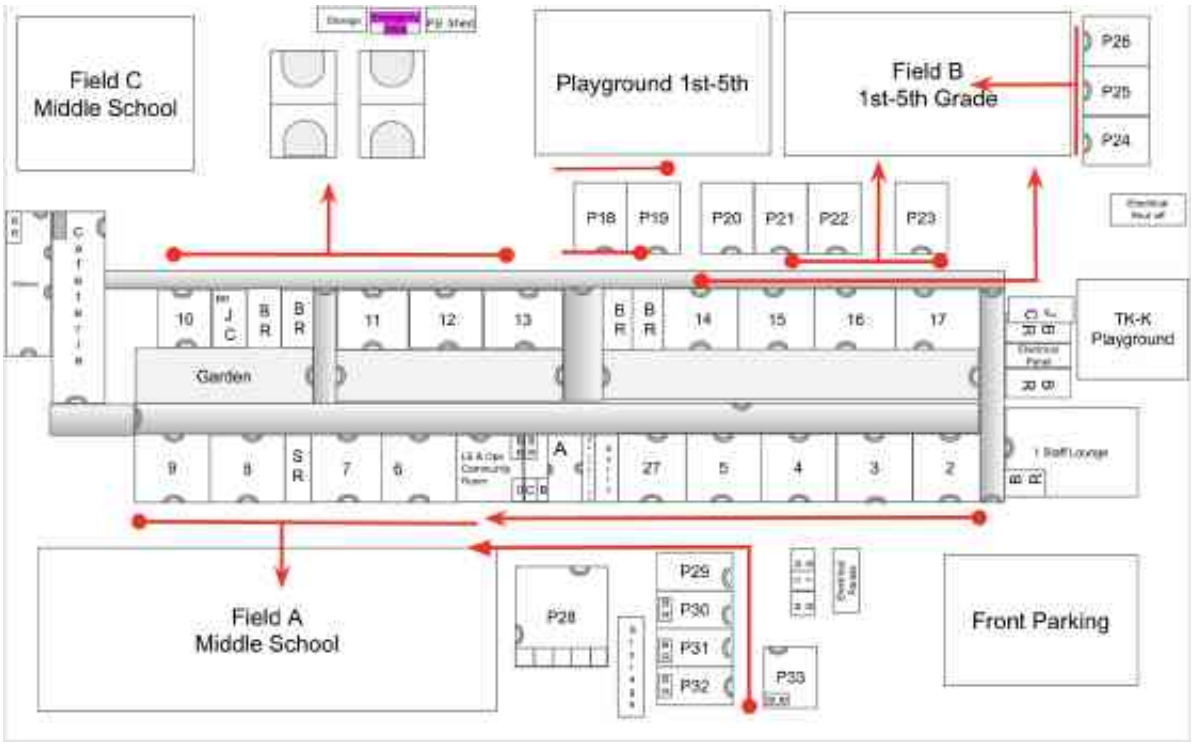
Critical Site Locations

Off-Site ASSEMBLY AREAS	Location Address	Method of Transportation
Off-Site ASSEMBLY AREA #1		
Off-Site ASSEMBLY AREA #2		

On-Site ASSEMBLY AREAS + Staging Locations	
On-site ASSEMBLY AREA #1	
On-site ASSEMBLY AREA #2	
Incident Command Post	
Medical Triage Staging Area	
Media Staging Area	
Helicopter Landing Zone	

Site Maps

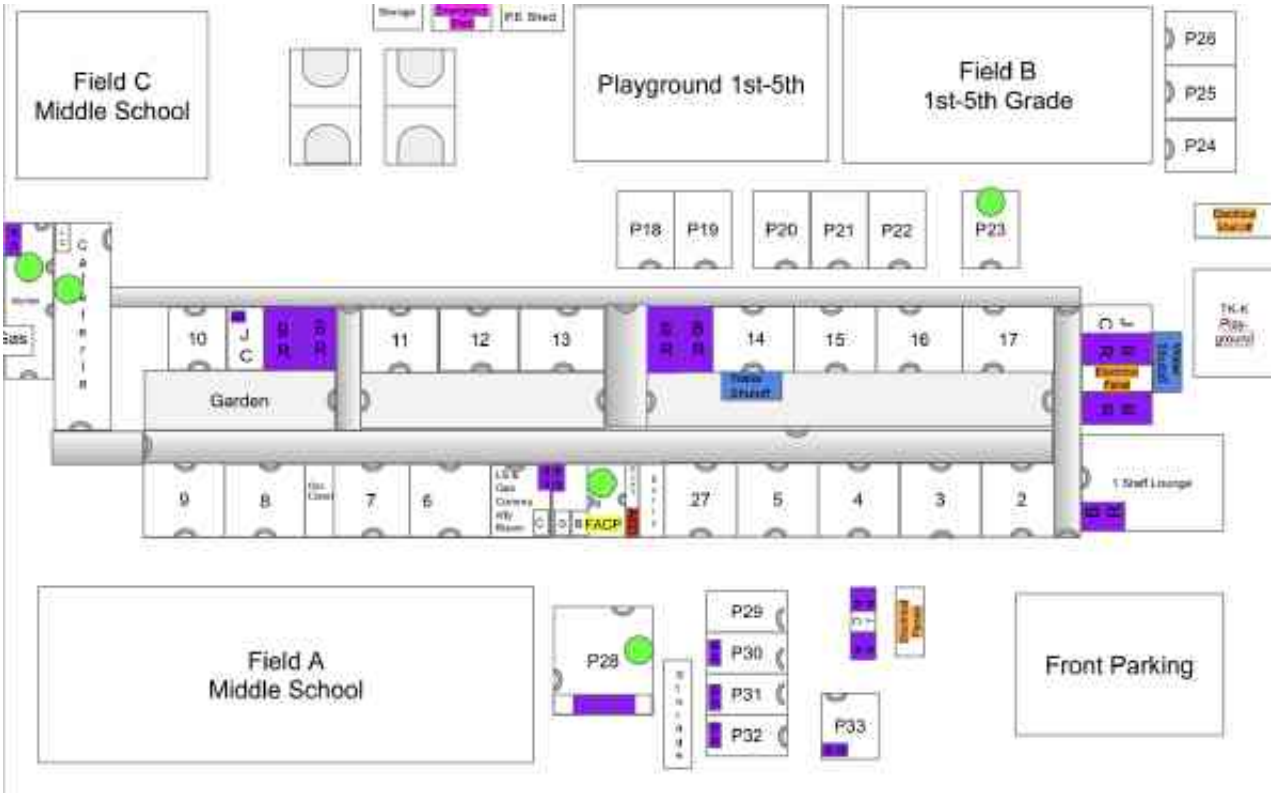
Classroom Evacuation Map



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



&



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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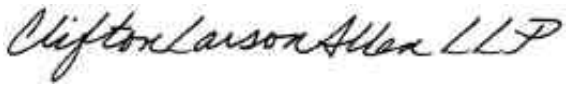
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not 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

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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 Valiant Multi-Year Financials:
Budget, Cash Flow and Enrollment Projections

KIPP NORTHERN CALIFORNIA SCHOOLS
KIPP Valiant 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	8,155,685	8,378,272	9,029,572	9,513,515	10,069,050	10,393,326
Lottery	142,652	147,460	159,204	167,647	177,804	183,723
SB740 Facility Grant	0	0	0	0	0	0
Other State Block Grant(s)	1,899,625	1,694,305	1,316,212	1,380,902	1,427,994	1,481,241
Total State Revenue	**10,197,962**	**10,220,037**	**10,504,987**	**11,062,064**	**11,674,848**	**12,058,290**
Federal Revenue						
Title I/II/III/IV	351,682	359,653	384,369	404,665	424,907	439,399
Other Federal	3,115	0	0	0	0	0
Total Federal Revenue	**354,798**	**359,653**	**384,369**	**404,665**	**424,907**	**439,399**
Total Local Revenue	**0**	**0**	**0**	**0**	**0**	**0**
Other Local/Private Revenue						
Grants and Philanthropy	20,351	6,896	764,470	698,267	393,467	324,765
School Based Revenue	1,307	1,370	1,474	1,552	1,633	1,687
Intercompany Revenue	0	0	0	0	0	0
Additional Revenue	0	0	0	0	0	0
Total Other Local/Private Revenue	**21,658**	**8,266**	**765,943**	**699,819**	**395,100**	**326,453**
TOTAL REVENUE	**10,574,418**	**10,587,957**	**11,655,300**	**12,166,548**	**12,494,855**	**12,824,141**
EXPENSES						
Personnel						
Teacher Salaries	2,752,412	2,844,714	2,933,429	2,997,635	3,061,316	3,122,276
Administrative Salaries	2,306,259	1,969,574	2,010,887	2,132,739	2,095,325	2,138,452
Employee Benefits	1,175,250	1,102,557	1,142,281	1,202,110	1,219,734	1,260,664
Total Personnel Expenses	**6,233,921**	**5,916,846**	**6,086,598**	**6,332,484**	**6,376,375**	**6,521,391**
Supplies and Materials						
Curriculum, Materials, and Books	353,759	258,877	278,379	293,201	308,504	318,727
Student Tech	76,232	84,287	94,899	96,281	101,119	100,885
Staff Tech and Tech Infrastructure	83,790	58,393	58,009	53,061	61,779	59,887
Furniture	20,000	23,288	29,244	35,422	37,271	38,506
Food Services	0	3,211	3,453	3,637	3,827	3,954
Total Supplies and Materials Expenses	**533,781**	**428,056**	**463,985**	**481,602**	**512,499**	**521,959**
Operating Services						
Professional Development & Travel	20,500	39,481	41,431	106,536	44,633	45,854
Consultants and Contractors	14,912	15,210	15,514	15,825	16,141	16,464
Staff Recruitment and Retention	124,525	135,758	140,793	145,108	149,539	153,187
Software, Systems, and Subscriptions	207,156	211,780	226,646	238,221	249,814	257,820
Communications	42,456	40,489	41,364	42,748	43,149	44,037
Rent	310,378	316,585	322,917	329,375	335,963	342,682
Occupancy	503,445	595,323	628,073	661,513	696,039	719,106
Marketing/Development	13,164	13,802	14,842	15,632	16,448	16,993
Special Education	1,014,188	957,482	970,449	1,054,421	1,075,555	1,103,976
After-School Programming	640,053	788,265	821,549	763,822	891,978	926,390
CMO and District Management Fees	1,748,212	1,764,094	1,768,358	1,860,581	1,961,951	2,025,421
Field Lessons	45,000	42,816	46,041	48,492	51,023	52,714
Student Recruitment	3,060	3,121	3,184	3,247	3,312	3,378
Student Transportation	45,000	5,784	6,220	6,551	6,893	7,121
Substitutes	44,279	46,424	49,921	52,579	55,323	57,157
Total Operating Services Expenses	**4,776,328**	**4,976,413**	**5,097,302**	**5,344,652**	**5,597,763**	**5,772,301**
Additional Expenses						
Depreciation and Amortization	46,589	46,589	46,589	46,589	46,589	46,589
Interest Expense	0	0	0	0	0	0
Total Additional Expenses	**46,589**	**46,589**	**46,589**	**46,589**	**46,589**	**46,589**
TOTAL EXPENSE	**11,590,618**	**11,367,904**	**11,694,473**	**12,205,326**	**12,533,226**	**12,862,240**
Investment Income	0	0	0	0	0	0
Net Income	**(1,016,200)**	**(779,947)**	**(39,173)**	**(38,778)**	**(38,371)**	**(38,098)**

CASH FLOW	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2031**	**FY2032**
Beginning Cash	2,213,868	1,244,256	510,898	518,314	526,124	534,342
Net Income	(1,016,200)	(779,947)	(39,173)	(38,778)	(38,371)	(38,098)
Depreciation	46,589	46,589	46,589	46,589	46,589	46,589
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	**1,244,256**	**510,898**	**518,314**	**526,124**	**534,342**	**542,832**

FUND BALANCE	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2031**	**FY2032**
Beginning Fund Balance	3,013,634	1,997,434	1,217,487	1,178,314	1,139,535	1,101,165
Net Income	(1,016,200)	(779,947)	(39,173)	(38,778)	(38,371)	(38,098)
Ending Fund Balance	**1,997,434**	**1,217,487**	**1,178,314**	**1,139,535**	**1,101,165**	**1,063,066**

ENROLLMENT	**FY2027**	**FY2028**	**FY2029**	**FY2030**	**FY2031**	**FY2032**
Pre-K	36	40	40	40	40	40
K	56	58	58	58	58	58
1st	45	57	58	58	58	58
2nd	48	44	56	57	57	57
3rd	43	51	47	59	60	60
4th	55	47	55	51	60	60
5th	51	57	49	57	53	62
6th	75	72	82	77	85	81
7th	58	72	69	79	74	82
8th	71	55	69	66	76	71
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	538	553	583	602	621	629

Appendix 13

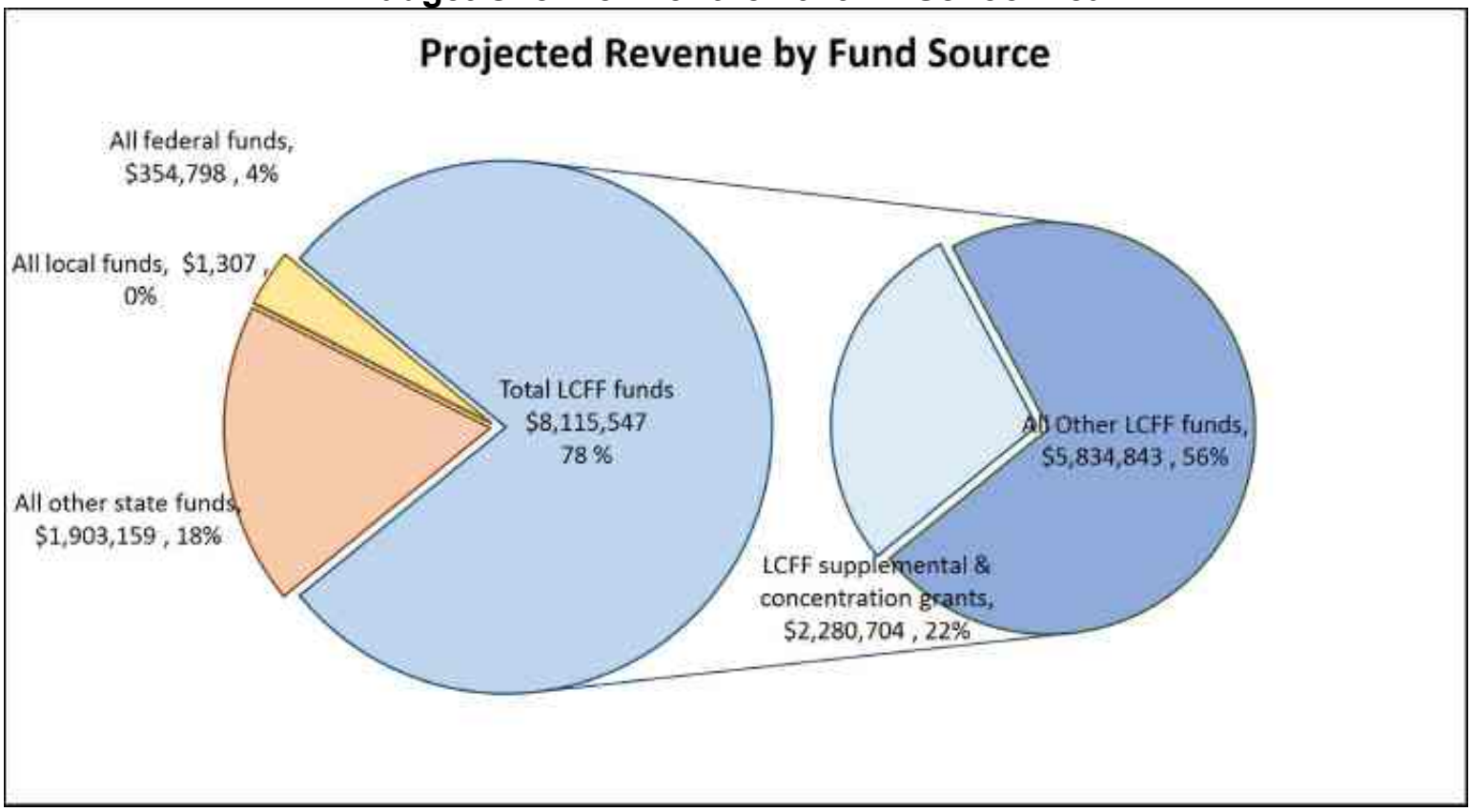
KIPP Valiant LCAP 2026-27

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: KIPP Valiant Community Prep
CDS Code: 41689990135608
School Year: 2026-27
LEA contact information:
Michelle Verrochi and Karson Matos
KIPP Valiant Community Prep School Leaders
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

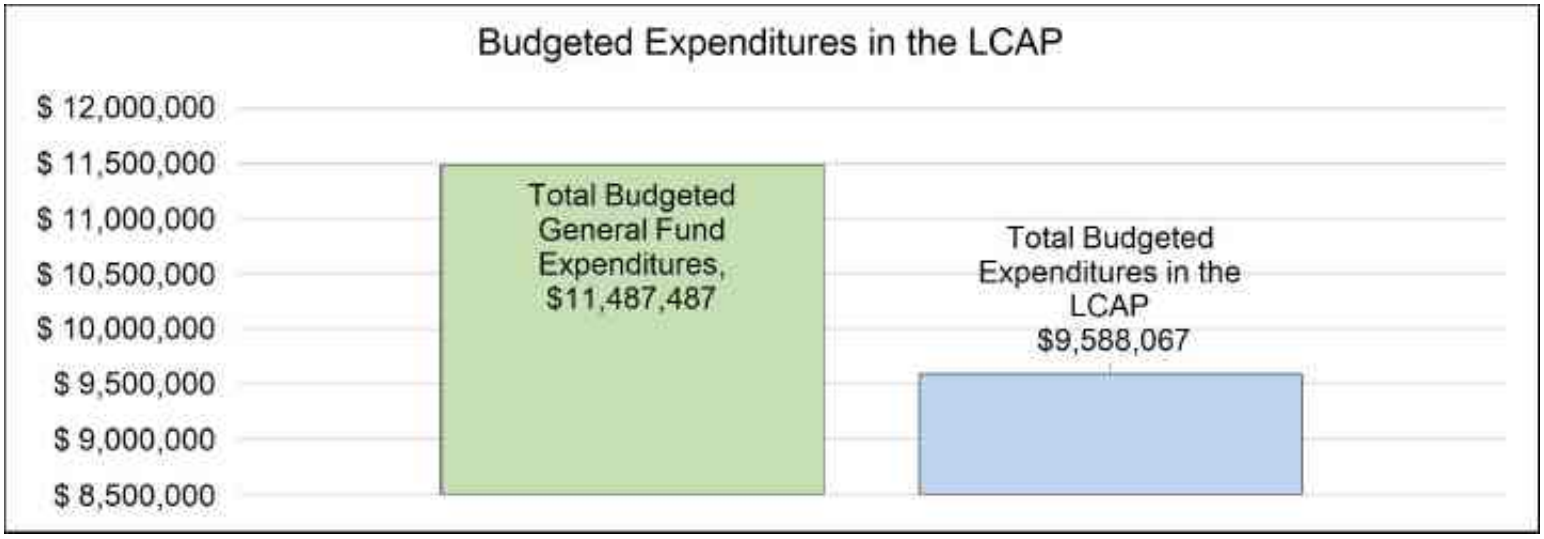


This chart shows the total general purpose revenue KIPP Valiant Community Prep expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for KIPP Valiant Community Prep is $10,374,811, of which $8,115,547 is Local Control Funding Formula (LCFF), $1,903,159 is other state funds, $1,307 is local funds, and $354,798 is federal funds. Of the $8,115,547 in LCFF Funds, $2,280,704 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 Valiant Community Prep plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

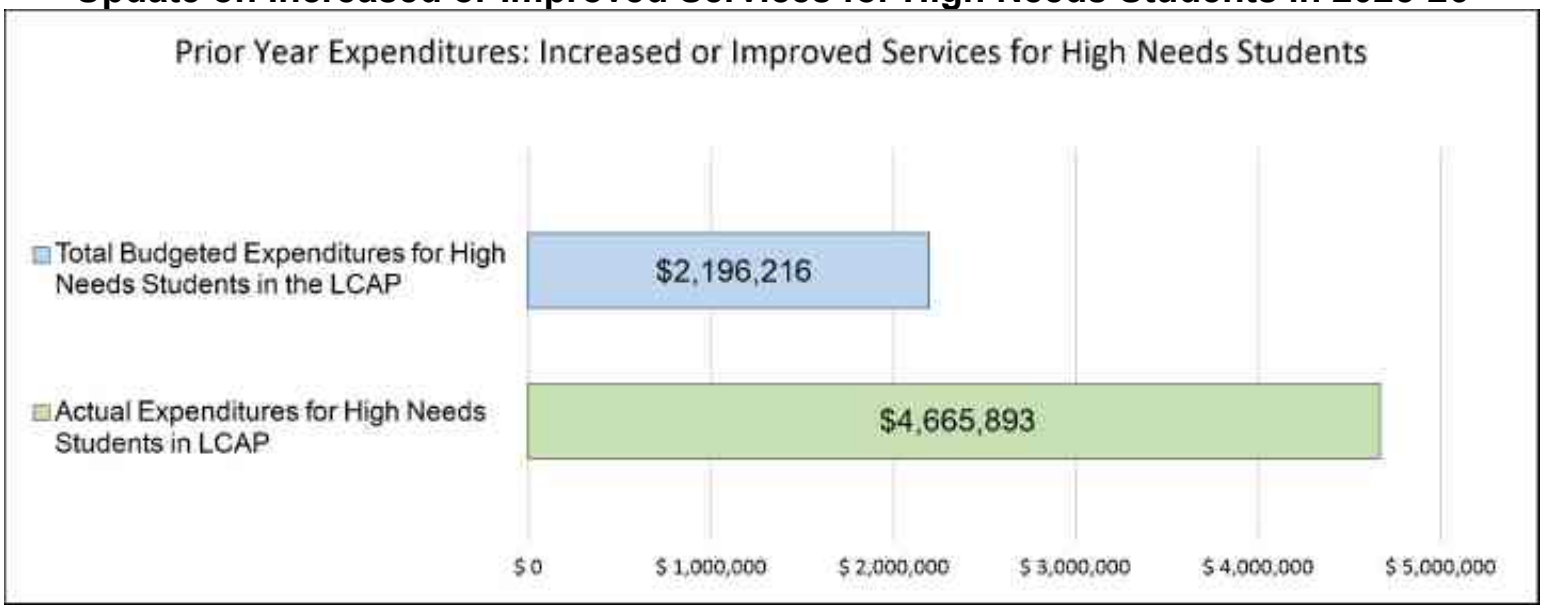
The text description of the above chart is as follows: KIPP Valiant Community Prep plans to spend $11,487,487 for the 2026-27 school year. Of that amount, $9,588,067 is tied to actions/services in the LCAP and $1,899,420 is not included in the LCAP. The budgeted expenditures that are not included in 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 Valiant Community Prep is projecting it will receive $2,280,704 based on the enrollment of foster youth, English learner, and low-income students. KIPP Valiant Community Prep must describe how it intends to increase or improve services for high needs students in the LCAP. KIPP Valiant Community Prep plans to spend $4,136,059 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 Valiant Community Prep budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what KIPP Valiant Community Prep 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 Valiant Community Prep's LCAP budgeted $2,196,216 for planned actions to increase or improve services for high needs students. KIPP Valiant Community Prep actually spent $4,665,893 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 Valiant Community Prep	Michelle Verrochi and Karson Matos KIPP Valiant Community Prep School Leaders	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 Valiant Community Prep is a public charter school serving 539 students in grades TK through 8 in Menlo Park, California. The school operates as a single-site local educational agency on a shared campus at 620 Willow Road, serving students from the East Palo Alto and East Menlo Park communities. Founded in fall 2017 through the passion and advocacy of parents and community members who sought additional educational options for their community, KIPP Valiant has grown to serve students across ten grade levels: 25 students in transitional kindergarten, 44 in kindergarten, 49 in first grade, 40 in second grade, 50 in third grade, 49 in fourth grade, 58 in fifth grade, 61 in sixth grade, 74 in seventh grade, and 89 in eighth grade.

KIPP Valiant's student community reflects the deep diversity of the East Palo Alto and East Menlo Park areas. Eighty-nine percent of students identify as Latinx, 4% as Pacific Islander, 3% as Black or African American, 2% as multiracial, and 1% as Asian. Ninety-one percent of students meet the state's unduplicated pupil definition, 89% are socioeconomically disadvantaged, and 87% qualify for free or reduced price meals. Fifty-six percent of students are active multilingual learners, 15% of students receive special education services through an individualized education program, and 4% of students are experiencing housing instability.

The school's vision centers on supporting students academically, socially, and emotionally so that they can be successful and fulfilled in college and in life. KIPP Valiant empowers its community to grow into passionate, innovative agents of change who raise their voices to make the world a better and more equitable place. The school's five values, Love, Courage, Justice, Curiosity, and Growth, were chosen by parents and community members and are lived daily through instruction, relationships, and the school's culture. The school name itself was

selected by families because the word "valiant" reflects the leadership, courage, and strength of the people of East Palo Alto in both English and Spanish.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Strengths

KIPP Valiant Community Prep enters the 2026-27 school year with meaningful evidence of progress in school climate, student belonging, and family engagement that reflects the sustained investments made across this three-year LCAP cycle in culture, attendance systems, and social-emotional learning.

The most significant area of measurable schoolwide progress this cycle is student suspension data. The 2025 California Dashboard shows an overall suspension rate of 1.1% for all students, a 2-percentage-point reduction from the prior year result of 3.1%, earning a Green (Low) color rating. Latinx students reached a suspension rate of 1.2%, multilingual learners reached 1.1%, and socioeconomically disadvantaged students reached 1.1%, all reflecting Green (Low) ratings and consistent, substantial improvement from the school's 2022-23 baseline rate of 5.5%. Students with disabilities reached 1.0% and long-term English learners reached 1.0%, both earning Green (Low) ratings. This trajectory across all student groups reflects the school's sustained commitment to restorative practices, proactive behavioral support, and social-emotional learning through Action 2.4, and speaks to a school culture that is increasingly anchored in relationship and repair rather than exclusion.

Student emotional safety results reflect a similar upward arc. In 2025-26, 78% of students surveyed responded positively when asked about their sense of emotional safety at school, a 26-percentage-point increase from the 2022-23 baseline of 52%. This improvement spans all three grade bands, with elementary students reporting 79% positive, third and fourth grade reporting 80%, and fifth through eighth grade reporting 75%. This growth is directly connected to the school's investments in explicit SEL instruction through Character Strong, restorative practices at both the classroom and school level, and the mental health clinician model that provides on-site, culturally responsive support at no cost to students and families, consistent with Actions 2.4 and 2.5. The school's staff similarly showed growth on emotional safety supports, with 42.5% of staff reporting positively that the school has the resources to appropriately support students' emotional and behavioral needs in 2025-26, a 25.5-percentage-point increase from the 2022-23 baseline of 17%.

Current year 2025-26 data from the Galaxy system shows the school making meaningful progress on chronic absenteeism. The overall chronic absenteeism rate is tracking at 25% as of May 2026, with Valiant Middle School tracking at 21% and Valiant Elementary tracking at 30%. While these figures remain elevated and represent a primary area of focus, the middle school rate reflects a 5.2-percentage-point improvement from the 2025 Dashboard result of 26.2%, and the schoolwide trend is in a positive direction. Average daily attendance across both schools is tracking at 92.9% for 2025-26, with grade-level rates ranging from 90.9% in transitional kindergarten to 94.2% in third grade and 92.9% in eighth grade, indicating that the school's attendance response investments through Action 2.2 are beginning to take hold, particularly at the middle school level.

On curriculum and academic resources, teacher satisfaction with access to rigorous academic curriculum reached 67% in 2025-26, a 37-percentage-point increase from the 2022-23 baseline of 30%. This gain reflects the direct impact of the school's adoption of Fishtank ELA, Eureka Math 2, and CKLA foundational reading materials, which have substantially transformed the instructional resources available to teachers and students across grades TK through 8. While there is more ground to cover before reaching the Year 3 target of 75%, the magnitude of growth from the baseline is a genuine indicator of how meaningfully the school's instructional materials landscape has changed for both teachers and students.

The 2025 Dashboard Growth ratings offer an encouraging counterpoint to the status picture: Mathematics Growth is rated Accelerated, and English Language Arts Growth is rated Moderate, indicating that even as students remain below standard in both subjects, they are making measurable progress toward those standards year over year. Growth ratings measure how much students improve relative to similar students statewide, and an Accelerated rating in Mathematics is a meaningful signal that the school's investments in Eureka Math 2 and targeted math intervention are producing real movement for students, even while status results reflect the depth of ground still to cover.

Growth Areas

The 2025 Dashboard data points to persistent and significant gaps in academic achievement that require the school's continued focus and investment in the coming year.
In English Language Arts, all students scored 75.6 points below standard in 2025, earning a Red (Very Low) color rating, and the school saw a decline of 10.4 points from the prior year result of 65.2 points below standard. Latinx students scored 78.0 points below standard, socioeconomically disadvantaged students scored 79.6 points below standard, and multilingual learners scored 93.8 points below standard, all reflecting Red (Very Low) ratings. Long-term English learners scored 86.1 points below standard and students with disabilities scored 128.0 points below standard, both Red (Very Low). Students experiencing housing instability scored 119.3 points below standard, a 28.4-point decline from the prior year. These results reflect the urgency of continued investment in Fishtank ELA curriculum implementation, small group reading intervention through Action 1.7, multilingual learner language development through Actions 1.1 and 1.5, and deeper integration of IEP accommodations in core instruction.

In Mathematics, all students scored 94.8 points below standard in 2025, earning an Orange (Low) color rating, with a decline of 5.7 points from the prior year. Latinx students scored 97.3 points below standard and socioeconomically disadvantaged students scored 97.6 points below standard, both earning Red (Very Low) ratings. Students with disabilities scored 152.1 points below standard, a Red (Very Low) rating reflecting a 19.4-point decline from the prior year, and students experiencing housing instability also declined by 19.7 points. Multilingual learners showed a modest positive movement of 5.4 points to 105.0 points below standard and long-term English learners improved by 3.6 points to 135.6 points below standard, both Orange (Low) ratings, which are encouraging directional signs within an otherwise challenging overall picture. The Year 2 Eureka Math implementation and targeted math intervention structures are the primary levers the school is investing in to sustain and build on those gains.

The English Language Progress Indicator shows 37.9% of multilingual learners making progress toward English proficiency in 2025, earning an Orange (Low) color rating and representing a 5.9-point decline from the prior year result of 43.7%. Long-term English learners showed a more significant decline, from 70.0% to 51.6%, also an Orange (Low) rating. With 56% of the school's students identified as active multilingual learners, accelerating progress on this indicator is among the school's most critical priorities for 2026-27, and will require

deepening daily designated English Language Development instruction, strengthening sheltered instructional strategies across content areas, and ensuring the Title III consortium coaching model through Action 1.5 is reaching all teachers serving multilingual learners.

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: 21% proficient, 11% district results 22-23 English language arts results for students qualifying as low-income students: 20% proficient, 10% district results	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: 27% proficient, 65.2	24-25 ELA Results: All students: 21.5% proficient, 75.6 points below standard SED: 20.7% proficient; 79.6 points below standard	Maintain LOW on the CA Dashboard, with +10 points or greater increase YoY	Current proficiency is 21.5%, reflecting a half (0.5) percentage point difference from the 22-23 baseline of 21%. The school is currently rated Very Low (Red) on the CA Dashboard, and continued growth is needed to meet the Year 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 English language arts results for multilingual language learners: 7% proficient, 3% district results 22-23 English language arts results for students with disabilities: 2% proficient, 3% district results 77.5 points below standard	points below standard 23-24 English language arts results for students qualifying as low-income students: 25% proficient, 68.8 points below standard 23-24 English language arts results for multilingual language learners: 9% proficient, 91.4 points below standard 23-24 English language arts results for students with disabilities: 14% proficient, 114.9 points below standard	ML: 8% proficient; 93.8 points below standard SWD: 7% proficient; 128 points below standard Hispanic: 21% proficient; 78 points below standard LTEL: 2% proficient; 86.1 points below standard Homeless: 6% proficient; 119.3 points below standard		target of reaching Low (Orange).
1.2	SBAC Math: State testing results for Mathematics.	22-23 Math results for all students: 15% proficient, 5% district results 22-23 Math results for students qualifying as low-income students:	23-24 Math results for all students: 20% proficient, 89.2 points below standard 23-24 Math results for students qualifying as low-	24-25 Math results for all students: 20% proficient, 94.8 points below standard SED: 19% proficient; 97.6	Increase to LOW on the CA Dashboard, or an increase of 10% YoY.	Current proficiency is 5%, reflecting a +5 percentage point difference from the 22-23 baseline of 50%. The school is currently rated Low (Orange) on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		14% proficient, 5% district results 22-23 Math results for multilingual language learners: 6% proficient, 2% district results 22-23 Math for students with disabilities: 2% proficient, 3% district results 100.3 points below standard	income students: 18% proficient, 95.1 points below standard 23-24 Math results for multilingual language learners: 9% proficient, 110.4 points below standard 23-24 Math results for students with disabilities: 0% proficient, 132.7 points below standard	points below standard ML: 10.8% proficient; 105 points below standard SWD: 5% proficient; 152.1 points below standard Hispanic: 19% proficient; 97.3 points below standard Homeless: 17.6% proficient; 109.4 points below standard		CA Dashboard, meeting the Year 3 target of maintaining Low (Orange) status -- however, with a 5.7 pt drop YoY. KIPP recognizes the need for continued growth to ensure sustained year-over-year proficiency increases, not declines.
1.3	CAST Science: State testing for Science.	22-23 Science results for all students: 15% proficient 22-23 Science results for students qualifying as low-income students: 6% proficient 22-23 Science results for multilingual language learners: 2% proficient	23-24 Science Results: *SED: socioeconomically disadvantaged ** ML: multilingual learner/English learner ***SWD: students with disabilities SED: 13% proficient	24-25 Science Results: *SED: socioeconomically disadvantaged ** ML: multilingual learner/English learner ***SWD: students with disabilities All students: 9% proficient	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 a growing science focus.	Current proficiency is 9%, reflecting a -6 percentage point difference from the 22-23 baseline of 15%. The school is currently rated Low (Orange) on the CA Dashboard, continued growth is needed to meet the Year 3 target of reaching Medium (Yellow).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 Science results for students with disabilities: 0% proficient	ML: 3% proficient SWD: 7% proficient	SED: 8% proficient ML: 0% proficient SWD: 5% proficient		
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.	4,08% of students were reclassified as English proficient in the 23-24 school year.	4.37% of students were reclassified as English proficient in the 24-25 school year.	7.90% of students were reclassified as English proficient in the 25-26 school year.	20% of Multilingual language learners will be reclassified annually.	While the 7.9% reclassification rate in 25–26 represents a 4-percentage-point increase from the 2023–24 baseline of 4%, this remains below the Year 3 target of 20% or higher, indicating that accelerating reclassification outcomes for multilingual learners requires intensified focus on English language development and reclassification criteria.
1.5	English Learner Progress Indicator (ELPI): The rate at which English learners make progress toward English language proficiency.	28.2% Multilingual learners were making progress towards English proficiency in the 22-23 school year.	43.7% Multilingual learners were making progress towards English proficiency in the 23-24 school year.	37.9% Multilingual learners were making progress towards English proficiency in the 24-25 school year.	Increase to LOW on the CA Dashboard, with an increase of 5% YoY.	As of the most current year, KIPP saw the ELPI (English Language Progress Indicator) sit at 37.9%, 9.7 percentage pts higher than the 2022-23 SY

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						baseline percentage of 28.2%. KIPP is on track to meet its Year 3 target outcome of increasing to at least Low (Orange) for the English Language Progress Indicator 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 to develop full English language proficiency, access rigorous coursework, and thrive academically and socially -- especially as more than half of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						KVCP's student population are classified as Multilingual.

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 Valiant Community Prep 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 Goal 1 implementation throughout the year. The administrator trained to support multilingual learners, consistent with Action 1.1, 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. The California Community Schools Partnership grant enabled additional investment in targeted, small group English Language Development as an extension of Action 1.1, bringing supplemental capacity to language development instruction beyond what core programming alone could provide. The Title III consortium multilingual learner instructional coach, supported through Action 1.5, facilitated data meetings with teachers, assistant principals, and instructional coaches to drive instructional decisions grounded in student language data, conducted classroom observations across the school, and provided targeted coaching on multilingual learner instructional strategies. With 56% of the school's students identified as active multilingual learners, this coordinated infrastructure represents one of the most important investments in the Goal 1 action set.

Special education services were delivered in full through the school's partnership with the San Mateo SELPA, consistent with Action 1.2. Students with mild to moderate disabilities received services through a combination of push-in and pull-out specialized academic instruction, along with speech and language therapy, occupational therapy, counseling, psychological services, adapted physical education, and behavior intervention services. Students with moderate to severe disabilities received services in a small group, self-contained program grounded in modified standards, CAPTAIN evidence-based practices, and community-based instruction, with targeted mainstreaming aligned to each student's individualized program. The Medi-Cal Billing Options Program and School-Based Medi-Cal Administrative Activities structures described in Action 1.2 continued to support sustainability of these services throughout the year.

Professional development was implemented consistently throughout the year in alignment with Action 1.4 and the school's Academic Arc of the Year. The arc structured professional learning across five distinct seasons, from First Teach and Strong Start in August through Rigor I and Rigor II in the fall and winter, and culminating in Strong Finish in the spring. Returning and new staff engaged in curriculum

internalization for Fishtank ELA, Eureka Math 2, and CKLA foundational reading materials, with content teams focused on deepening implementation fidelity across all grade levels. Practice Clinics, Grade Level Team meetings, and instructional coaching cycles provided job-embedded, data-driven support throughout the year, with coaching conversations grounded in the KIPP NorCal Get Better Faster framework and the Arc of the Year skill progression. The school's Instructional Leadership Team conducted regular walkthroughs with structured growth feedback, real-time coaching during Strong Start, and Achievement Meetings tied to interim assessment data.

Outside-of-class academic interventions were operational throughout the year consistent with Action 1.7. Small group reading intervention brought together students working below grade level for targeted, interactive reading activities led by teachers and reading specialists, with coaching and observation cycles implemented to maintain quality. CKLA Skills provided the foundational phonics and literacy framework for TK through second grade students, while Fishtank ELA structured the complex text and writing work for upper elementary and middle grades. The school's intervention design approach is rooted in "designing for the margins," centered Lit Lab, Learning Ally, and mCLASS DIBELS data to differentiate small group reading support. Math intervention structures used Eureka Math 2, iReady, and Course Mojo to provide targeted practice and progress monitoring for students not yet at grade level. EdTech tools supported assessment and individualized math fluency work across grade levels, with assessment data informing placement and pacing decisions, consistent with Action 1.3. The regional data team supported regular reviews of grades, assignment completion, testing results, and attendance through data visualization tools described in Action 1.6, enabling early identification of students needing additional support.

The Transitional Kindergarten investment through Action 1.8 continued to support KIPP Valiant's youngest learners, with the TK specialist providing professional development, curriculum expertise, and instructional guidance to ensure TK students built the foundational literacy and language skills needed for a strong transition to kindergarten and beyond.

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 2025 demonstrate that the majority of the metrics for success have not been met and that local and interim results are continuing to reflect the need for accelerated growth across grade levels and student groups.

The 2025 California Dashboard results in English Language Arts show all students scoring 75.6 points below standard, earning a Red (Very Low) color rating, with a decline of 10.4 points from the prior year result of 65.2 points below standard. Socioeconomically disadvantaged students scored 79.6 points below standard, Latinx students scored 78.0 points below standard, and multilingual learners scored 93.8 points below standard, all Red (Very Low) ratings. Long-term English learners scored 86.1 points below standard, students with disabilities scored 128.0 points below standard, and students experiencing housing instability scored 119.3 points below standard, a 28.4-point decline from the prior year that underscores the compounding challenges facing the school's most vulnerable students. These results point directly to the

priorities embedded in Actions 1.1, 1.4, 1.5, and 1.7: the continued deepening of Fishtank ELA curriculum internalization, the strengthening of small group reading intervention structures, and the expansion of sheltered instructional strategies and designated ELD supports that build the academic language and literacy skills multilingual learners need to access grade-level text. The school's instructional vision calls for collaborative, data-driven, real-world problem-solving, and the ongoing work of curriculum implementation and coaching is aimed at building the conditions where that vision becomes consistent classroom reality.

In Mathematics, all students scored 94.8 points below standard in 2025, earning an Orange (Low) color rating, with a 5.7-point decline from the prior year result of 89.2 points below standard. Latinx students scored 97.3 points below standard and socioeconomically disadvantaged students scored 97.6 points below standard, both Red (Very Low) ratings. Students with disabilities scored 152.1 points below standard, a Red (Very Low) rating with a 19.4-point decline from the prior year, and students experiencing housing instability declined by 19.7 points. Within this overall picture, two subgroups showed meaningful positive movement that points to the early promise of targeted investment: multilingual learners improved by 5.4 points to 105.0 points below standard, and long-term English learners improved by 3.6 points to 135.6 points below standard, both Orange (Low) ratings. These gains are consistent with the focus on language scaffolds, sentence frames, guided discussion protocols, and visual supports embedded in the Eureka Math 2 curriculum and described in the school's academic priorities, and reflect the direct impact of Actions 1.1 and 1.5 on multilingual learner access to mathematics content. The school recognizes that sustaining and extending this positive direction for multilingual learners in math, while reversing the declines seen in other groups, will require continued fidelity to Year 2 Eureka Math implementation, more consistent integration of IEP accommodations in math instruction, and strengthened data-driven coaching cycles through Action 1.4.

The 2025 Dashboard Growth ratings provide important additional context for interpreting these status results. Mathematics Growth is rated Accelerated, meaning KIPP Valiant students are making faster progress toward grade-level standards than similar students statewide, a meaningful signal that the school's investments in Eureka Math 2, targeted math intervention, and data-driven coaching cycles through Actions 1.3 and 1.4 are producing real movement even as status scores reflect the distance remaining. English Language Arts Growth is rated Moderate, indicating that students are making progress in ELA as well, though at a pace that will need to accelerate to close the gap with grade-level standards within the timeframe the school's students and families deserve. These growth ratings are important for understanding the trajectory the school is on and reinforce the case for continued investment in curriculum implementation and instructional support rather than a change in direction.

Multilingual learner progress on the English Language Progress Indicator shows 37.9% of multilingual learners making progress toward English proficiency in 2025, earning an Orange (Low) color rating, a 5.9-point decline from the prior year result of 43.7%. Long-term English learners showed a more significant decline, from 70.0% to 51.6%, also an Orange (Low) rating. With more than half of the school's student population identified as active multilingual learners, this decline is among the most urgent priorities for the coming year. The investments in Action 1.1 and Action 1.5, including the Title III consortium instructional coach, ELPAC-aligned professional development, and the expansion of daily designated ELD instruction, are the primary response mechanisms the school is strengthening to reverse this trend and accelerate multilingual learner progress toward proficiency.

Evidence-based interventions supported by Actions 1.1 through 1.8 reflect research-grounded approaches to accelerating student learning. The adoption of CKLA, Fishtank ELA, and Eureka Math 2 represents a commitment to curricula with strong evidence bases for improving outcomes for high-need student populations, particularly multilingual learners and students from low-income communities. The small group reading intervention structures through Action 1.7, the sheltered instructional coaching model through Action 1.5, and the use of DIBELS and

iReady for ongoing progress monitoring through Action 1.3 are all consistent with practices identified in the research literature as effective for closing achievement gaps and accelerating language development.

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 EdTech and personalized learning through Action 1.3 reflects the priorities established at the start of this three-year cycle. The current year data signals clearly that deepening rather than changing the approach is the right path forward: Fishtank ELA, Eureka Math 2, and CKLA are all still in relatively early years of implementation, and research on curriculum adoption consistently shows that teacher confidence and student outcomes improve meaningfully as educators move from initial implementation into deeper internalization. The school's Arc of the Year structure and coaching model are designed precisely to support that deepening over time.
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 with families, students, teachers, and community members, 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.	$810,892.83	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	$1,014,184.02	No
1.3	Personalized learning and EdTech:	KIPP values innovation in the classroom and seeks to discover new methods of teaching students with diverse needs. By utilizing personalized learning approaches and assessments, KIPP can effectively monitor individual student progress and establish high expectations for achievement. To ensure the most accurate and meaningful engagement with these systems, a dedicated staff member provides support in the administration of EdTech tools. 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.	$117,227.44	No

Action #	Title	Description	Total Funds	Contributing
1.4	Professional development:	KIPP provides high quality professional development for all teachers, based on individual goals, school goals, and the needs of the students based on recent and relevant data. KIPP teachers and staff receive professional development as it relates to the new Common Core State Standards and Culturally Responsive Teaching (CRT) in order for teachers to implement them into classrooms and support students at all levels of proficiency.	$276,317.11	Yes
1.5	Title III:	KIPP uses title III funds to support the salary of a title III consortium lead multilingual learner (ML) instructional coach. The duties of this position include the implementation of supplemental programming; training and facilitation of data meetings where teachers, APs, and instructional coaches review student data to drive instructional decisions and the effective implementation of ML instructional strategies; targeted coaching and feedback to schools and across schools through classroom observation; and identification of supplemental regional curricula and educational technology designed to improve outcomes for ML students (Levels 1-4, RFEP and LTELs) throughout all stages in their academic journey.	$44,149.98	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.	$24,422.04	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.	$133,491.56	Yes

Action #	Title	Description	Total Funds	Contributing
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 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. KIPP recognizes the need to provide comprehensive supports and services for our socioeconomically disadvantaged students (and their families) from early learning TK/preschool programs in order to address and close the equity learning gap as they transition from TK to kindergarten and to help TK students develop and enhance their literacy skills, build their language (and subsequently, reading) comprehension skills. KIPP recognizes the need to provide comprehensive supports and services for our socioeconomically disadvantaged students (and their families) from early learning TK/preschool programs in order to address and close the equity learning gap as they transition from TK to kindergarten and to help TK students develop and enhance their literacy skills, build their language (and subsequently, reading) comprehension skills. This action is being continued in the LCAP to align with the state's focus on universal transitional kindergarten implementation, and funding.	$10,479.63	

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 10+ 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>	75% of KIPP families were satisfied with the parent participation opportunities available at the school in the 23-24 school year.	61% 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 93.43% attendance for P2.	KIPP reported 92.51% attendance for P2.	KIPP reported 93.4% 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 22% chronic absenteeism rate in the 23-24 school year for all students SED/FRL (low income students): 30%	SY: 24-25 KIPP tracked at 26.2% chronic absenteeism rate in the current school year for all students, which puts it at Very Low	SY: 25-26 KIPP is tracking at 21% 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 21% is 1 percentage pts below the 2023-24 baseline (22%) and 5.2 pts lower

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American: 33% LatinX: 21% ML (multilingual learners): 20% SWD (students with disabilities): 22%	(Red) 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: 26% Black/African American: 23% LatinX: 26% ML: 24% SWD: 26%	SED/FRL (low income students): 21% Black/African American: 6% LatinX: 20% ML (multilingual learners): 22% SWD (students with disabilities): 21%		YoY from the 24-25 SY Given last year's Very Low dashboard status and current CA rate, KIPP is not on track to meet its Year 3 target of maintaining Medium CA on the Dashboard. KIPP recognizes the need for more attendance and chronic absenteeism response initiatives to ensure that students are present and ready to learn every day at school.
2.5	Student Suspensions: The percent of students (count) that have been suspended from school.	All students: 5.5% Students that qualify as low-income: 6% Multilingual learners: 5.8% Students with disabilities: 6.9%	SY23-24 Suspension Rate: All students: 3.1%. Students that qualify as low-income: 3.5% Multilingual learners: 4.2%	For the 2025-26 SY, KIPP's suspension rate is tracking at 1.8%. SY24-25 Suspension Rate: All students: 1.1% suspended at least one day (-2%)	Maintain MEDIUM on the CA Dashboard, with 1% or greater reduction YoY.	KIPP's CA Dashboard status for suspensions is currently Low (Green), with 1.1% suspended at least one day. This is 4.4% lower than the baseline (5.5%) and 2% lower YoY than the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with disabilities: 6%	SED/FRL: 1.1% Black: 0% Hispanic: 1.2% Asian: Fewer than 11 students - data not displayed for privacy ML: 1.1% SWD/Has IEP: 1% LTEL: 1%		2023-24 SY rate of 3.1%. KIPP is on track to meeting its Year 3 desired outcomes of maintaining at least Medium on the CA Dashboard, and has seen substantial declines YoY due to increased investments in integrated supports and services to support the social emotional wellbeing of students and their sense of belonging.
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 1% or lower in expulsions.
2.7	Drop Out Rate: Students who dis-enroll and do not re-enroll in	NA	NA	NA	NA	NA - school only serves TK-8, so no drop out data available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	another public, private or alternative program or school.					
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, 52% (TK-2: 76%, 3-8: 48%) of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 23-24 school year, 17% 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, 79% of students surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 24-25 school year, 42.5% 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, 78% of students (TK-2: 79% | 3-4: 80% 5-8: 75%) surveyed responded positively in feeling a sense of emotional safety with school staff and peers. In the 25-26 school year, 42.5% 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 a positive increase in teacher and student sentiment to the "Student Emotional Safety" domain. In the current school year, 78% of students surveyed responded positively in feeling a sense of emotional safety at school vs. 52% in the 23-24 baseline year, an increase of 26% overall. In the current school year, 42.5% of staff responded positively to feeling like the school has resources to appropriately support students' emotional and behavioral needs, a 25.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						overall vs. the 23-24 baseline rate of 17%.
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. The school has a positive impact on my child's academic performance. How fairly is your child treated by staff?	In the 23-24 school year, 62% of surveyed KIPP families have had a positive experience with the school. In the 23-24 school year, 72% of surveyed KIPP families indicated that "the teachers have built strong relationships with my child".	In the 24-25 school year, 61% of surveyed KIPP families have had a positive experience with the school. In the 24-25 school year, 77% 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
	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 Valiant Community Prep 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 meaningful opportunities for families to engage with the school community throughout the year, consistent with Action 2.1. The Advocacy and Community Engagement team coordinated family participation opportunities across the school calendar, with families invited to LCAP meetings, Coffee with the School Leader sessions, KIPP Family Council meetings serving as the School Site Council, and the Multilingual Learner Committee meetings serving as the English Language Advisory Committee. Interpreters were available at all gatherings and materials were provided in the school's most common home languages to ensure equitable access for the school's multilingual learner community. The school's Family Engagement Passport created a structured and celebratory system for recognizing family participation across five engagement categories: celebrating, partnering, advocating, volunteering, and communicating. Families earned stamps for each form of engagement and were recognized at milestone celebrations, building the culture of belonging and partnership that the school's transformational relationships pillar is designed to sustain. Three Family Fridays highlighted the school community's diverse cultures through events honoring National Hispanic Heritage Month, Black History Month, and Asian American and Pacific Islander Heritage Month, creating consistent touchpoints between families and the school anchored in joy and community recognition. Monthly Team and Family assemblies at the middle school, held on the first Wednesday of each month, provided regular structured celebrations of student accomplishment at each grade level, with families welcomed to attend.

Communication resources were fully operational throughout the year, consistent with Action 2.3. Families maintained access to staff through ParentSquare and email, and teachers received work cell phones to support contact outside of the regular school day. Weekly DeansList progress reports provided families with real-time updates on student attendance, behavior, and grades at the grade level team level, ensuring

families were informed consistently rather than only when concerns arose. Reactive communication protocols ensured families were contacted promptly when behavioral incidents occurred and that next steps were communicated clearly.

School climate and culture initiatives were implemented consistently across the year in alignment with Action 2.4. The school grounded its behavioral approach in restorative practices, using proactive and reactive circles, restorative conferences, and restorative projects to address harm by focusing on relationships and repair rather than exclusion. The Valiant Bucks positive behavioral incentive system reinforced values-based behaviors schoolwide at the middle school level, celebrating students for embodying Love, Courage, Justice, Curiosity, and Growth in their daily interactions. Character Strong was implemented as the school's SEL curriculum for grades 3 through 8, providing structured, vertically aligned social-emotional learning instruction on a weekly basis. For fifth grade, SEL was delivered in a 45-minute Friday block, while sixth through eighth grade received 30-minute weekly sessions embedded in the science block, with science teachers internalizing and facilitating lessons and sharing monthly themes with the full grade-level team to ensure schoolwide alignment of language and tools. The Coordination of Services Team reviewed academic and culture data to identify students needing differentiated support and coordinated targeted interventions in collaboration with families, teachers, and community partners.

The mental health clinicians provided on-site, culturally responsive, and trauma-informed mental health and socioemotional support to students throughout the year, consistent with Action 2.5. Services included individual and group counseling, behavioral supports, teacher coaching, and case management for students receiving Educationally Related Mental Health Services or general education counseling. Mental health clinician services are provided at no cost to students and families regardless of insurance status, removing a significant barrier to care for the school's socioeconomically disadvantaged community. The Community Schools Partnership Program investment through Action 2.6 continued to advance the school's whole-child approach, with Collaborative Care and Support Managers serving as drivers of needs assessment work, project managers for community schools initiatives, and leaders of the Coordination of Services process to connect students and families with wraparound resources including food assistance, housing support, and other vital services.
Attendance response was a sustained operational priority throughout the year, consistent with Action 2.2. Dedicated staff led personal phone outreach to families of absent students, sent personalized communication in families' home languages, and facilitated intervention conversations between school staff and families to address persistent attendance concerns collaboratively. The school's belief that every minute matters, articulated in its core culture documents, grounded the urgency of the attendance response work and connected daily attendance to the school's broader commitment to student opportunity and access.

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 mixed results for metrics in Goal 2, with meaningful improvement in suspension and student emotional safety alongside persistent and significant challenges

in chronic absenteeism. The school remains committed to seeing continued improvement in this critical area and has revised key actions and services in order to support.

Suspension data reflects the clearest evidence of sustained progress across this LCAP cycle. The 2025 Dashboard shows an overall suspension rate of 1.1% for all students, earning a Green (Low) color rating and representing a 2-percentage-point reduction from the prior year result of 3.1%. This result is 4.4 percentage points lower than the school's 2022-23 baseline rate of 5.5% and reflects consistent year-over-year improvement driven by the investments in Action 2.4. Latinx students reached a suspension rate of 1.2%, multilingual learners reached 1.1%, and socioeconomically disadvantaged students reached 1.1%, all earning Green (Low) ratings. Students with disabilities reached 1.0% and long-term English learners reached 1.0%, both Green (Low), representing reductions of 3.4 and 3.1 percentage points respectively from the prior year. Across all student groups, the school has moved from elevated suspension rates at baseline to rates that reflect a school culture where exclusionary discipline is rare and students are supported to repair harm and grow from challenges. The implementation of restorative practices at every level, the Valiant Bucks positive reinforcement system, the Character Strong SEL curriculum, and the mental health clinician model through Actions 2.4 and 2.5 have collectively produced this sustained and equitable improvement.

Student emotional safety results reinforce the picture of a school culture that is meaningfully changing. In 2025-26, 78% of students surveyed responded positively when asked about their sense of emotional safety at school, a 26-percentage-point increase from the 2022-23 baseline of 52%. This gain spans all grade bands, with TK through second grade reporting 79% positive, third and fourth grade reporting 80%, and fifth through eighth grade reporting 75%. Staff perception of the school's capacity to support students' emotional and behavioral needs also grew substantially, reaching 42.5% in 2025-26, a 25.5-percentage-point increase from the baseline of 17%. These results reflect the combined impact of Actions 2.1, 2.4, and 2.5, including the school's investments in restorative practices, explicit SEL instruction, the mental health clinician model, and the relationship-building structures embedded in the school's family engagement and culture calendar.

Chronic absenteeism remains the school's most significant engagement challenge and the area where the gap between current performance and the Year 3 target is largest. The 2025 Dashboard shows an overall chronic absenteeism rate of 26.2% for all students, a Red (Very High) color rating, and a 5.3-percentage-point increase from the prior year result of 21.0%. Latinx students reached 25.4%, multilingual learners reached 24.3%, socioeconomically disadvantaged students reached 26.2%, students with disabilities reached 28.0%, and long-term English learners reached 28.8%, all Red (Very High) ratings reflecting the breadth of the challenge across student groups. Current year 2025-26 data from the Galaxy system, as of May 2026, shows the school tracking at an overall chronic absenteeism rate of 25%, with Valiant Middle School tracking at 21% and Valiant Elementary tracking at 30%. Grade-level data at the middle school shows rates of 20% in fifth grade, 19% in sixth grade, 23% in seventh grade, and 22% in eighth grade. At the elementary school, rates range from 17% in third grade to 38% in transitional kindergarten and second grade, pointing to the early grades as a particular area of focus for family outreach and attendance response. The current year middle school rate of 21% represents a 5.2-percentage-point improvement from the 2025 Dashboard result and reflects the growing effectiveness of the school's tiered attendance response through Action 2.2. Average daily attendance across both schools is tracking at 92.9% overall for 2025-26, with the middle school at 93.1% and the elementary school at 92.7%, indicating that daily attendance systems are functioning and that the gap is concentrated in students accumulating absences over time rather than broad daily disengagement. The school recognizes that reaching the Year 3 target of reducing chronic absenteeism to a Medium rating on the Dashboard will require deepening and accelerating the multi-tiered response, particularly at the elementary level and for the student groups with the highest rates.

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 direct response to chronic absenteeism data and its commitment to a more coordinated, evidence-based approach to student and family support. The Coordination of Services Team model is being strengthened and standardized as part of a regional effort across KIPP Northern California, bringing greater consistency to how student needs are identified, tiered, and addressed across both the elementary and middle school. This includes clearer protocols for moving students across tiers of intervention, improved tracking of supports and outcomes at the individual student level, and the introduction of home and porch visits for students who are not attending regularly. These visits provide school staff with a more personal and responsive way to identify and address barriers to attendance in direct partnership with families, and reflect the school's belief that trusted adult relationships are foundational to sustained student engagement. Community Schools investments through Action 2.6 will further strengthen the school's capacity to connect students and families with wraparound resources, with Collaborative Care and Support Managers taking on an expanded role as coordinators of the full range of services available to students and families. Medi-Cal mental health reimbursement structures are also being developed to sustain and expand the mental health clinician model over time, building a more durable financial foundation for this critical service. These changes are directly informed by the current year attendance data, by the persistent Red (Very High) chronic absenteeism status on the 2025 Dashboard, and by the school's recognition that the combination of strong culture systems and targeted wraparound response is what will move the needle for the families facing the greatest barriers to regular attendance.

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, SEL, restorative practices, and mental health support 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	$113,714.09	Yes

Action #	Title	Description	Total Funds	Contributing
		dedicated ACE team member provides focused coaching and feedback, collaborates on community outreach, and develops strategies to increase parent participation.		
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.	$28,315.52	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.	$38,649.78	Yes
2.4	Improving school climate:	Social emotional learning (SEL) is a critical component of KIPP's model that focuses on developing students' emotional intelligence, self-awareness, self-regulation, social awareness, and relationship skills. KIPP provides SEL instruction and opportunities for students to practice these skills, helping to further develop the resilience, empathy, and communication skills students need to thrive in school and beyond. Additionally, KIPP aims to create a positive and inclusive school culture where students feel safe, respected, and connected to their peers and teachers.	$197,409.99	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$167,229.22	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 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.	$70,725.17	Yes

Action #	Title	Description	Total Funds	Contributing

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 30% satisfaction (TK-4: 6%, 5-8: 54%) with student's access to rigorous academic curriculum in the 23-24 school year.	KIPP teachers reported 84% satisfaction (TK-4: 85%, 5-8: 83%) with student's access to rigorous academic curriculum in the 24-25 school year.	KIPP teachers reported 67% 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 67%. This is a 37% increase from the 23-24 SY's baseline percentage of 30%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						KIPP is not on target for meeting its year 3 outcome goal of at least 75% satisfaction from teachers on providing access to rigorous academic curriculum to students.
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 52% satisfaction (TK-4: 25%, 5-8: 79%) with the school's commitment to improving their instructional practice in the 23-24 school year.	KIPP teachers reported 81.5% satisfaction with the school's commitment to improving their instructional practice in the 24-25 school year.	KIPP teachers reported 62% 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 62% satisfaction with the school's commitment to improving their instructional practice. This is 10% higher than the 2023-24 SY baseline rate of 62%. KIPP is not 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 "Good" during an annual inspection of the school's facilities and major systems by the county office of education.	KIPP received a rating of "Good" 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 is the same as the baseline of "Good" - 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, 8% of teachers (2) are mis-assigned in the 23-24 school year.	100% of teachers are credentialed, 12% of teachers (5) are mis-assigned in the 24-25 school year.	100% of teachers are credentialed (licensed or permitted). 57% (25) of them hold clear credentials while 18% of teachers (7) 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 57% hold a clear credential, representing a 2-percentage-point increase from the 2023–24 baseline of 55%. 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 Valiant Community Prep 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 materials review, teaching demonstrations, and reference checks conducted by a dedicated team. The co-leader model, with dedicated principals and instructional leadership teams for both the elementary and upper and middle school, ensured that hiring decisions were aligned to the school's vision and its three priorities of Transformational Relationships, Joyful and Predictable Routines, and High Academic Expectations. New teachers received a dedicated week of professional development and onboarding through Action 3.11 to prepare them to support students from the first days of school, followed by intensive real-time coaching during Strong Start as the Instructional Leadership Team conducted Arc of the Year walkthroughs with structured grow feedback across both schools. The Teacher Pathways program through Action 3.3 continued to eliminate financial barriers for diverse credentialing candidates through the Teaching Residency and Classified-to-Teacher Pathway, providing support covering resident stipends, examination fees, full credentialing costs, housing assistance, and dedicated personnel to guide participants through credential transitions. Teacher retention strategies through Actions 3.13 and 3.14, including 401(k) matching contributions, and in-house substitution stipends, supported continuity of learning by sustaining stable staffing and reducing disruption for students and families.

Professional development was implemented consistently throughout the year through Actions 3.2 and 3.5, organized around the school's Academic Arc of the Year and grounded in the school's commitment to sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused learning for all staff. The arc moved teachers through five sequential seasons of growth: First Teach in summer, Strong Start in August and September, Rigor I from September through December focused on ratio, lift, and academic monitoring, Rigor II in February and March focused on weekly data meetings and adjusting instruction by gap, and Strong Finish through the end of the year centered on preparing students for readiness at the next level. Instructional Leadership Team meetings, Content Team planning sessions, Practice Clinics, and Grade Level Meetings provided a consistent weekly architecture of collaborative professional learning across both schools. The school received a regional Strong Start visit in August 2025 and used the resulting data to calibrate coaching priorities for the fall. The school's 2025-26 priority of "Excellence Starts with Preparation" explicitly anchored professional development in deep internalization of Fishtank ELA and Eureka Math 2, reflecting the school's understanding that strong curriculum implementation requires teachers to engage with materials as learners before bringing them to students. The Mental Health for All initiative through Action 3.15 provided staff with access to mental health resources including Headspace and therapy sessions at no cost, role-based leadership training, and participation in the region-wide Mental Health Workgroup, reflecting the school's recognition that teacher well-being is foundational to building and sustaining the stable school community students and families deserve.

Instructional resources and student-facing infrastructure were in place throughout the year. All students had access to Chromebooks through Action 3.9, supporting instruction across content areas and enabling the use of assessment and personalized learning tools. Resources provided through Action 3.4 ensured teachers had access to the instructional materials, planning tools, and technology needed to implement

CKLA, Fishtank ELA, and Eureka Math 2 with fidelity. All students had access to a full and rigorous course schedule across all required subject areas at every grade level, consistent with the Year 3 target for Action 3.3. Arts and music programming was supported through Action 3.17 using Proposition 28 and Measure U funding, providing students with access to creative outlets that develop critical thinking, confidence, and the social-emotional skills that carry across all areas of learning. Enrichment opportunities through Action 3.12 extended the learning day for students, with the YMCA of Silicon Valley providing afterschool programming for approximately 150 students and the Boys and Girls Club of the Peninsula supporting athletics programming serving approximately 70 students per season across soccer, volleyball, basketball, and flag football. Transportation resources through Action 3.16 reduced commuter barriers for the school's highest-need students, directly supporting daily attendance and the school's commitment to ensuring every student can be present and ready to learn.

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. Health and safety protocols were maintained through Action 3.10, and regular maintenance reviews ensured that facilities issues were identified and addressed promptly.
Teacher credentialing reflects a workforce that is fully authorized and actively developing toward full certification. All teachers at KIPP Valiant are credentialed and appropriately assigned to teach in their content areas. The 2025 California School Dashboard shows 35.7% of teachers holding a Clear credential. This figure reflects a teaching staff that includes a number of teachers on Preliminary credentials who are actively working through the state induction process toward Clear credential status, supported by the Teacher Pathways program and regional induction infrastructure described in Action 3.3. Preliminary credential holders are fully authorized to teach and are engaged in the structured professional learning required to complete the induction process. The school recognizes that improving its Clear credential rate is an area of continued investment and focus, and 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 partially met and are continuing to reflect meaningful gains from baseline alongside areas where the school has not yet reached its Year 3 targets. 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 offer an informative and layered picture of a school that has made substantial progress from a challenging starting point while navigating the real demands of a sustained curriculum transformation. Teacher satisfaction with access to rigorous academic curriculum reached 67% in 2025-26, a 37-percentage-point increase from the 2022-23 baseline of 30%. The change in baseline-to-present gain is significant: at the start of this LCAP cycle, elementary teachers reported just 6% satisfaction with curriculum access, a figure that reflects the degree to which the school's instructional materials at that time were not yet meeting the needs of its students or its teachers. The adoption of CKLA, Fishtank ELA, and Eureka Math 2 through Actions 3.4 and 3.5 has materially changed what teachers and students have access to in the classroom every day, and the growth from that 6% baseline to current levels at the elementary school is a concrete marker of that transformation. The 2025 Dashboard Growth ratings affirm that this investment is producing results for students: Mathematics Growth is rated Accelerated and English Language Arts Growth is rated Moderate, meaning students are making measurable progress toward grade-level standards, with mathematics students growing faster than similar students statewide. The Year 1 result of 84% curriculum satisfaction in 2024-25 reflected the enthusiasm of first-year adoption, when materials feel new and teachers are actively engaging with them as learners. The current year result of 67%, while below the Year 3 target of 75%, reflects the harder and more important work of moving from initial access to deep implementation, from having strong materials to having the internalization and confidence needed to deploy them consistently at a high level across the full range of learners a school like KIPP Valiant serves. The ongoing work through Actions 3.2 and 3.4 to deepen teacher internalization of each curriculum is directly aimed at closing this gap.

Teacher satisfaction with the school's commitment to improving instructional practice reached 62% in 2025-26, 10 percentage points above the 2022-23 baseline of 52% and reflecting real growth over the course of this LCAP cycle. At the same time, this result is a 19.5-percentage-point decline from the Year 1 peak of 81.5% and sits below the Year 3 target of 75%, and the school takes this signal seriously. The context for this result matters. The school has invested substantially in the coaching and support infrastructure that teachers need, with the Arc of the Year providing a season-by-season map of instructional growth, the ILT and Content Team structures creating weekly touchpoints for collaborative professional learning, and Practice Clinics providing structured rehearsal of teaching moves across both schools. At the same time, 2025-26 asked teachers to implement multiple curricula in various stages of adoption simultaneously, many of them still in the early years when the cognitive and planning demands on teachers are highest. For teachers who joined the school recently or were navigating new grade-level assignments, the cumulative demands of building instructional confidence in new materials while also learning the school's culture systems and coaching routines were real. The TNTP result signals that teachers experienced this year as one where professional development and coaching, while present and structured, did not always feel sufficient to the full scope of what was being asked of them. The school's accelerated mathematics growth rating is an encouraging sign that the coaching and curriculum work is producing student outcomes even in a year teachers found demanding, and the school is committed to using that evidence to sustain momentum while also responding to what teachers are telling it about their experience through Actions 3.2, 3.5, and 3.11.

All students had access to a full and rigorous course schedule across all required subject areas consistent with the Year 3 target, and facilities received a clear rating from the Williams Act compliance visit and a Good rating from the annual KIPP Real Estate inspection, both meeting or exceeding the Year 3 facilities target. All teachers are credentialed and appropriately assigned, and the Teacher Pathways program through Action 3.3 continues to be the primary vehicle for supporting the path from Preliminary to Clear credential status.

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, 3.3, 3.8, 3.11, and 3.14, curriculum implementation and professional development through Actions 3.2, 3.4, and 3.5, enrichment and extended learning through Actions 3.12, 3.16, and 3.17, facilities and health and safety through Actions 3.6, 3.7, and 3.10, and staff well-being through Action 3.15 will all be maintained at the same level of commitment in the final year of this LCAP cycle. The TNTP results point clearly to the importance of deepening the specificity and responsiveness of coaching as curricula move from initial adoption into more mature implementation, and the school will continue to refine its Arc of the Year coaching cadence, Content Team internalization work, and Practice Clinic structures with this in mind. The Accelerated mathematics growth rating and Moderate ELA growth rating are meaningful evidence that the school's investments are moving students in the right direction, and that deepening rather than changing the approach is the right path forward for 2026-27. 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 reflect the school's commitment to retaining the experienced teachers whose presence 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.	$76,619.93	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.	$307,532.38	Yes

Action #	Title	Description	Total Funds	Contributing
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 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.	$46,726.83	No
3.4	Resources:	KIPP prioritized the need for excellent resources and provided teachers with the supplies, learning tools and technology that they needed to teach Common Core curriculum in the classroom successfully. 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.	$392,614.38	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.	$335,460.86	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Custodial and facility staff:	KIPP prioritized creating a safe, clean and welcoming learning environment. KIPP continued strict cleaning and disinfecting procedures that were developed as a result of the COVID-19 pandemic in alignment with CDC health and safety standards. KIPP invested in additional equipment including disinfectant wipes and hand washing station supplies, and in additional training for janitorial staff to ensure that high cleaning standards were met.	$297,406.79	No
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.	$634,366.43	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.	$2,856,638.78	No

Action #	Title	Description	Total Funds	Contributing
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, including online textbooks, interactive learning platforms, and educational applications.	$118,469.39	Yes
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.	$11,638.68	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.	$80,094.93	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.	$984,404.37	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	$181,442.04	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$67,377.23	Yes
3.15	Mental Health for All:	The mental health for all initiative focuses on supporting the mental health of KIPP staff through new holistic resources, supports, and training. Staff receive access to fast, dependable connections to mental health professionals for benefit-eligible staff and dependents, as well as a learning platform through Headspace 12 therapy sessions annually for benefit-eligible staff and dependents at no cost; opportunities for input through an organization-wide survey to inform how to better integrate mental health into KIPP's people culture strategy; role-based training for all leaders across the region; and the formation of a region-wide Mental Health Workgroup.	$5,713.00	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	$45,557.66	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$98,794.98	

Action #	Title	Description	Total Funds	Contributing

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
$$2,280,704.00	$$289,279

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
38.007%	0.000%	$0.00	38.007%

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.

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
		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

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
			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

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
			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 their background or learning needs. Furthermore, by ensuring that these support programs are	State testing results - ELA.

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
		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 achievement and social-emotional development of students who qualify as	The actions taken by KIPP to encourage family involvement have been specifically tailored to support families with additional needs, such as flexible and varied event times and opportunities, translated and accessible materials, and dedicated ACE staff. These actions increase and improve services for the school's unduplicated student population, which includes students who qualify as socioeconomically disadvantaged and multilingual	Family engagement opportunities, family engagement satisfaction survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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. **Scope:**	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 importance of implementing multi-tiered systems of support (MTSS) that provide targeted	Chronic absence and average daily attendance rates with a focus on socioeconomically disadvantaged students.

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	LEA-wide	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 would like to see growth in the school culture index, which represents questions from the Family School Culture Survey that make up the student and family experience. 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 is crucial for creating a supportive and safe learning environment that encourages engagement and motivation. This is	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 academic outcomes for disadvantaged students, noting that these programs can help close	Family school culture index and student / teacher relationships 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
	particularly important for students who may lack support at home or have experienced trauma or stress that may affect learning. **Scope:** LEA-wide	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 who qualify as socioeconomically disadvantaged compared to the state, 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 trust, empathy, and strong relationships that lead to better outcomes for students.	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. SEL programs have been found to be particularly beneficial for students who qualify as socioeconomically disadvantaged and those who	Student suspension rates, with a focus on socioeconomically disadvantaged students.

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	Students who attend KIPP may face challenges including food scarcity, unstable living conditions, limited access to essential resources, and sometimes even severe trauma. Supporting a restorative approach to behavioral interventions and leveraging strong social-emotional instruction ensures KIPP is working with students and families to develop trust, empathy, and strong relationships that lead to better outcomes for students. **Scope:** LEA-wide	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:** Despite the progress made in the 2023-2024 school year, KIPP Valiant remains in improvement status, indicating a continued need for targeted interventions to support student belonging and behavior. The COVID-19 pandemic has exacerbated the inequities	Continuing the partnership with Seneca Family of Agencies and allocating resources to sustain the COST process is crucial in addressing the identified needs and fostering a supportive and inclusive learning environment. Research has consistently shown that school-based mental health interventions and integrated support systems can have a significant positive impact on student outcomes, particularly for those from	Suspension rates.

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	faced by the school's students and families, necessitating a comprehensive approach to address learning loss and trauma. The school recognizes the importance of maintaining and refining its multi-tiered system of support (MTSS) and robust mental health counseling program to meet the diverse needs of its student population. **Scope:** LEA-wide	disadvantaged backgrounds (Durlak et al., 2011; Fazel et al., 2014). By maintaining the 0.5 FTE Seneca Clinician, providing consultation in system design, offering teacher and staff professional development, and assisting with implementation, KIPP Valiant ensures that all students have access to the necessary support and resources. The school-wide well-being assessment, conducted with Seneca's support, will inform targeted interventions to address learning loss and trauma, ensuring that the specific needs of the student population are met. The continued implementation of COST, with its structured referral process, targeted interventions, and regular progress monitoring, ensures that students with specific needs receive appropriate and timely support. By involving referring teachers in the process and providing training on the COST system, the school promotes a collaborative approach to student support and fosters a culture of shared responsibility for student success. Moreover, the addition of two new mental health clinicians, supported by Seneca's expertise in utilizing screeners and pulse data tools, further strengthens the school's capacity to identify and address students' mental health needs. By applying these interventions and support systems schoolwide, KIPP Valiant ensures that all students, regardless of their background or challenges, have access to the resources and support they need to thrive academically, socially, and emotionally	

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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 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	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 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.	Teacher credential data results.
3.2	**Action:** Title I and II, improving academic outcomes: **Need:** KIPP has seen mixed results between elementary and middle school teacher's	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	Teacher professional development survey results.

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	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 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). **Scope:** LEA-wide	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 (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	
3.5	**Action:** More teacher time: **Need:** Students who qualify as socioeconomically disadvantaged often face educational inequities and may require additional	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	Teacher academic curriculum survey results. State testing results - ELA and Mathematics.

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	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 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	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, 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.	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	Teacher academic curriculum survey results.

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	Scope: LEA-wide	and support they need to succeed in a technology-driven learning environment.	
3.11	**Action:** Support for new teachers: **Need:** 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	By investing in a new teacher development program, KIPP equips educators with the necessary knowledge, tools, and support to more effectively meet the needs of diverse learners. Research has shown that high-quality teacher induction and mentoring programs can improve teacher effectiveness, retention, and student achievement (Ingersoll & Strong, 2011; Schmidt, Young, Cassidy, Wang, & Laguarda, 2017). New teachers who undergo this development build a deeper understanding of the specific needs of their students, enabling them to create inclusive and engaging learning environments. Additional professional development and onboarding time to prepare new KIPP teaching staff serves to improve services for the school's unduplicated population, particularly those who qualify as socioeconomically disadvantaged and multilingual learners. By providing these services on an LEA-wide or schoolwide basis, KIPP ensures that all students, regardless of their background or learning needs, have access to well-prepared and supported teachers who can effectively facilitate their academic success.	Teacher professional development survey results.
3.12	**Action:** Expanded enrichment opportunities: **Need:**	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	Family school culture index and emotional safety and support of students survey results.

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	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). **Scope:** LEA-wide	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 (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	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	Teacher retention data results.

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	and development (Ronfeldt, Loeb, & Wyckoff, 2013; Simon & Johnson, 2015). **Scope:** LEA-wide	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 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	Teacher retention data results.

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		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 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	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	Teacher retention data results.

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	greater (Herman, Hickmon-Rosa, & Reinke, 2018). **Scope:** LEA-wide	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, 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:**	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,	ELPI and reclassification results.

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	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 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)	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).	
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).	ELPI and reclassification results.

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		Furthermore, the ML instructional coach's targeted coaching and feedback through classroom observations ensures that teachers receive individualized support to improve their practice, which has been shown to be an effective method for enhancing teacher quality and student outcomes (Joyce & Showers, 2002; Knight, 2007). The identification of supplemental regional curricula and educational technology designed specifically to improve outcomes for ML students further demonstrates KIPP's commitment to providing high-quality, evidence-based resources for student learning.	
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	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,	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 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)	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.	that can escalate into chronic absence issues.

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		18.6
Staff-to-student ratio of certificated staff providing direct services to students		12

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	$6,000,699	$2,280,704.00	38.007%	0.000%	38.007%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,677,876.54	$1,558,508.14	$0.00	$351,682.36	$9,588,067.04	$6,929,393.67	$2,658,673.37

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		$810,892.83	$0.00	$810,892.83		$0.00	$0.00	$810,892.83	
1	1.2	Special education services:	Students with Disabilities	No			All Schools		$1,014,184.02	$0.00	$1,014,184.02		$0.00	$0.00	$1,014,184.02	
1	1.3	Personalized learning and EdTech:	All	No			All Schools		$20,796.63	$96,430.81	$117,227.44		$0.00	$0.00	$117,227.44	
1	1.4	Professional development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$194,634.95	$81,682.16	$215,173.72	$61,143.39	$0.00	$0.00	$276,317.11	
1	1.5	Title III:	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$16,470.87	$27,679.11			$0.00	$44,149.98	$44,149.98	
1	1.6	Data analysis and visualization:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$24,422.04	$0.00	$24,422.04		$0.00	$0.00	$24,422.04	
1	1.7	Small group reading focus:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$133,491.56	$0.00		$133,491.56	$0.00	$0.00	$133,491.56	
1	1.8	Transitional Kindergarten:					All Schools Transition		$0.00	$10,479.63	$10,479.63				$10,479.63	

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
							al Kindergarten (TK)TK									
2	2.1	Family involvement and support:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$113,714.09	$0.00	$113,714.09		$0.00	$0.00	$113,714.09	
2	2.2	Improve attendance:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$28,315.52	$0.00	$28,315.52		$0.00	$0.00	$28,315.52	
2	2.3	Communication resources:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$38,649.78	$38,649.78		$0.00	$0.00	$38,649.78	
2	2.4	Improving school climate:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$197,409.99	$0.00	$53,174.32	$144,235.67	$0.00	$0.00	$197,409.99	
2	2.5	Mental health clinician:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$107,229.22	$60,000.00	$107,229.22	$60,000.00	$0.00	$0.00	$167,229.22	
2	2.6	Community Schools Implementation/CCSMs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$70,725.17	$0.00	$70,725.17	$0.00	$0.00	$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		$76,619.93	$0.00	$76,619.93		$0.00	$0.00	$76,619.93	
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		$307,532.38	$0.00			$0.00	$307,532.38	$307,532.38	
3	3.3	Teacher Pathways:	All	No			All Schools		$34,726.83	$12,000.00	$46,726.83		$0.00	$0.00	$46,726.83	
3	3.4	Resources:	All	No			All Schools		$0.00	$392,614.38	$392,614.38		$0.00	$0.00	$392,614.38	
3	3.5	More teacher time:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$335,460.86	$0.00	$335,460.86		$0.00	$0.00	$335,460.86	
3	3.6	Custodial and facility staff:	All	No			All Schools		$0.00	$297,406.79	$297,406.79		$0.00	$0.00	$297,406.79	
3	3.7	Facilities and emergency procedures:	All	No			All Schools		$26,975.26	$607,391.17	$634,366.43		$0.00	$0.00	$634,366.43	
3	3.8	KIPP teachers:	All	No			All Schools		$2,856,638.78	$0.00	$2,856,638.78		$0.00	$0.00	$2,856,638.78	

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	3.9	Personal learning technology devices:	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$15,994.51	$102,474.88	$118,469.39		$0.00	$0.00	$118,469.39	
3	3.10	Health and safety:	All	No			All Schools		$0.00	$11,638.68	$11,638.68		$0.00	$0.00	$11,638.68	
3	3.11	Support for new teachers:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$80,094.93	$0.00	$80,094.93		$0.00	$0.00	$80,094.93	
3	3.12	Expanded enrichment opportunities:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$234,913.06	$749,491.31		$984,404.37	$0.00	$0.00	$984,404.37	
3	3.13	KIPP Contributions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$181,442.04	$0.00	$181,442.04		$0.00	$0.00	$181,442.04	
3	3.14	Continuity of Learning:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$18,638.39	$48,738.84	$67,377.23		$0.00	$0.00	$67,377.23	
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	$5,713.00		$5,713.00	$0.00	$0.00	$5,713.00	
3	3.16	Transportation Resources	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income			$0.00	$45,557.66	$45,557.66				$45,557.66	
3	3.17	Arts and Music							$98,794.98	$0.00		$98,794.98			$98,794.98	

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
$6,000,699	$2,280,704.00	38.007%	0.000%	38.007%	$2,296,593.56	0.000%	38.272 %	**Total:**	$2,296,593.56
								LEA-wide Total:	$2,251,035.90
								Limited Total:	$856,450.49
								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	$810,892.83	
1	**1.4**	Professional development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,173.72	
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	$24,422.04	
1	**1.7**	Small group reading focus:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.8**	Transitional Kindergarten:				Transitional Kindergarten (TK)	$10,479.63	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Family involvement and support:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$113,714.09	
2	2.2	Improve attendance:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$28,315.52	
2	2.3	Communication resources:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,649.78	
2	2.4	Improving school climate:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$53,174.32	
2	2.5	Mental health clinician:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$107,229.22	
2	2.6	Community Schools Implementation/CCSMs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.1	Hiring process:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,619.93	
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	$335,460.86	
3	3.9	Personal learning technology devices:	Yes	LEA-wide	Foster Youth Low Income	All Schools	$118,469.39	
3	3.11	Support for new teachers:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,094.93	
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	$181,442.04	
3	3.14	Continuity of Learning:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,377.23	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.15	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		$45,557.66	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,125,434.53	$9,994,116.66

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	$785,773.85	$787,005.44
1	**1.2**	Special education services:	No	$1,166,515.67	$1,239,789.68
1	**1.3**	Personalized learning and EdTech:	No	$117,142.93	$96,653.02
1	**1.4**	Professional development:	Yes	$280,236.28	$269,286.96
1	**1.5**	Title III:	Yes	$47,262.74	$47,368.00
1	**1.6**	Data analysis and visualization:	Yes	$24,805.62	$21,068.85
1	**1.7**	Small group reading focus:	Yes	$124,600.05	$96,649.30
1	**1.8**	Transitional Kindergarten:		$42,649.78	$42,384.58
1	**1.9**		Yes	$0.00	
2	**2.1**	Family involvement and support:	Yes	$107,759.53	$105,740.38
2	**2.2**	Improve attendance:	Yes	$15,613.96	$27,760.31

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	2.3	Communication resources:	Yes	$43,606.05	$42,862.97
2	2.4	Improving school climate:	Yes	$197,747.10	$193,946.73
2	2.5	Mental health clinician:	Yes	$160,029.92	$165,126.68
2	2.6	Community Schools:	Yes	$69,000.17	$69,000.17
2	2.7		Yes		
3	3.1	Hiring process:	Yes	$76,691.04	$67,546.95
3	3.2	Title I and II, improving academic outcomes:	Yes	$310,905.49	$299,153.00
3	3.3	Teacher Pathways:	No	$165,748.59	$123,340.16
3	3.4	Resources:	No	$433,883.62	$442,515.67
3	3.5	More teacher time:	Yes	$321,315.41	$304,209.93
3	3.6	Custodial and facility staff:	No	$293,904.30	$227,099.66
3	3.7	Facilities and emergency procedures:	No	$26,089.63	$564,772.90
3	3.8	KIPP teachers:	No	$2,718,438.46	$2,516,668.10

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	**3.9**	Personal learning technology devices:	Yes	$119,361.42	$111,264.28
3	**3.10**	Health and safety:	No	$11,588.45	$6,000.00
3	**3.11**	Support for new teachers:	Yes	$74,760.03	$57,989.58
3	**3.12**	Expanded enrichment opportunities:	Yes	$968,688.30	$960,193.39
3	**3.13**	KIPP Contributions	Yes	$176,804.02	$169,487.54
3	**3.14**	Continuity of Learning:	Yes	$128,710.29	$761,572.43
3	**3.15**	Mental Health for All:	Yes	$6,088.00	$6,088.00
3	**3.16**	Transportation Resources	Yes	$5,533.67	
3	**3.17**	Arts and Music		$104,180.16	$171,572.00

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)
	$1,619,673.64	$2,182,322.49	($562,648.85)	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	$202,318.61	$202,635.71		
1	1.4	Professional development:	Yes	$167,988.78	$154,481.96		
1	1.5	Title III:	Yes				
1	1.6	Data analysis and visualization:	Yes	$24,805.62	$21,068.85		
1	1.7	Small group reading focus:	Yes				
1	1.9		Yes	$0.00			
2	2.1	Family involvement and support:	Yes	$107,759.53	$105,740.38		
2	2.2	Improve attendance:	Yes	$15,613.96	$27,760.31		
2	2.3	Communication resources:	Yes	$43,606.05	$42,862.97		
2	2.4	Improving school climate:	Yes	$54,375.29	$50,574.92		
2	2.5	Mental health clinician:	Yes	$100,029.92	$105,126.68		
2	2.6	Community Schools:	Yes	$0.00			
2	2.7		Yes				

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	3.1	Hiring process:	Yes	$76,691.04	$67,546.95		
3	3.2	Title I and II, improving academic outcomes:	Yes				
3	3.5	More teacher time:	Yes	$321,315.41	$304,209.93		
3	3.9	Personal learning technology devices:	Yes	$119,361.42	$111,264.28		
3	3.11	Support for new teachers:	Yes	$74,760.03	$57,989.58		
3	3.12	Expanded enrichment opportunities:	Yes				
3	3.13	KIPP Contributions	Yes	$176,804.02	$169,487.54		
3	3.14	Continuity of Learning:	Yes	$128,710.29	$761,572.43		
3	3.15	Mental Health for All:	Yes				
3	3.16	Transportation Resources	Yes	$5,533.67			

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%	$2,182,322.49	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
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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-26	44	25	8	0	0	4	7	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)	2

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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

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, 75% 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, 75% 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 10 virtual and in-person events where all families were invited. In an annual family survey, 66% 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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	3
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.	3

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.

80% of KIPP families positively indicated that teachers have built strong relationships with their child.

78% 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!

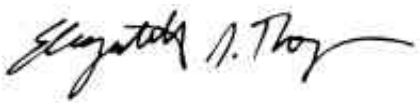
Thank you for the important role each of you play in creating joyful, academically excellent schools that prepare our students with the skills and confidence to pursue the paths they choose—college, career and beyond—so they can lead fulfilling lives and create a more just world.

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 Valiant Team & Family Handbook

KIPP Valiant COMMUNITY PREP

TEAM & FAMILY HANDBOOK

2026-2027

We are Valiant. *Somos Valientes! ‘Oku mau loto to’a!*

620 Willow Road
Menlo Park, CA 94025
Tel: 650-422-4022
Fax: 650-285-3747
Email: Info@kippvaliant.org
www.kippbayarea.org/schools/valiant

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Dear Families,

We are honored that you have chosen KIPP Valiant Community Prep as the place for your child to grow and learn. At Valiant, we believe that it is our job to work with families and students so that every child becomes inspired and empowered as they make the journey to and through college. We believe that all of our students are leaders who will make the world a better place. We cannot and will not promise perfection. But we promise that every single adult on our team will do whatever they can to support your child's development.

At KIPP Valiant, we will work together—teachers, families, and students to create a school community where everyone is safe and loved. We practice habits that help us develop love, courage, justice, curiosity, and growth. We are courageous learners who do our best and know that mistakes are part of the growing process. We are excited by challenges and see them as opportunities to grow. We treat one another with love and build strong relationships. We are curious and creative problem-solvers, and we bring joy and passion to our world to make it a better and more just place for all people. Our social emotional growth is as important as our academic growth, and we are proud of the incredible young men and women our kids are becoming.

KIPP Valiant Community Prep exists because parent leaders in this community fought to make it a reality. We are proud to have had a successful first two years due to the teamwork of our teachers, families, and students. This year, we continue to found the school by adding 5th grade---meaning we are now a fully grown TK-8 school. As founding students and parents of the school, we continue to have a unique opportunity to build the school and community that we want. So let's work together to continue to build an amazing place to learn and grow. We know there will be obstacles along the way, but remember—a school is not the building; it's the people within it and what they believe. I am excited to be on this journey with you all.

This family handbook is designed to lay the groundwork for our common expectations in creating a high achieving and supportive academic and social environment. This handbook communicates the basic policies and procedures that we all must follow to ensure that teaching and learning remain the focus of instruction every day. Please use the information contained within this handbook as a resource throughout this year, and feel free to contact us if students have any questions or concerns.

We look forward to a powerful and positive founding year as we make history in East Palo Alto and Menlo Park. Thank you for all that you do to make KIPP Valiant Community Prep an extraordinary community. I am excited to be on this journey with you all. It is a privilege to work with you and your family.

About KIPP Valiant Community Prep

Vision

At KIPP Valiant Community Prep we support our students academically, socially, and emotionally so that they can be successful and fulfilled in college and in life. We empower one another to continuously grow into passionate, innovative agents of change who raise our unique voices to make the world a better and more equitable place.

School History

In early 2014, parents and community members in East Palo Alto began to organize for more educational options in East Palo Alto. With the help of Innovate Public Schools and grassroots organizing, parents researched opportunities and chose KIPP as the organization that they wanted to partner with in this process. For three years, parents spread the word about KIPP and met with community organizations and public officials to advocate for KIPP. In February 2016, community members and parent leaders shared testimony after testimony about why they wanted KIPP in East Palo Alto in front of a standing room only audience at the Ravenswood City School District Board Meeting. The charter was approved with a vote of 4-1. Ms. Kate Belden then began the process of co-creating the vision for the school alongside parents, using the design thinking process. Kate spent time with each parent one on one to learn about why they personally fought for the school and what their hopes and dreams were for their children and the school. She also visited over twenty schools to learn best practices from across the nation. Together with the parents and community members, Kate created the vision for the school. Parents chose the school's name, colors, uniform, interviewed teachers, and recruited students and families. At Valiant, we are proud to be a courageous school that stands with the community while preparing our students for college.

Values

Valiant Values	Guiding Principles	Character Traits	Habits/Evidence of Success
Love 	We believe in "*In'La'Kech*" or "you are my other me", "*Ubuntu*" or "I am because we are" and "*Aloha*" which means "peace and compassion."	• Kindness • Empathy • Social Intelligence • Gratitude • Community Responsibility	• We build our relationships with one another and our community. • We treat one another as we would want to be treated, with kindness and empathy each day. • We honor, welcome, and celebrate all identities in our school community. • We practice gratitude.

Courage 	We believe that “we are the change we seek. We are the ones we have been waiting for.” –Barack Obama	• Bravery • Grit (persistence + resiliency) • Integrity • Self-control	• We never give up on ourselves • We are excited by and persist through challenges and support our teammates in doing so. • We do the right thing, even when no one is watching.
Justice 	We believe that “our liberation is bound together.” –Lilla Watson	• Citizenship • Equity • Leadership • Optimism	• We empower one another to have voices at the table to make our world a better, more equitable place for all people. • We hold hope for the future. • We know that none of us are free unless all of us are, and push ourselves to work towards understanding the perspectives of others and seeking equity in all they do. • We work together to be upstanders and accomplish our goals.
Curiosity 	We believe that ,“curiosity keeps us moving forward, experimenting, opening new doors, and exploring.”-Walt Disney	• Love of Learning • Creative & Critical Thinking • Perspective • Zest (energy + enthusiasm)	• We seek the excitement, joy and adventure in learning • We are creative critical thinkers and problem-solvers • We strive to understand one another’s perspectives in order to deepen relationships and improve the world
Growth 	We believe all of us CAN and WILL grow every day.	• Drive • Reflection • Ownership	• We believe that high expectations and continuous learning are the responsibility of everyone in our school. • We reflect on mistakes and use them as opportunities to learn and grow. • We have an unwavering belief in ourselves and know that -everyone can grow with the right effort, strategy, and help

KIPPisms

Hand Signals

Due to the large amount of call and response that occurs in our classrooms, teachers have developed silent hand signals to communicate a few basic messages for yes, no, excitement/agreement, and encouragement:

- **Yes:** ball up your fist and go up and down as if you are knocking

- **No:** palm is flat moving from side to side
- **Excitement/Agreement/"I am with you!"** One or two hands vertically waving front to back next to your ear(s)
- **Encouragement, Love, and Support:** Spirit fingers (rapidly wiggling all of your fingers in the direction of the person you are supporting)
- **Restroom/Bathroom:** Crossing your index finger over your middle finger, like the sign language for the letter "R"
- **College Bound Hand:** A hand that is raised straight up high in the air and may even wave around with enthusiasm.

STAR

STAR is an acronym describing how students sit in class (Sit up straight, Track the speaker, Ask and answer questions, Respond). Teachers may ask a class to sit in STAR or even do the unison all class call "Clap-Clap-STAR" where as a class all students clap twice and then sit in STAR (strong posture, hands folded on the desk, eyes on the speaker, etc.)

General Information

Contact Information

Address:620 Willow Road, Menlo Park, CA 94025
Phone Number: 650-422-4022
Email: Info@kippvaliant.org

School Calendar

The school calendar is in Appendix 1.

Hours

The front office is officially open Monday through Friday from 7:20 am until 4:00 pm.

Daily School Schedule

The school schedule is in Appendix 4

Staff

Staff contact information is listed in Appendix 3.

After School Program

KIPP Valiant Community Prep offers a free after school program to families that can commit to sending their child to the full program five days a week until 6pm everyday. This program includes two components: (1) Academic and homework support; (2) Enrichment activities (i.e. athletics, dance, arts, cooking, etc.). The YMCA program will be our sole provider this school year. They come on site to run our TK-8th program and will provide all students with an afterschool supper.

Attendance

KIPP truly believes that every minute matters with our kids. Attendance at school every day is mandatory. Parents/guardians are expected to ensure that their child is in school on time, every day**.** We understand that challenges come up so please communicate with the front office at 650-422-4022 and leave a message with your name, your students name and the reason for the absence, it is instrumental to leave the reason as some reasons are excused due to the nature of them. If you are able to also contact your students homeroom teacher ahead of

time so that you can work together to help your child be on time. Please do not schedule appointments or vacations during school time. Please schedule appointments during early dismissal days so that your student does not have to miss any class time. Every minute matters and helps your child get the skills s/he needs to be prepared for college!

Notes for excused absences must be delivered to the main office within 24-72 hours or 1-3 days. Any notes received after 7 days can not be accepted or applied to the students' attendance records.

Arrival and Drop-offs; Dismissal and Pick-ups

Arrival

The campus will be open for all students beginning at 7:40am there will be no adult supervision prior to this. Classrooms will be open at 7:45am for breakfast for students in TK-5th and the cafeteria will be open at 7:450am for breakfast for students in 6-8th.

- By car:
    - Families can drop their student off in the front parking lot, entering through the Main Gate on Willow Road and exiting through the side gate on Willow Road. We recommend for students in TK-5th to be dropped off at this location as it is the closest to their classroom.
    - Families can also drop of their student off at the back loop. We recommend for students in 6th-8th to enter through this gate as its closer to the cafeteria if they would like to grab breakfast before heading to class.
- Walking
    - TK-8 families who are walking to school can enter through the front or back gate. See recommendations above.
- Bicycles/Scooters/Skateboards
    - If your student uses a bicycle or scooter to get to school, please make sure to send them with a chain and lock for the bike rack where their mode of transportation must remain locked for the remainder of the day.

Tardy passes will be written at the Main Office starting at 8am. All students who are not in their classroom seat by 8am and get to school late must report to the reception to receive a tardy pass before walking to class. If a student arrives late to class without a pass the teacher will redirect them to the front office to get one.

KIPP is committed to students being at school, everyday. If a student is not in class, and we have not had notification from the parent/guardian, the office will be making a live call home daily to learn more. Text messages may also be sent to contact parents about a students unexcused absences.

Dismissal

Students not attending the after school program must be picked up by an authorized adult in the dismissal area at their dismissal time. If you have children in both TK and another grade that dismisses at another time your students must be picked up at their individual dismissal time.

- **Monday through Friday Dismissal Times : 3:00**

- **Dismissal By Car**: Please pull into the back parking lot and drive no faster than 5 miles per hour. Once in the driveway, please pull to the turnaround and place your placard on the dashboard, then wait for a KIPP Valiant staff member to record your name and direct you to your pickup spot. Once you've picked up your child, you can pull your car out of the line and into this empty

lane to drive out of the parking lot, respecting the 5 mph speed limit, please.
- Walking (not using a car): please use the KIPP Valiant Community Prep main entrances on Willow Road or Beacon Street.
- Student Walkers: Parents who wish for their children to walk home must fill out a permission slip in the office and the student will receive a walker badge which they should keep in their backpacks at all times.

For students in the after school program, parents must adhere to the dismissal procedures set by YMCA and should pick students up from the cafeteria. . If you have any questions about the after school program procedures, please speak directly with the director/s of the after school program: Angela Lopez: 650-44-5789.

Early Sign-outs

Please ensure your child is at school until dismissal time unless it is an emergency. Early dismissals for doctor's appointments, funerals, and illnesses will count as excused time. All other early pickups are considered unexcused. Any student leaving early must be signed out in the office before the student is dismissed from their class. When possible, please schedule appointments after school.

To ensure safety as we approach dismissal each day, **students cannot be picked up half an hour before school ends. This means TK-8 students cannot be picked up between 2:30-3:00pm**

Safety is our number one priority, but with so many people coming on and off campus during the last half hour of the day, we follow strict protocols to ensure our school is safe and secure. All visitors, including parents, must first sign in at the Main Office

We will evaluate the early dismissal log on a quarterly basis. If a child has excessive early dismissals, we will start the "Procedures for Excessive Absences and Tardies" that can be found in the regional policy sections below. A process, which involves a meeting with the administration and a KIPP Nor Cal representative to create an attendance improvement plan and consequences for not following through with the plan that is created. Since missing class affects academic achievement, repeated absences and excessive early pickups may be reflected in the student's academic growth and achievement.

In the event that a student needs an early dismissal due to an emergency, the following procedures must be followed:

- The student will remain in class or the main office until an authorized adult arrives at school to pick him/her up
- An authorized adult **must** come in to sign their child out in the office – we will only release students to an **adult over the age of 18** who is listed on the emergency contact form

Absences and Missed Work

If your child will be absent, aside from notifying the office please notify the teacher ahead of time. Junior High students are expected to communicate with the teacher to discuss whether they need to make up any missing work. If your child is in elementary grades and must miss a school day, please speak with your child's teacher to see if there is any work to complete at home.

If a student is absent for 3 or more days, we can collect the work that they have missed and have it ready in a folder at the main office. A parent/guardian must call or e-mail their child's homeroom teacher to

request the work they are missing. In the event that a child misses 3 or more days, they can make up the work missed during the school day with the teacher in order to ensure they are on track.

Academic Program

Assessments and Tracking

At KIPP Valiant, we believe that assessments are tools for teachers to understand what students know and don't know yet. It is not about a grade; it is about students mastering standards and gaining knowledge; it is about teachers using data to adjust lessons and best support and challenge all learners.

Everyday, there is a sense of urgency in the classroom because we are driven to meet student mastery goals on assessments.

Interim/End of Module Assessments

Students are assessed at the end of the module, or unit, based on their curriculum. In grades 3-8 , interim assessments are given every six to eight weeks and reflect the rigor of the SBAC. These assessments are summative and not cumulative so that they assess what has been taught in that time period. Teachers may reassess standards for the whole class that the majority of the class had not mastered previously; these standards will have been re-taught and practiced in class. After each interim or end of module assessment, teachers work together to analyze the data. In this analysis, they build time in class to reteach standards for those that have not yet mastered them. This may mean regrouping for small group instruction time, or revising the scope and sequence to reteach a standard in a new way to the whole class—whatever it takes to support mastery for all students.

Formative Assessments

KIPP Valiant administers formative assessments every one to three weeks on standards that have been taught so that teachers know whether students are on track to mastering standards on interim assessments. We use the information gathered from the Formative Assessments to provide additional support and re-teaching before the interim assessments to students that need it.

Daily Assessments and Tracking

Teachers use exit tickets and independent practice to assess students' learning every day. This provides immediate data so that, during other parts of the day, they can support students who need the extra help. It's also the best way for teachers to receive feedback on the teaching and learning in their classrooms.

Informal Assessments and Checking for Understanding

At KIPP Valiant Community Prep, teachers informally assess the learning in the classroom through various checks for understanding. It is the most effective way to guide their instruction during the lesson. Teachers use questioning, check-ins with individual students while circulating the classroom, group hand signals, whiteboards during guided practice, etc. to check for understanding constantly.

Strategic Teaching Evaluation of Progress (STEP)/Fountas and Pinnell (F&P)

At KIPP Valiant, we believe that literacy is the foundation for all learning. Students are assessed using the Strategic Teaching Evaluation of Progress (STEP) in the Lower School and Fountas and Pinnell (F&P) once they have passed through the STEP test This one-on-one assessment is given four times per year: once in the beginning of the year during Summer Success Academy, and then once every trimester thereafter. STEP and F&P are similar in that they both determine students' instructional and independent level; however, the STEP assessment is more rigorous for the lower grades and the F&P is

more rigorous for third grade and higher. We believe that using the most rigorous and thorough assessments allow us to meet the needs for all KIPPsters.

ELPAC Testing

Part of our job as educators is to support English Language Learners (ELs) in becoming proficient in English. Students who are **new** to California public schools will take the ELPAC before Oct 31. All other EL students will take the ELPAC test between February and April of 2020. This test is a combination of reading, writing, speaking, and listening, depending on the student's grade level. Parents will be notified of students EL status after the test is taken and teachers will continue to use the test to inform their support of students.

Daily Checklist

Students should come to school every day with the following items:

- Backpack with:
  - 5th-8th Grade: Agenda with parent/guardian signature
  - Completed homework
  - Reusable Water bottle
  - Just-right book for independent reading (can be from school, home, or library)
  - Pencils
- Proper uniform, including athletic shoes
- Transportation plan – every child should know how they are getting home from school that day before the school day begins.

Calling Teachers on their Cell Phones

We believe in the power of team and family. When everyone works together, we prove what is possible. The KIPP staff works with all families to ensure they are best able to support their child at home. They also assist students when they have questions about homework. Students and families may call teachers on their cell phones from 5:00pm to 8:00pm Monday through Friday evenings for questions. Students may also call on Sundays between 5:00-8:00pm. **If, for some reason, the teacher is not able to answer a call one evening and a student calls and leaves a message about a particular homework problem, the student will be excused from that portion of the homework. It must be made up after they receive clarification the following day.**

For absences or lateness, families should call the main office 650-422-4022, not the teachers' cell phones.

Family Fridays

All KIPPsters are expected to attend our community events, which are held on Fridays, twice a year. One of our values is love, which relies on strong relationships across the school. We believe that these events help us foster love throughout our community. These bi-annual events are planned by the Family Leadership Council and may include a school carnival, campus beautification, and more.

Testing

Each May, California students in grades 3-8 take the rigorous Smarter Balanced Assessment Consortium (SBAC), which is a criterion-referenced test that measures students' knowledge and abilities as they

relate to the Common Core State Standards. Students in 5th and 8th grade also will take the California Science Test (CAST). Students

Grading

The Valiant staff believes that the purpose of grades is to clearly communicate to families what their children are able to do and what they still need to learn. Academic grades are determined by mastery of standards; therefore, a child's math grade is the average mastery of the standards taught thus far in the year. Because we believe that learning is a process and have a growth mindset about children's learning over time, we do not use letter grades like "A". Instead, we use "Exceeding" (85-99%), "Achieving" (75-84%), "In Progress" (60-74%), and "Not Yet" (Below 60%) so that you have information of what your child knows and what they need to know.

Homework

Homework serves three purposes: (1) to meaningful engage students with material that has already been taught in class; (2) to allow parents and family members to support their child's development (i.e. parents read books per week to their child in lower grades); (3) to develop students' organization skills and responsibility.

In the Elementary School (grades TK-2nd), students have weekly homework focused on parents and family members supporting students practicing what they learned at school. For example, parents/guardians may be asked to do read-alouds and math activities that allow the child and family to practice the skills that are being taught in class. Math homework for students in Elementary school should not take more than 15 minutes at night; students need to spend at least 20 minutes reading every night (and even more is better!).

In the Junior High , students have homework every night, including weekends and some holidays. Homework for students in the Junior High should take no more than 45 minutes, and students should spend at least twenty minutes reading (they will record their reading on their reading log).

If there is a question on a homework assignment, parents or students may call their teacher before 8:00 pm to clarify confusion and complete the assignment before arriving to school the next day

Students are expected to follow all directions on the homework. Parents/guardians should not do the homework for their children. If there are questions or your child needs extra support, please contact his/her teacher.

Daily Agendas

In 5th-8th Grade, each student will be provided with an agenda that they are required to update with the homework daily.

Make-up Work

In the event of an emergency that keeps a child out of school for consecutive days, students and family members must speak with their child's homeroom teacher to arrange for make-up work completion.

Report Cards

Report cards must be picked up by parents/guardians at report card conferences, which take place at the end of the first two trimesters and are marked on the school calendar. During report card

conferences, students are dismissed early on Thursday and then do not attend school Friday, so there is ample time for grade-levels to meet with families and review students' progress. The final report card is sent home with students on the last day of school. If at any point, parents/guardians would like a meeting with a teacher, they may schedule that meeting with the teacher directly. Teachers are always happy to meet to discuss how to best work together to support a child's progress and success.

Graduation/Promotion

Students who have achieved an "In Progress", "Meets Expectations", "Exceeds Expectations" across all content areas are promoted. If at the end of the year a child has Not Yet Mastered one or more content areas, the Student Support Team (SST) meets, which includes the parent, to determine promotion or retention.

Lastly, when determining promotion the SST uses the LIGHT's Retention Scale to determine whether we might consider a child for retention. LIGHT's Scale is a research-based approach to ensure that we are looking at all elements of a child's background and experience. This includes classwork data, STEP/F&P data, attendance/tardiness, social-emotional information, age, and other relevant information around that child's academic and social development. The SST determines promotion to the next grade based on a meeting with the parent/guardian.

Student eligibility in culminating activities is determined by academic standing. These activities may include field trip(s), dances, field day, and participation in the graduation ceremony. Students to maintain eligibility need to have no more than 5 after school reflections and 8 recess reflections.

School Culture

THE WHY

We believe:

- Strong relationships between student, family, and school are the foundation to building a strong culture.
- 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 and to recognize the level of support that is needed to repair the harm.
- Everyone deserves the right to move on after harm.

KIPP Valiant Community Prep's Expectations for Student Conduct

Our school's approach to creating a positive school culture is designed on the basis that students, families, and school staff constantly work together to have a strong relationship. With a strong relationship, students can build strong habits, learn and develop social and emotional skills, and use restorative practices to repair the harm that has been done to the community. The goal of KIPP Valiant's school culture is for all students to fulfill their promise to meet the goals established in the Commitment to Valiant form so they can achieve their highest potential. When students are not able to fulfill those promises, they are held accountable to repairing the situation and allowed the support needed to do so. Students make mistakes, but can also repair and earn back community trust at KIPP Valiant. Teachers and staff work closely with students, one another, and family members to reintegrate students

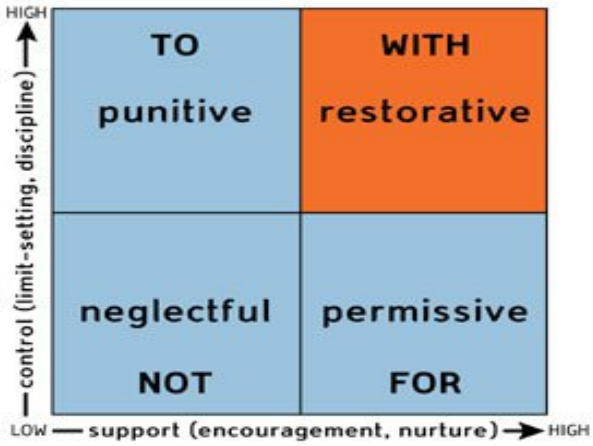
back into the classroom community after a harmful choice has been made. We recognize that we all make mistakes and aim to teach and support all students so that the classroom community remains strong.

Social Emotional Learning

KIPP Valiant focuses on developing the social-emotional skills of self-management, self-awareness, social awareness, relationship skills and responsible decision making in our students. We use our values, incentive systems and an SEL curriculum, called PATHS, to teach these skills as well as Responsive Classroom techniques.

Restorative Practices

At KIPP Valiant, we recognize that all people make mistakes and that these are actually opportunities to grow and learn, and that social and emotional skills can be taught and developed so that they become habits. We hold students accountable to high expectations and provide a high level of support for our students to grow.



Logical Consequences and Restorative Practices

Consequences must be meaningful for children; 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 s/he does not talk during the lesson? As the student explains the importance of being on task, they understand the impact of their choices. Another example may be if two KIPPsters argue over a marker. The teacher may talk with both students at the Peace Table using the SEL behaviors to help decide the best response. Depending on the root of the problem, one or both students may write a reflection about what happened and then return to the group after sharing their reflection with their teammate and apologizing. If a seriously harmful decision (hurting a teammate, repeated teasing, etc.) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

Restorative Chats

Staff members at Valiant use restorative chats to support KIPPsters when harm has been done to a

teammate (i.e. saying something mean) or to themselves (i.e. giving up on a task) or to the community (i.e. disrupting learning). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

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

Ladder of Response

Teachers use a number of moves to ensure all students are learning, remembering that the goal is to restore relationships so that students are engaged in learning. We know that there are many ways to respond and that matching is important depending on the child and the situation. Below is an example of a ladder of actions that a teacher might take based on KIPPsters' choices in the classroom.

Phase Three: Intense Time Needed to Restore

Possible behaviors: Unsafe with body, tantrum, extremely/repeatedly mean to teammates

- Stop class. Community Circle to discuss impact.
- Support from Assistant Principal (see guidelines)
- Convo w/ teacher during teacher planning time
- Parent phone call or parent conference
- Restorative circle with other adults
-…and other ideas teachers have for intense restoration

Phase Two: Restorative Chats/Reflections

Possible behaviors: Repeated reminders and redirection, one mean act to a teammate

- Peace Table/Apologies to teammates/class
- One-on-one conversation with adult at seat
- Side conversation with adult and/or teammates
- …and any other ideas teachers create for reflection

Phase One: Lightning Quick Connected to Learning

Possible behaviors: Side talking, head down, giving up

- Verbal redirection
- Proximity
- Stopping and waiting
- Whole class reminder of expectation
- Politely remove distraction (pen, materials, …)
- Name dropping
-…and any other ideas teacher have for quick refocus on learning

Proactive Circles and Reflections

Everyday, students collaborate to create a positive classroom community through class circles and ongoing reflections. Classroom communities will proactively consider situations coming up like play, lunch, or even a field trip to consider goals, how to act, and what to be aware of. Classes will then come back together to reflect on how that situation went and set goals for improving next time. Students will have opportunities everyday, multiple times a day, to reflect on their own actions and think about strengths and improvements. This ongoing reflection helps students be self-managers and contribute positively to their classroom and school community. If a situation arises, classrooms will join together in a circle to reflect and repair. In Junior High, students are paired with an advisor where they have daily circles to build community and teach social-emotional learning. In elementary, students start and end each day with a circle. Our focus is on being as proactive as possible and building community.

Recess and After School Reflections

If a student has made a choice that harms him/herself or others, s/he may be asked to attend Reflection Time, during lunch and recess for grades 3-8. In Junior High if a student contributed to major harm to their community or do not attend recess reflection during the day, they will be assigned after school reflection. The student will write a written reflection and then participate in a restorative chat or circle to acknowledge/address the harm that was caused by their actions and plan to make different choices in the future.

Uniform

We are a team and a family. The goal of the dress code is to have students feel a part of a team as well as to help them focus on their academics instead of their clothing. Having students wear a uniform increases their understanding of the importance of team and the power their team brings to their success in climbing the mountain to college. The dress code is non-negotiable.

All students must wear tan/khaki pants, long skirts, or long shorts. Solid color shorts or leggings should be worn under all skirts. The skirts and/or shorts must be no shorter than two inches above the student's knee when standing. The pants, shorts, and/or skirts must be loose fitting and comfortable.

Students must wear a KIPP Valiant Community Prep shirt every day. These shirts represent our school colors! In grades TK-2, the uniform shirt is orange, in grades 3-5, it is yellow, and in grades 6-8 the shirt is sky blue. Students will be provided with two free KIPP Valiant Community Prep shirts at the beginning of the school year. Students may purchase additional KIPP Valiant Community Prep shirts as needed. All students will also receive a gray KIPP Valiant Community Prep sweater, and they may wear this as well if they are cold. If not wearing a KIPP Valiant sweater, students can wear plain gray, black, or white sweatshirt (no logo), or a college sweatshirt. Otherwise, students may not wear anything over their uniform when inside classrooms. Throughout the year, students may earn special additional uniform items, like Valiant t-shirts for showing the Valiant Values, college shirts for demonstrating reading growth, or "Millionaire" swag for reading 1,000,000 words in a year that they may wear as part of the uniform.

Under their uniform shirts, students may wear another short or long sleeved shirt. These shirts must not be excessively large and may not have hoods and should be solid color (with no writing or patterns).

Students should wear athletic shoes so that they can participate in PE and play time every day. They may

not wear open-toed shoes, flip-flops, shoes with raised heels, or boots unless it is a rainy day in which case they may wear rain boots.

In addition to wearing the KIPP uniform:

- Jeans, sweats, or "warm-ups" are not permitted unless previously approved by a teacher (i.e. free dress days);
- Students may not wear unreasonably tight shirts or pants;
- All accessories should be appropriate for school (no foul language or inappropriate images including drugs, alcohol, images of violence or offensive imagery)
- Students may not wear hats or head coverings during school hours, unless it is in accordance with religious observance. If s/he wears a hat to school it must be put inside his/her bag or hung up next to where s/he keeps his/her belongings in class.

Additional uniform shirts will be available from the school. Please inquire about uniforms in the front office.

Students fully out of uniform will need to change in uniform. If we do not have the uniform available in their size, their family member will be notified to bring a proper uniform, and this will be marked in Schoolrunner. Students in TK-2nd grade will be asked to bring a clean pair of pants and underwear to school to store in the classroom, in the event of an accident. KIPP Valiant will keep a limited amount of extra pants and underwear in the office for emergencies. Students who do not have a personal change of clothes will be able to borrow a clean change from the office emergency supply when available. Students who borrow school uniforms may wear the borrowed uniform home to be washed and returned to the office the following day.

In Junior High, repeated out of uniform will result in a logical consequence (recess reflection).

Personal Belongings

Learning is always the focus at KIPP Valiant Community Prep. We want to ensure that every student is set up for success and engaged in learning. Only items that support student learning are permitted at school unless approved by the child's teacher. Students in elementary will have opportunities to bring personal belongings to use during specific times of the day (Soft Start and Quiet Choice). Students will be taught rules for use of personal belongings and are expected to follow set expectations. Students using personal belongings outside of specified times will have items taken away and/or may lose the privilege of bringing personal items to school. If you or your child has a question about a specific item, please ask before your child brings the item to school.

Cell Phone and Telephone Use

The KIPP Valiant staff understands that cell phones are part of our daily lives and allow our children to communicate with their families. The cell phone policy exists so that phones do not become a distraction to learning during school hours. Learning, growing, and student safety are the focus at school.

If families wish for their student to carry a cell phone to school, the family must complete a "Cell Phone Application." This application outlines why it is necessary for the child to have a cell phone at school and will acknowledge that the family and student will follow all expectations for cell phones at Valiant. Once approved, the student will turn their cell phone (turned off) into their homeroom/advisory teacher

at the beginning of each day. Teachers will lock all cell phones in a safe and students can pick them up once the school day is over. If students fail to ask permission for their cell phone to be at school, the cell phone will be confiscated by school staff and parents will be required to pick it up in the office. Should this happen a second time, the school will keep the phone in a safe place and parents can pick it up on the last day of the school year.

If a parent or family member needs to contact a child, they must call the office. Any cell phone that rings or is seen by a staff member during the school day will be confiscated and a family member will need to come to school to retrieve it from the Front Office during school hours. The Operations Team will label and store any confiscated phones in the office. The school is not liable for any cell phone brought to school; students are responsible for their cell phones.

Cheating and Plagiarism

The KIPP Valiant team cares about knowing what each child is able to do independently and what each child needs help with. Because of this, it is important that independent work, like an assessment, is completed independently. If a student copies another student's independent work/homework, or if a student gives another student his/her work/homework, this is dishonest and breaks trust. Please call your teacher for help when in doubt.

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work.

If a teacher discovers that a student has cheated or plagiarized on a test, quiz, or other class or homework assignment, the teacher will notify the student's parents/guardians and the principal. If a student cheats or plagiarizes multiple times, the matter will require a conference with the student, parent/guardian, teacher, and a member of the administration.

Field Lessons

Field lessons outside of school are important learning experiences for all students at KIPP. When safe to do so with COVID restrictions, students go on field lessons at least once per year, and from Kindergarten on, at least one of these trips is to visit a local college or university. All children are expected to go on field lessons. If a child has demonstrated behavior that is extremely unsafe and the staff is worried about safety on a trip, a staff member may require a family member as a one-on-one chaperone in order for that student to attend the trip. In extreme cases, a student may lose the privledge to attend field trips. This will be privately commuicated to the student and family. Our goal is for all students to have the opportunity to engage and participate in all field trips.

Student Health and Safety

Food

We ask all families to fill out the AIF form as part of the registration Families will receive free/reduced pricing for breakfast and lunch.If your student participates in the after school program your student will also receive supper.

Students are not required to eat school meals. Families may choose to have their children eat breakfast at home and/or send a bagged lunch. If your student forgets their lunch at home and you would like to drop off their lunch you will need to make it back to school by 9 am. Parents will need to wait in the

front desk until they are able to hand over the student lunch. Students will not be allowed to leave campus to get lunch or make phone calls to have lunch delivered to the school. This means no doordash, ubereats or grubhub orders. Students are also welcome to bring their own snacks if they prefer, but it must be a healthy snack (no chips, soda, sugary/caffeinated snacks, please)!

Immunization

All children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment. In accordance with SB 277, these requirements can be waived only if a properly signed medical exemption is filed with the school. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of KIPP Schools.

To meet California's school entry requirements, **all newly admitted students** who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	**Dosage**
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses[1]
Polio	Four (4) doses[2]
Measles, Mumps, and Rubella (MMR)	Two (2) doses[3]
Hepatitis B	Three (3) doses
Varicella (chickenpox)	Two (2) doses

[1]Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses
meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.
[2]Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.
[3]Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.

In addition, **all students entering grade 7 AND all newly admitted students entering grades 8,** who are not exempt from the immunization requirements, must show proof of the following immunizations:

Immunization	**Dosage**
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)[1]	One (1) dose
Varicella (chicken pox)	Two (2) doses

[1]At least one dose of pertussis-containing vaccine is required on or after the seventh birthday

Bathroom Policy

While students are encouraged to use the restroom during breakfast, lunch, and playtime they are permitted to use it as needed throughout the school day with the exception of the period directly

following breakfast and lunch and transition periods. Students ask to use the restroom during class by holding up the sign language symbol for “r”. Students are not permitted to use the restroom during the lesson time when the teacher is talking, unless it is an emergency, and will be encouraged to wait until independent class work time. We ask that both parents and teacher go over bathroom norms to avoid over use of paper towels and bathroom supplies.

Bathroom Norms
Be Safe (dont spill soup or water on the ground on purpose)
Leave the space better then you found it (if you see a mess please report it to your teacher or office staff, no writting on the walls, pick up after yourself.)
Every minute counts (every minute missed is a minute missed out on learning, remember the bathroom is not a hangout spot)

Visitors
All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school. ”

Parent Visitors
Parents or guardians are encouraged to visit the school when safe to do so with current COVID guidelines. We know that our partnership works best when the visits are planned with the classroom teacher ahead of time. **ALL visitors must check in at the office upon their arrival so that they can sign in and obtain a visitor badge.** Parents and teachers are partners in this work, so frequent communication is essential. If a parent visits the classroom or school grounds and their presence is disrespectful or distracting, they may be asked to leave. The principal reserves the right to require parents/guardians to schedule an observation of their student’s classroom.

We encourage frequent and open communication. If parents want to speak with a teacher directly, the best way to do this is to call the teacher on their cell phone and schedule a meeting. Teachers are not available to conference with parents while they are teaching, but they will return calls within 24 hours of receiving a message.

Non-Parent Visitors
All other visitors must have a specific purpose for their visit and contact the Principal beforehand to arrange a visit if they wish to visit the school. During their visit, visitors must abide by the same requirements as parent visitors. Again, all visitors must check in at the office upon their arrival so that they can sign in and obtain a visitor badge identifying themselves. We ask that all visitors respect the learning process by quietly observing classes, and by not distracting the students or teacher. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to the students learning or the educational environment.

Emergencies

In the case of an emergency or disaster, guardians will be contacted by phone to pick up their child. It's incredibly important that we have your most updated contact information, including emergency contacts. In the event that parents need to update their emergency contact information, please contact Jenny Yanez or Kathy Sandoval via email jennifer.yanez@kippvaliant.org or Kathy.Sandoval@kippvaliant.org or by calling the main office phone line at 650-422-4022.

Emergency Drills

KIPP Valiant holds the following safety drills each year:

- fire drills with evacuation and attendance
- earthquake drills with evacuation and attendance
- lockdown drills
- shelter-in-place drills

The required evacuation map and protocol is posted in the red emergency folder given to each room. Students are to follow their teacher according to that map and to stay with their class. They must go directly out of the building and stay as a class in the designated outdoor location until given further instructions. Teachers must bring emergency folder located in your class, this will include the necessary documentation to take attendance and report any child missing to the designated administrator. Teachers also bring emergency kits in case they may need to use them.

Parent Involvement

General Parent Involvement

KIPP Valiant sends home a newsletter every other Thursday. Please read these carefully for important notices and updates. We also sent various school wide messages through our message platform ParentSquare. We ask parent to download the app

Parent/Teacher Conferences

We strongly believe in the phrase "Team and Family". Our work together—families, staff, and kids—is essential to the success of every child. At the end of each trimester, students are dismissed on a Wednesday and Thursday on a minimum day (Friday Schedule) and then do not attend school Friday, so there is ample time for grade-levels to meet with each family and review students' progress. If at any point, parents/guardians would like a meeting with a teacher, they may schedule that meeting with the teacher directly. Teachers are happy to meet to discuss how to best work together to support a child's progress and success. Teachers and staff regularly schedule meetings outside the formal conference time as well.

Parent Signatures

Each night, parents/guardians may be required to sign 5th-8th grade student's agenda or all pieces of homework. By signing student agendas, parents/guardians are communicating that they acknowledge the assignments and ensure that their child has given their best effort in completing them.

Families are welcome and encouraged to contact the teachers regarding their child's academic progress.

Family Leadership Council

The Family Leadership Council (FLC) is a group of parent leaders on campus that meets regularly throughout the year. This council serves as the main parent voice to the district, brings concerns and

positive feedback to the school administration, organizes families as needed, and helps plan community events.

Monthly Family Events

All parents/guardians are encouraged to attend monthly events at Valiant (when it is safe to do so with COVID guidelines). Almost each month there is **either** a family day/night or a Friday evening community event. Family events include Breakfast and Books, Math Game Night, and more.bi-annual community Fridays are events planned by our Family Leadership Council to build community, such as festivals or carnivals. We also hold Cafecitos every other month to have coffee and conversation with the Administrative Leadership Team.

Parent Surveys

Every Fall and Spring, the school will conduct a parent survey, called the "TNTP Insight Survey" to hear how the school is doing from the parent perspective! We use this to celebrate our successes, determine parent needs/concerns. The results of this survey will be used to evaluate the progress of the school, and to suggest programmatic changes. We may also administer additional parent surveys throughout the year to gather feedback from parents.

Volunteering

We ask parents/guardians to volunteer to help in whatever way they are able when it's possible with COVID guidelines. There are many ways to volunteer at school such as supporting with classroom materials, supporting during lunch time, supporting a family night or a Saturday community event, serving as room parents, etc. Parents/guardians should speak to the main office for whole school volunteer opportunities or speak directly with their child's teacher about supporting with classroom specific jobs. Please note that all volunteers are subject to a background check to ensure the safety and well-being of our school community.

Appendix 1 School Calendar

Appendix 2 Student, Parent/Guardian, and Teacher Commitments to Valiant

Appendix 3 Student and Family Supports

Appendix 4 School Schedule

Appendix 5 KIPP Public Schools Northern California Regional Board-Approved Policies

If there are any changes in the calendar, the school will send an updated notice prior to the change.

Appendix 1: School Calendar

Appendix 2: Commitment to Valiant

2021-2022

TEAM MEMBER COMMITMENT

We fully commit to KIPP Valiant Community Prep in the following ways:

- We will model our school values of love, courage, justice, curiosity, and growth every single day.
- We will always have the highest expectations for what our children can do, and we will work with all children and their families to ensure they are on the path to success.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- We will always protect the safety, interests, and the rights of all individuals in the classroom.
- We will work closely with other staff to improve our own practice, in order to best meet the needs of our students and families.
- We will arrive to school every day by our arrival time..
- We will remain at school through student dismissal and until our meetings or other duties are complete
- We will come to school for Friday evening community events.
- We will always make ourselves available to students, parents/guardians, and attend to any concerns they may have.

PARENT'S/GUARDIAN'S COMMITMENT

We fully commit to KIPP Valiant Community Prep in the following ways:

- We will model our school values of love, courage, justice, curiosity, and growth every day.
- We will make sure our child arrives on time, remains in class until dismissal, and attends school every day unless there is an emergency or illness.
- We will participate in Friday evening community events and learning activities.
- We will always help our child grow and develop in the best way we know how, and we will do whatever it takes for him/her to learn. This means that we will read with him/her every night, check our child's homework every night, and let him/her call the teacher if there is a question.
- We will allow our child to go on field lessons.
- We will make sure our child follows the dress code.
- We understand that our child must follow the school's rules so as to protect the safety of all individuals in the classroom.

STUDENT'S COMMITMENT

I fully commit to KIPP Valiant Community Prep in the following ways:

- I will live the school values of love, courage, justice, curiosity, and growth every day.
- I will work hard and give a valiant effort every day.
- I will be kind to others.
- I will complete my homework.
- I will be honest if I make a mistake.
- I will arrive on time, remain until dismissal, and attend school every day unless there is an emergency or illness.
- I will come to school for Friday evening community events.

- I will wear the school uniform and follow the dress code
- I will always strive to make my community a better place.
- I will persevere through challenges and ask for help when I need it.

I have read the entire Commitment to Excellence Form. I have read and understand the school's mission and values, and I understand the important commitment I am making to the learning environment at KIPP Valiant Community Prep. I will do my very best to follow through on all of the promises I am making by signing this form.

Date: _____

Teacher/Staff Member: _____

Parent/Guardian: _____

Scholar: _____

Appendix 3: Student and Family Supports
WHO DO I GO TO?

At KIPP Valiant Community Prep we are committed to working as a team with our families! Our school strives to be as helpful as possible. Your child's teacher spends most of the day with your child, therefore please reach out to them for most questions. If they cannot assist you, the Assistant Principal and Interventionist can provide guidance. If issues persist, please arrange time to speak with Ms. Belden. There are also several opportunities for you to speak to Ms. Belden, our Assistant Principal, Counselor and teachers at *Cafecitos* with the Principal. As a quick reference, we have developed the following guide if you need any assistance:

Appendix 4: School Schedule

Appendix 5: KIPP Public Schools Northern California

KIPP Public Schools Northern California Team and Family Regional Policies

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About KIPP

KIPP Public Schools Northern California is a network of tuition-free, public charter schools open to all students. Our schools are united by a common vision – that every child grows up free to create the future they want for themselves and their communities. 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 create a more just world. Today, there are over 255 KIPP schools in thirty (30) regions across the country educating over 110,000 students.

KIPP Public Schools Northern California (referred to as "KIPP," "Charter School," or "School" in this document) is a nonprofit organization that operates seventeen (17) public elementary, middle, and high schools and a Regional Support Office. Our public charter schools educate more than 7,000 students in East Palo Alto, Oakland, Redwood City, San Francisco, San Lorenzo, San José, and Stockton all within Northern California.

Our KIPP Public Schools Northern California family includes:

- KIPP Bayview Academy (grades 5-8), San Francisco
- KIPP Bayview Elementary School (grades TK-4), San Francisco
- KIPP Bridge Academy (Elementary TK-4 and Middle 5-8), Oakland
- KIPP Esperanza High School (grade 9-10, growing to 9-12), East Palo Alto
- KIPP Excelencia Community Prep (grades TK-8), Redwood City
- KIPP King Collegiate High School (grades 9-12), San Lorenzo
- KIPP Heartwood Academy (grades 5-8), San José
- KIPP Heritage Academy (grades 5-8), San José
- KIPP Navigate College Preparatory (grade 9-12), San José
- KIPP Prize Preparatory Academy (grades 5-8), San José
- KIPP San Francisco Bay Academy (grades 5-8), San Francisco
- KIPP San Francisco College Preparatory (grades 9-12), San Francisco
- KIPP San Jose Collegiate (grades 9-12), San José
- KIPP Stockton Middle School (grade 5, growing to 5-8), Stockton
- KIPP Summit Academy (grades 5-8), San Lorenzo
- KIPP Valiant Community Prep (grades TK--8), East Palo Alto
- Regional Support Office, Oakland

What Makes KIPP Different

KIPP Public Schools Northern California's free public charter schools prepare students for success in college and opportunities in life. We believe every child can grow up free to create the future they want for themselves and their communities.:

- Sense of belonging: KIPP provides a positive and supportive learning environment where students of all races, incomes, and abilities are known, respected, and empowered. KIPP Northern California uses trauma-informed practices to ensure an inclusive classroom environment that promotes social-emotional development and affirms the identity, background, and experience of every KIPP student.
- Academic Excellence: KIPP fosters a culture of academic excellence and intellectual curiosity through individualized instruction that meets the learning needs of every student. A KIPP education helps students develop the academic skills and character strengths needed to succeed in college and life.
- Family & Community Partnerships: KIPP partners with families and local organizations in their communities to support healthy development for children. KIPP joins other educational and community-based groups in advocating for issues that matter to their families, such as immigration rights.
- Teacher Support & Growth: KIPP recruits and retains a diverse group of teachers with high expectations who believe in KIPP's mission and are committed to helping all students reach their full potential. KIPP equips teachers with opportunities for professional growth through individual coaching and specialized professional development.

- College and Career Guidance: KIPP prepares students to identify their passion, purpose, and plan for how to thrive in college, shape the future, and positively impact the world. After high school, KIPP advisors help alumni navigate the academic, social, and financial challenges they might encounter while in college or pursuing a career.

Academics

Board Policy: Acceleration and Retention

KIPP expects students to progress through each grade within one (1) school year. To accomplish this, instruction should accommodate the varying interests, learning styles, and growth patterns of individual students and include strategies for addressing academic gaps when needed. Students shall progress through grade levels by demonstrating growth and mastery in learning and meeting grade-level standards of expected student achievement.

Acceleration

When a student's academic mastery exceeds grade-level standards, the School Leader or designee may recommend a student for acceleration into a higher section of the particular course (e.g. 6th grade Language Arts instead of 5th grade Language Arts). The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Retention

When a student's academic mastery is below grade-level standards, the School Leader may recommend a student for retention into a content course section more appropriate for the student's level (e.g. 5th grade Language Arts instead of 6th grade Language Arts). This decision must be approved by the school leader manager..

Decisions about retention of Special Education students will be based on the criteria of the student's IEP and

performance level and will be made by the student's IEP or Section 504 team.

Students will not be retained more than two (2) times during their KIPP tenure. Students can be retained up to two (2) non-consecutive years throughout their K-12 experience.

Identification of Students for Retention

As early as possible in the school year and in students' school tenure, the School Leader shall identify students who should be retained for an entire grade level and who are at risk of being retained in accordance with law and Board policy.

The following indicators shall be used when making retention decisions: the student's grades, overall classroom progress and performance, and other indicators of academic achievement such as national, state, and KIPP placement assessments, and portfolios of student work. Additional factors to be considered shall be academic, physical, social, and emotional readiness for the next grade.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom/homeroom teacher or grade level teaching team determines that retention is not the appropriate intervention for the student's academic deficiencies. Students will not be retained two (2) consecutive years.

Parent Notification of Risk of Retention

When a student is identified as being at risk of retention, the School Leader or designee shall notify the student's parent/guardian at the earliest time possible and provide a copy of KIPP's Acceleration and Retention Policy.

When a student is identified as being at risk for retention, the School Leader shall ensure opportunities for instructional support to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer and school programs.

Recommendation of Retention

The student shall be retained in his/her current grade level unless the Student Support Team (SST) determines that retention is not the appropriate intervention for the student's academic deficiencies. The School Leader will make the final decision about retention. The Student Support Team (SST) meeting to determine promotion or retention includes a parent/guardian. If a parent/guardian

cannot attend a meeting, they are contacted by phone and sent a letter home to inform them of the school's decision.

Appeals Process

If the parent or guardian disagrees with the school's 's decision to promote or retain their child, they may appeal this decision. To appeal a School Leader's decision, the appealing party shall submit a written request to the Chief of Schools or designee specifying the reasons why the School Leader's decision should be overruled. The appeal must be initiated within ten (10) school days of the determination of retention or promotion and notification to parents/guardians. The School Leader shall be provided an opportunity to state orally and/or in writing the criteria on which their decision was based.

Within thirty (30) days of receiving the request, the Chief of Schools shall determine whether or not to overrule the School Leader's decision. Prior to making this determination, the Chief of Schools or designee may meet with the appealing party and the School Leader. If the Chief of Schools determines that the appealing party has overwhelmingly proven that the School Leader's decision should be overruled, the Chief of Schools shall overrule the School Leader's decision.

Annual Notice: Special Education

Special education is an individualized education program designed to meet the unique needs of any student with a disability who qualifies for special education. Special education services may include specialized instruction, related services such as speech or occupational therapy, equipment, assistive technology, and anything else identified by the IEP team to enable your child to make progress in his or her regular education program. These services are available to children and youth through age 21 (inclusive) determined to be eligible for special education.

The IEP team is the team that guides the special education process, from identification (eligibility) to monitoring student progress. The IEP team membership may vary, depending on the purpose; however, parental input is always essential. If your child requires special education and related services because of a disability, you will be involved in the decisions about identification, assessment, or educational placement of your child and other matters relating to your child's FAPE (Free Appropriate Public Education). KIPP provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the SELPA (SMCOE SELPA for KIPP Esperanza, KIPP Excelencia and KIPP Valiant and EDCOE SELPA for all other schools).

KIPP will ensure that your child's special education services are provided in the least restrictive environment. This means your child will receive special education services in an educational setting with non-disabled students his or her own age, as long as your child's specific needs can be met there. KIPP embraces inclusive education—that is, the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs—in the general education program, to the maximum extent appropriate in light of the child's unique needs.

KIPP's full policy regarding special education is available online or from the school office. For more information about special education at your school, please refer to the Parent Handbook for Special Education.

Annual Notice: Child Find

Child Find is an ongoing process used by KIPP to identify children and youth who may be eligible to receive special education and related services because they have developmental delays or disabilities. KIPP is responsible for locating, identifying, and assessing, (with parental consent) students who may have a disability to ensure they receive needed special education and related services. Every child with a disability is entitled to a free appropriate public education (FAPE) designed to meet the child's individual needs. This includes children with disabilities who are homeless or foster youth. KIPP shall not deny nor discourage any student from enrollment solely due to a disability. KIPP will follow all applicable federal and state laws, including the Individuals with Disabilities Education Act ("IDEA"), 20 U.S.C. § 1400 (2004). If you have a concern about your child, contact your child's KIPP School Leader to request complete information about Child Find. The Child Find process may lead to the formation of a Student Success Team to consider interventions and supports that would benefit your child, or to formal assessment for the identification of a disability. If the SST team recommends assessment for a possible disability, an Individualized Education Program (IEP) team, which always includes the child's parents, will be formed to guide the process to determine if your child qualifies for special education and related services.

Annual Notice: Section 504

KIPP 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 subjected to discrimination under any program of KIPP. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible

for accommodations by KIPP. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Leader. A copy of KIPP's Section 504 policies and procedures is available online or upon request at the main office.

Annual Notice: Sexual Health Education (Grade Levels 7-12)

KIPP offers comprehensive sexual health education to its students in grades 7-12. A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. KIPP does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

a. Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
b. Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to KIPP.
c. Be informed whether the comprehensive sexual health education or HIV/AIDS prevention education will be taught by KIPP personnel or outside consultants. When KIPP chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health education or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
d. Request a copy of Education Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to any student in grades seven (7) to twelve (12), inclusive. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to KIPP.

A student may not attend any class in comprehensive sexual health education or HIV/AIDS prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Annual Notice: Statewide Testing

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. KIPP shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"], the English Language Proficiency Assessments for California ("ELPAC"), and the Physical Fitness Test.) Notwithstanding any other provision of law, a parent's or guardian's written request to KIPP officials to excuse his or her child from any or all parts of the CAASPP shall be granted.

The CAASPP tests consist of the following:

Smarter Balanced Assessment Consortium Assessments ("SBAC")

The Smarter Balanced computer-based adaptive assessments are aligned with the Common Core State Standards ("CCSS"). English language arts/literacy ("ELA") and Mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career

readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

California Science Tests ("CAST")

The computer-based CAST assessment measures students' achievement of the California Next Generation Science Standards ("CA NGSS") through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST assessment is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

California Alternate Assessments ("CAAs")

Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks in spring 2019.

English Language Proficiency Assessments for California

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two (2) separate English Language Proficiency ("ELP") assessments: one for the initial identification of students as English Learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram® . The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the physical fitness test.

Annual Notice: English Learners

KIPP is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Independent Study Information

The Board of Directors of KIPP Public Schools Northern California (the "Board") authorizes independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives and fulfill graduation requirements during periods of extended absence (minimum of 5 consecutive days).Extended absences that may qualify for independent study include, but are not limited to, travel for personal/family matters, medical leave recommended by a doctor, and bereavement leave. Independent study, under allowable circumstances, is available for all students currently enrolled at KIPP, Transitional Kindergarten through 12th grade. Independent study requires a commitment from both parent/guardian and student at all grade levels. As a student gets older, he/she should assume a greater portion of the responsibility involved. For each independent study request, the School Leader shall determine that the prospective independent study student is prepared to meet KIPP's requirements for independent study. The School Leader has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The full Independent Study Policy is available through the school office.

Mathematics Course Sequence and Placement Policy (Grades 6 - 11)

KIPP Public Schools Northern California is committed to graduating 100% of students college-ready, which requires developing strong foundational mathematical knowledge and skills, offering a course sequence that satisfies the UC "a-g" subject requirement, "c" for mathematics, and providing opportunities for high achieving students to take an Advanced Placement mathematics course. KIPP has established a standard mathematics course sequence for all students in grades 6 through 11 with opportunities for acceleration in high school. Parents and guardians who have questions about mathematics placement and course sequencing can find more information on our website, or through the school office. The full Policy is available through the school office.

Course and Credit Transferability *to* and *from* a KIPP High School Information

Parents/guardians will be notified of the acceptability of credit for transferring into or out of KIPP High School through parent meetings, letters, and emails. The policy adheres to these principles:

Parent Notification: Course Eligibility for College

- KIPP's High School graduation requirements are based on the University of California A-G requirements, and all courses required for graduation will be submitted for approval by the University of California.
- Using PowerSchool, or a similar student information system, the parents and students at KIPP High School will receive specific status updates each year, regarding course eligibility: when KIPP High School proposes courses, their prospective eligibility to the University of California, and when the courses are approved. This will occur via school materials and mailed letters. In addition, the charter authorizer will be provided copies of courses approved by the University of California.

Parent Notification: Credit Transferability

- Students seeking to transfer into a KIPP High School may be notified of their prospective credit transferability in person and via a detailed, mailed letter. KIPP proposes the following for credit transferability for all students transferring to a KIPP High School:

Course Transferability

Course at Former School	**Credit Granted at KIPP High School**
A grade of C- or higher in a UC-approved course at a previous high school.	Full credit at KIPP High School.
A grade of C- or higher in non-UC approved course at a previous high school.	Full credit upon KIPP High School's review of the course description, and determination that the course is comparable with a like KIPP High School course.
A grade of D+ or lower in any course at previous school.	No credit granted.

- KIPP High School will review the transfer student's completed courses to determine credit transferability and whether completion of a course satisfies a KIPP High School graduation requirement. To graduate, the student must meet KIPP's High School graduation requirements, even if these requirements are higher than their previous school's requirements.

- It is expected that local schools will give full course credit to all University of California approved courses, and will give due consideration to elective courses that are offered at a KIPP High School, but are not part of KIPP's High School graduation requirements or approved by the University of California. Parents may be notified of these matters via parent meetings, letters, and emails. In addition, information on credit transferability from a KIPP High School may be posted on the school's website.

Annual Notice: Animal Dissections (High School)

Students at the Charter School may perform animal dissections as part of the science curriculum. Any pupil who provides his or her teacher with a written statement, signed by his or her parent/guardian, specifying the pupil's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the pupil. It shall not, as a means of penalizing the pupil, be more arduous than the original education project. The pupil shall not be discriminated against based upon his or her moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

Annual Notice: Cal Grant Program (High School)

KIPP High Schools are required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student over age 18 years of age or parent/guardian for those under 18 years of age opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the Student (or Parent/Guardian, if the Student is under 18 years of age) has opted out by or before February 1.

Student Culture and Behavior

Board Policy: Attendance and Attendance Response

Students are expected to be in class each day and on time so that they are ready to learn. It is the responsibility of the parents/guardians to see that their children attend school regularly and on-time. If there are circumstances that make this expectation difficult to uphold, parents/guardians must communicate this to the school to identify solutions, as partners. Parents/guardians can best support outstanding school attendance by:

- Making sure your child gets enough sleep and a nutritious breakfast each day
- Helping your child develop a positive attitude toward school and learning
- Encouraging your child to participate in school activities
- Teaching the benefits of good attendance and consequences of poor attendance
- Creating backup systems (alternative plans for getting to and from school)
- Creating morning and evening routines
- Posting school calendars, school attendance policy, and schedules in a visible place
- Making your school aware of any issues that may be affecting your child's attendance
- Making sure your child's school has your accurate daytime contact information, including cell phone number and/or e-mail address
- Notifying school staff if your child suffers from a chronic health condition and how this condition is impacting school attendance

School sites shall administer school site-determined initial consequences, including but not limited to, meetings with students and parents/guardians, warnings, or loss of privileges for students who are tardy or absent. As discussed below under the "Procedures for Excessive Unexcused Absences and Tardies," KIPP has established procedures to address repeated absences..

Tardies

Tardiness can be disruptive to the learning process for the student arriving late, and the other students in the class. It is the policy of KIPP that students arrive to class on time.

Students who arrive thirty (30) minutes after the tardy bell without a valid excuse are considered excessively tardy due to the amount of class instructional time missed. Students who are excessively tardy will be evaluated per the consequences listed in the procedures section, below. Students who arrive late to school must personally come to the main office to document their time of arrival. The student will then be given a tardy pass to admit them into the classroom and will not be allowed into the classroom without this pass for safety and tracking purposes.

When possible, parents/guardians should avoid scheduling appointments during school hours.

The following are excused tardies:

- Medical, dental, optometric or chiropractic appointments (documentation must be provided upon return to school or in advance)
- Funeral Service for an immediate family member

All other tardies will be considered an unexcused tardy, unless excused at the School

Leader's sole discretion. ***Absences***

Students are responsible for collecting and making up any work that was missed during their absence. Repeatedly submitting work late due to absence may have an impact on students' grades as determined by each school site.

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or this Attendance and Attendance Response Policy. (The Parent/ Guardian must notify the School and provide requested documentation.) A student's absence shall be excused for the following reasons:

- ●Medical, dental, optometric or chiropractic appointments.*
  - o Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
- ●Personal illness (up to 5, all personal illnesses in excess of 5 will require a doctor's note)
- ●A Court Appearance (and, for students of age, jury duty).
- ●Attendance at funeral service for an immediate family member.
  - o Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
  - o "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- ●Observation of a religious holiday or ceremony
- ●Participation in religious instruction or exercises in accordance with Charter School policy.
  - o The student shall be excused for this purpose on no more than four (4) school days per school year. ●For the purpose of attending the pupil's naturalization ceremony to become a United States citizen. ●Quarantine under the direction of a county or city health officer.
- ●For the purposes of jury duty in the manner provided for by law.
- ●Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
- ●To permit the pupil to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of KIPP.
- ●For purpose of serving as a member of a precinct board for an election pursuant to Election Code Section 12302. ●Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260. ●Attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process
  offered by a nonprofit organization upon written request by parent and approval by the School Leader or designee pursuant to uniform standards established by the Board.
- ●Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks.
- ●A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code Section 48225.5.
- ●In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

*Note that absences due to medical appointments will not be excused unless accompanied

by a doctor's note. Student absences may also be excused for the following reasons if

approved by a School Leader:

- Medical exclusion or exemption
- Revoked suspension through appeals procedure
- Pre-arranged mental health services (Mental Health Day Treatment)

To excuse an absence, the parent/guardian must call the school by 7:30 a.m. the day of the absence and where relevant, provide necessary documentation within 24 hours of the student's return to KIPP's main office.

Please note that if these steps are not followed, this may result in an Attendance Response letter and other forms of intervention in alignment with this Attendance and Attendance Response Policy.

Examples of unexcused absences and tardies are:

- Transportation problems
- Vacations or trips

- Weather conditions
- Running errands for family
- Babysitting

Attendance Response

Students shall be classified excessively absent if the student is absent from school without a valid excuse three (3) full days, or if the student is tardy for more than any thirty (30) minute period during the school day without a valid excuse on three (3) occasions in one (1) school year, or any combination thereof. After a combination of three (3) qualifying events in one (1) school year, a student is considered habitually absent . Once a student becomes excessively absent , or shows early warning signs of habitual absenteeism, KIPP will initiate various forms of response to help improve attendance and remove barriers to missing school. Please see the section on attendance response below.

Chronic Absenteeism

A student shall be classified as chronically absent if the student is absent from school for ten percent (10%) or more of the school days in one school year, from the date of enrollment to the current date. Both excused and unexcused absences contribute to a student reaching the level of chronic absenteeism. Chronic absenteeism has been linked with poor student performance, low academic engagement, and increased risk of high school dropout. Many families are surprised to learn that missing just two (2) days of school per month can lead to a student becoming chronically absent. We are committed to partnering with families to prevent chronic absenteeism. When a student becomes, or is at risk of becoming chronically absent, we will initiate various forms of intervention to help improve attendance and remove barriers to missing school.

Procedures for Excessive Unexcused Absences and Tardies

If students struggle to meet our expectations of attendance, to embody our core values and to develop into responsible, college-bound community members, KIPP implements logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the school community.

The objective of our Attendance and Attendance Response Policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. We have increasing levels of tiered responses to support students and families in meeting this objective.

For students with disabilities (students on an IEP or a 504 plan), excessive unexcused absences and tardies will be

addressed through the IEP or 504 process.

Phone Call 1 UA/UT30	When a student obtains either one (1) unexcused absence ("UA") or one (1) unexcused excessive tardy ("UT30"), the parents/guardians will receive a phone call alerting them to their child's absence or tardiness.
Written Notice 3 UAs/UT30s	When a student obtains either three (3) unexcused absences or three (3) unexcused excessive tardies, or a combination thereof, the parents/guardians will receive a written notice alerting them of their child's repeated absences and/or tardiness. This letter must be signed by the parent/guardian and returned to the School. This letter shall also be accompanied by a copy of this Attendance Policy.

Tier 1: Formal Written Notice and Attendance Review Meeting

5 UAs/UT30s
When a student obtains either five (5) unexcused absences or five (5) unexcused excessive tardies, or a combination thereof, the parents/guardians will receive a Formal Written Notice requesting their attendance at a mandatory meeting with school administrators.

Both the student and a parent/guardian must attend this meeting. The goal for this Attendance Review Meeting ("ARM") is for the student and family, working with school staff, to produce a plan of action to ensure that the student's attendance is in accordance with school and state requirements. If the parent/guardian fails to attend the meeting, the matter will be escalated to KIPP's Regional Administration Team who will work with the School

	Leader to determine an appropriate response on a case-by-case basis. Lack of response to either the School administration or regional administration may risk the student's enrollment in the School.
Tier2: Formal Written Notice and Attendance Review Meeting 10 UAs/UT30s	When a student obtains either ten (10) unexcused absences or ten (10) unexcused excessive tardies, or a combination thereof, the parents/guardians will be sent another Formal Written Notice requesting they attend a mandatory Attendance Review Meeting with the Assistant Principal and/or other School Administrators. The goal for this Attendance Review Meeting is for the student and family, working with School staff, to produce a plan of action to ensure that the student's attendance is in accordance with school and state requirements. If the parent fails to attend the meeting the matter will be escalated to KIPP's Regional Administration Team who will work with the School Leader to determine an appropriate response on a case-by-case basis. Lack of response to either the School administration or regional administration may risk the student's enrollment in the School.

Tier 3: Formal Written Notice, Attendance Review Contract 15 UAs/UT30s	When a student obtains either fifteen (15) unexcused absences or fifteen (15) unexcused excessive tardies, or a combination thereof, the parents/guardians will be sent a Formal Written Notice inviting them to a mandatory meeting with the School Leader and other KIPP Public Schools Northern California administrators. The Attendance Review Team, comprised of the student, parent(s)/guardian(s), School Leader and KIPP Public Schools Northern California regional administrators, will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish an agreed upon contract to resolve the attendance issue. ●The Attendance Review Team shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated. ●The parent shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the Attendance Review Team shall have the authority to order consequences as necessary to improve the student's attendance at school, including but not limited to one or more of the following for non-compliance with the terms of the contract: Parent/guardian to attend school with the child for one day; Student retention; After school detention program; Required school counseling; Loss of field trip privileges; Loss of school store privileges; Loss of school event privileges; Required remediation plan as set by the Attendance Review Team; Notification to the District Attorney or Child Protective Services. ●The Attendance Review Team may discuss other school placement options. ●Notice of action recommended by the Attendance Review Team will be provided in writing to the parent/guardian.
Potential Disenrollment Action	If the conditions of the Attendance Review Team contract are not met, the student may incur additional administrative action up to and including disenrollment from the school, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, a notification will be sent within thirty (30) days to the student's last known district of residence. For all communications set forth in this process, the school will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the school with any new contact information. If the student is absent ten (10) or more consecutive school days without valid excuse and parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the school's communication attempts, as set forth above, the student will be in violation of the contract, and the Attendance Review Team will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below.

No Show Policy

When students are not in attendance on the first five (5) days of school, KIPP will attempt to reach the parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this Handbook and Attendance and Attendance Response Policy If the student has a basis for an excused absence, parents must notify the school of the absence and provide documentation consistent with the Attendance and Attendance Response Policy , below. However, consistent with the process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be disenrolled from the school roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first day of school will be contacted by phone to ensure their intent to enroll at KIPP.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year will receive a phone call reiterating the content of the letter.
4. KIPP will send the Involuntary Removal Notice to the Parent/Guardian and follow the Involuntary Removal Process described below for any students who have not attended by the sixth (6th) day, and do not have an excused absence. 5. The Involuntary Removal Process can be started immediately upon KIPP receiving documentation of Student's enrollment and attendance at another public or private school (i.e. a CALPADS report).
6. KIPP will use the contact information provided by the parent/guardian in the registration packet. 7. Upon removal, the last known school district of residence will be notified of the student's failure to attend KIPP and the disenrollment within thirty (30) days of the disenrollment.

Involuntary Removal Process

No student shall be involuntarily removed by KIPP for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the pupil and an explanation of the pupil's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be led by KIPP Public Schools Northern California Regional Administrative Team. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until KIPP issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to KIPP's suspension and expulsion policy.

Upon parent/guardian request for a hearing, KIPP will provide notice of hearing, through which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the KIPP Schools' expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the Student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the Student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days.

A hearing that results in a decision not to disenroll does not prevent KIPP from making a similar recommendation in the future should a student's excessive unexcused absence and tardies continue or reoccur.

Referral to Appropriate Agencies

It is KIPP's intent to identify and remove all barriers to the student's success, and KIPP will explore every possible option to address student attendance issues with the family. For any unexcused absence, KIPP may refer the family to appropriate school-based and/or social service agencies.

If a child's attendance does not improve after an Attendance Review Team contract has been developed according to the

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above, or if the parents fail to attend a required Attendance Review Team meeting, KIPP may notify the District's Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The executive team, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who meet the thresholds of tiered attendance response, and the steps taken to remedy the problem.

Board Policy: Student Discipline - Suspension and Expulsion

Vision Statement Regarding Discipline

We recognize that certain groups have been historically suspended and expelled at a disproportionately higher rate. We aspire to engage in a fair and equitable process in addressing student behavior, regardless of socio-economic status or any protected class status, including among other things, race, gender, ethnicity, sexual orientation, disability, national origin, and/or immigration status, in order to eliminate this disparity.

We Believe

- ●We Believe suspensions and expulsions should be used only when student and/or staff safety is a concern. ●We Believe that if a suspension is warranted, it should never be implemented in isolation, but with a combination of consequences and supports to reintegrate the student back into the school community.
- ●We Believe that in more severe situations, suspension length should be based on time needed by the school to address the issue fully and get the student back into the school community as soon as possible.
- ●We Believe expulsions should generally be used after all possible supports and consequences that the school can provide have been *exhausted*, except in the most egregious instances.

Pupil Suspension & Expulsion Policy

KIPP Public Schools Northern California has established a Pupil Suspension and Expulsion Policy in order to promote learning and protect the safety and well-being of all students at our schools. In creating this policy, KIPP has reviewed Education Code Section 48900 et seq., which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq., but it is not intended that the Education Code be followed. KIPP is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as KIPP' policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of the Student Handbook and clearly describe discipline expectations.

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

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

We recognize that students in grades TK-4 are in the earliest stages of development. As a result, we do not suspend students in these grades, except in the most extreme circumstances, where safety is a concern. We believe that there are multiple approaches we can take to address situations with these students that does not involve suspending them from school.

Suspension should also be a last resort for grades 5-12 and is only considered when all other options have been exhausted. When suspension is necessary, however, KIPP requires all schools to have a reintegration process that successfully supports and reconnects the student(s) back into the school community.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student if is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension or Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

1. **Discretionary Suspension Offenses**: Students in grades 5-12 may be suspended when it is determined the pupil:
    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except in self-defense.
    c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance (as defined in Health and Safety Code Sections 11053-11058), alcoholic beverage, or intoxicant of any kind. d. Unlawfully offered, arranged, or negotiated to sell any controlled substance (as defined in Health and Safety Code Sections

11053-11058), alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a pupil.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in

Health and Safety Code Section 11014.5.

k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases.

i. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. i.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School. ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the

following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the

School Leader or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
    b. Brandishing a knife at another person.
    c. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
3. **Discretionary Expellable Offenses:** Students in grades 5-12 may be recommended for expulsion for any of the following acts when it is determined the pupil:
    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

    g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
    l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
    m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
    n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
    p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her

immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act. i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
3. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
4. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
5. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude,

semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (I) and (II) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee’s concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee’s concurrence.

b. Brandishing a knife at another person.

C.Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or

(d) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (a) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

A. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

I. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Leader or the School Leader's designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or designee.

The conference may be omitted if the School Leader or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school or the central office for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to

attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

II. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

III. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Leader or School Leader's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Leader or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

IV. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

B. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled following a hearing before a neutral and impartial Administrative Panel, to be assigned by the KIPP Public Schools Northern California Board. The Administrative Panel shall consist of at least three (3) members who are school leaders, assistant principals, deans, teachers, or regional leaders in KIPP. Administrative Panel members shall not include the teacher of the pupil, staff who have been involved in the alleged incident or investigation, or a Board member of the KIPP Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

C. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief of Schools or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion. The Chief of Schools will convene

the Administrative Panel to conduct a hearing upon this determination.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

a) The date and place of the expulsion hearing;
b) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
e) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
f) The right to inspect and obtain copies of all documents to be used at the hearing;
g) The opportunity to confront and question all witnesses who testify at the hearing;
h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

D. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

a) KIPP may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
b) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
c) KIPP must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
d) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room. e) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
f) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

g) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
h) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is

prompting, swaying, or influencing the witness.

i) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

j) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

k) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

E. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

F. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. An order by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. In addition, if any witness is a minor in any case, the hearing shall be closed for the minor’s testimony.

G. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written decision. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to their previous educational

program. H. Written Notice to Expel

The Chief of Schools or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and
3. Notice of the appeal grounds and procedures.

The School Leader or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

a. The student's name; and
b. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, KIPP shall notify the superintendent of the authorizing school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

I. Disciplinary Records

KIPP shall maintain records of all student suspensions and expulsions at each school. Such records shall be made available to the chartering authority upon request.

J. Right to Appeal

If a pupil is expelled from KIPP, the pupil or parent/guardian, within thirty (30) days of the Administrative Panel's decision, may file an appeal with the Grievance Committee of the Board. The Grievance Committee shall hold a hearing within thirty (30) school days following the formal request under this section. The Pupil shall remain expelled during any appeal proceeding, and shall enroll in another educational program pursuant to compulsory education laws, pending the outcome of the appeal process.

The period within which an appeal is to be filed shall be determined from the date an Administrative Panel votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed in an interim alternative educational setting. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Administrative Panel.

The review by the Grievance Committee of the decision of the Administrative Panel shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

If the Grievance Committee finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

1. Remand the matter to the Administrative Panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
2. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the Administrative Panel.

If the Grievance Committee determines that the decision of the Administrative Panel is not supported by the written findings, but evidence supporting the required findings exists in the record of the proceedings, the Grievance Committee may remand the matter to the Administrative Panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing.

In all other cases, the Grievance Committee shall enter an order either affirming or reversing the decision of the Administrative Panel. The decision of the Grievance Committee shall be final and binding upon the pupil and upon the Charter School. The pupil and the Charter School shall be notified in writing of the final order of the Grievance Committee within ten (10) school days.

The Grievance Committee ("Committee") may act on behalf of the Board in determining student expulsion appeals. The Committee is a Board Committee established under Section 5.10 of the KIPP Bylaws and exercises the authority of the Board subject only to the statutorily enumerated exceptions found in California Corporations Code section 5212(a)(1) – (8). As such, only directors may be

members of the Committee. The Committee shall be composed of three (3) directors, and no one who is not a director. The Board shall appoint members of the Committee and a Chair of the Committee to serve for one-year terms. The Chair of the Committee and the Chair of the Board, respectively, shall recommend nominees for appointment to the Committee and appointment as Chair of the Committee, respectively. The Chair of the Board, if not an appointed member of the Committee, will serve as an ex-officio member of the Committee and may attend Committee meetings, but will not have a vote.

The Board may fill vacancies on the Committee from the Board at-large, and anyone on the Board may substitute for a member of the Committee who is unable to participate in a particular grievance/expulsion appeal.

The Board may remove a Committee member from the Committee at any time, with or without

cause. K. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Charter school will work together with parent and District to help the student identify a suitable placement.

L. Rehabilitation Plans

Students who are expelled from KIPP shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to KIPP for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Chief of Schools or designee following a meeting with the School Leader and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Leader shall make a recommendation to the Chief of Schools following the meeting regarding his or her determination. The Chief of Schools shall then make a final decision regarding readmission. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

N. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Services During Suspension:
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination
   Prior to the student exceeding ten (10) school days in an alternate setting for suspension, or of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, KIPP, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that KIPP had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and c) Return the child to the placement from which the child was removed, unless the parent and KIPP agree to a change of placement as part of the modification of the behavioral intervention plan.

If KIPP, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then KIPP may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals:

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or KIPP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or KIPP, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and KIPP agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if KIPP believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or KIPP may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Special Circumstances:

KIPP personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Leader or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on

school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting:

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated KIPP' disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if KIPP had knowledge that the student was disabled before the behavior occurred.

KIPP shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to KIPP supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other KIPP personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other KIPP supervisory personnel.

If KIPP knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If KIPP had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. KIPP shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by KIPP pending the results of the evaluation.

KIPP shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

O. Notice to Teachers
KIPP shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal for Excessive Unexcused Absences
As charter schools are schools of choice and as a charter school pupil who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within KIPP's Board adopted Attendance Policy for excessive absences and only after KIPP follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for excessive unexcused absences or tardies will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Board Policy: Title IX, Harassment, Intimidation, Discrimination & Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, KIPP prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through

school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any characteristics protected under applicable state or federal law or local ordinance. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely

manner. KIPP school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom KIPP does business, or any other individual, student, or volunteer. This Policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. KIPP will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. KIPP complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Jenny Tan
Chief of Schools
1000 Broadway, Suite 460
Oakland, CA 94607

510-465-5477

opsadmin@kippnorcal.org

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. In accordance with these existing laws, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by

KIPP.

KIPP is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - o Rape, sexual battery, molestation or attempts to commit these assaults.
  - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as: o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
  - o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* 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 the student's physical or mental health. 3. Causing a

reasonable student to experience a substantial interference with the student's academic performance. 4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by KIPP.

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a 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.

    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a 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 definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. 4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in KIPP's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that KIPP investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

KIPP has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

KIPP advises students:

- ○To never share passwords, personal data, or private photos online.
- ○To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- ○ That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- ○To consider how it would feel receiving such comments before making comments about others online.

KIPP informs Charter School employees, students, and parents/guardians of KIPP's policies regarding the use of technology in and out of the classroom. KIPP encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

KIPP employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. KIPP advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at KIPP and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

KIPP's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

KIPP informs KIPP employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

KIPP annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other KIPP employees who have regular interaction with students.

KIPP informs certificated employees about the common signs that a student is a target of bullying including:
- ●Physical cuts or injuries
- ●Lost or broken personal items
- ●Fear of going to school/practice/games
- ●Loss of interest in school, activities, or friends
- ●Trouble sleeping or eating
- ●Anxious/sick/nervous behavior or distracted appearance
- ●Self-destructiveness or displays of odd behavior
- ●Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by KIPP, and available research, to be at elevated risk for bullying. These groups include but are not limited to:
- ●Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- ●Students with physical or learning disabilities.

KIPP encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for KIPP's students.

Grievance Procedures

1. Scope of Grievance Procedures

KIPP will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the KIPP UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, KIPP will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy. Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Jenny Tan

Chief of Schools
1000 Broadway, Suite 460
Oakland, CA 94607

510-465-5477

opsadmin@kippnorcal.org

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. KIPP will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Chief Academic Officer , Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

KIPP acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

KIPP prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator, or decision maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to KIPP's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or KIPP's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. KIPP will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of KIPP to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of KIPP, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant and any other relevant parties of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of

its grievance process, including any voluntary informal resolution process. The notice will include:

- ▪A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- ▪A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- ▪A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- ▪A statement that KIPP prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

●Emergency Removal

- o KIPP may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with KIPP's policies.
- o KIPP may remove a respondent from KIPP's education program or activity on an emergency basis, in accordance with KIPP's policies, provided that KIPP undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA. ●

Informal Resolution

- o If a formal complaint of sexual harassment is filed, KIPP may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If KIPP offers such a process, it will do the following:
  - ▪Provide the parties with advance written notice of:
    - ●The allegations;
    - ●The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
    - ●The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - ●Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - ▪Obtain the parties' advance voluntary, written consent to the informal resolution process.
- o KIPP will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

●Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. KIPP shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice

of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

- o Prior to completion of the investigative report, KIPP will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- o The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

●Dismissal of a Formal Complaint of Sexual Harassment

- o If the investigation reveals that the alleged harassment did not occur in KIPP's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable KIPP policy. o KIPP may dismiss a formal complaint of sexual harassment if:
  - ▪The complainant provides a written withdrawal of the complaint to the Coordinator;
  - ▪The respondent is no longer employed or enrolled at KIPP; or
  - ▪The specific circumstances prevent KIPP from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- o If a formal complaint of sexual harassment or any of the claims therein are dismissed, KIPP will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

●Determination of Responsibility

- o The standard of evidence used to determine responsibility is the preponderance of the evidence standard. o Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- o KIPP will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - ▪The allegations in the formal complaint of sexual harassment;
  - ▪All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - ▪The findings of facts supporting the determination;
  - ▪The conclusions about the application of KIPP's code of conduct to the facts;
  - ▪The decision and rationale for each allegation;
  - ▪Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - ▪The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from KIPP or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by KIPP in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find KIPP's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of KIPP's decision or resolution, submit a written appeal to the President of the KIPP Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment: ●The complainant and the

respondent shall have the same appeal rights and KIPP will implement appeal procedures equally for both parties.

- KIPP will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

KIPP will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution. ●All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Board Policy: Technology: Internet and Computer Usage

The Internet and other online resources are provided by KIPP to support instructional programs and appropriate student learning. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials unsuited to the school setting. For this reason, KIPP will make every reasonable effort to ensure that the resources are used responsibly, and will further require that every student and his/her parent/guardian sign the accompanying **Acceptable Internet Use Agreement** before Internet access is granted. In that agreement, the student and his/her parent/guardian shall agree not to hold KIPP or any KIPP staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless KIPP and KIPP personnel for any damages or costs incurred.

Student and Parent Agreement

It is important to understand that student use of the Internet at KIPP is a privilege. If used properly, this resource can greatly enhance a student's learning experience and provide students with countless hours of exploration. However, anyone who uses the Internet improperly or for purposes inconsistent with the educational program at KIPP may lose all network privileges.

Acceptable and Unacceptable Uses

The intent of KIPP in providing Internet connectivity is to support learning consistent with our academic programs. We expect students to use the Internet to pursue intellectual activities, to access libraries and other resources, and to further their education at KIPP that is consistent with expectations set by the instruction or program. A student's online conduct is ALWAYS subject to the general code of student conduct at KIPP.

Use of KIPP equipment and access to the Internet via KIPP equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use KIPP resources only in a manner specified in the Policy.

"Educational purpose" means classroom activities, research in academic subjects, career or professional development activities, KIPP approved personal research activities, or other purposes as defined by KIPP from time to time.

"Inappropriate use" means a use that is inconsistent with an educational purpose or that is in clear violation of this Policy and the Acceptable Use Agreement.

Some parts of the Internet contain material that is not suited for students and is not supportive of KIPP' educational activities. Students are not allowed to use the Internet at KIPP to access such materials, including sites containing inappropriate or obscene content. It is likewise improper to use the Internet in any manner that supports any illegal or unethical activity, or for commercial or for-profit purposes, or for any purpose that conflicts with the mission of KIPP or its status as a California Public School.

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any materials deemed harmful to minors. KIPP utilizes robust technology to filter and monitor Internet activity and prevent student exposure to inappropriate materials. However, while KIPP is able to exercise reasonable control over content created and purchased by KIPP, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither KIPP nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. The student and parent/guardian agree not to hold KIPP or any KIPP staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse or negligence. They also agree to indemnify and hold harmless KIPP and KIPP' personnel for any damages or costs incurred.

To reinforce these measures, School Leader or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall monitor students while they are using KIPP computers, laptops, or tablets to access the internet or online services on a KIPP campus and may have teacher aides, student aides, and volunteers assist in this monitoring. Parents/guardians are required to supervise and monitor their child's use of KIPP equipment including but not limited to their child's access to the internet and any online services through such equipment any and all times during which any KIPP equipment is being used by their child outside school facilities or school hours to ensure compliance with this policy.

The School Leader or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The School Leader or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats,

behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.[1] Students are expected to follow safe practices when using KIPP technology.

KIPP advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

KIPP' technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the KIPP technology primarily for educational purposes. Students shall not use KIPP technology or equipment for personal activities or for activities that violate school policy or local law. Although the following list is not intended to be comprehensive, it provides a sampling of some of the unacceptable uses of the Internet that could result in the suspension or revocation of a student's online privileges:

- ●Using the Internet for any illegal activity, including violation of copyright or other laws
- ●Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights;
- ●Revealing any personally identifiable information about yourself or any other student or staff member on a social networking website or chat room;
- ●Engaging in any activity that is harmful to other student(s) or staff, including the use of technology to harass, intimidate, bully, cyber-bully or otherwise disrupt the educational process;

[1] "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 pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- ○Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property. ○Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. ○Causing a reasonable pupil to experience substantial interference with his or her academic performance. ○Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- ○A message, text, sound, video, or image.
- ○A post on a social network Internet Web site, including, but not limited to:
  - ■Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying). ■Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - ■Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- ○An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. 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. The term "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.

- ●Sending or displaying offensive pictures or graphics, using obscene language, or harassing, insulting, threatening or abusing others;
- ●Any online activity that encourages the use of drugs, alcohol or tobacco, or that promotes unethical practices or any activity prohibited by law or KIPP policy;
- ●Posting, sending or displaying any personally identifiable information of any minor without parental consent; ● Using the Internet for financial or commercial gain;
- ●Degrading, vandalizing or disrupting equipment, software or system performance or the data of another; ●Accessing or attempting to access resources or systems on the network that the student is not authorized to access; ●Invading the privacy of others or using an account owned by another user;
- ●Posting anonymous messages or messages with a false identity;
- ●Downloading, viewing, sharing, storing or printing files or messages, including pornographic, defamatory or otherwise offensive material, that use language that offends or degrades others;
- ●Playing unauthorized games on the Internet;
- ●Computer piracy, hacking, or any tampering with hardware or software;

●Using hacking tools on the network or intentionally introducing malicious code or viruses into KIPP' network; ●Using any software or proxy service to obscure either the student's IP address or the sites that the student visits; ●Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures; ● Downloading applications or programs without approval from teachers or administrators;
●Conducting any activity that is in violation of school policy, the student code of conduct or local, state or federal law.

Google Apps for EDU: As part of our mission to ensure all KIPP students will succeed in college, KIPP utilizes Google Apps for Education to promote collaboration and communication between our students and teachers. As a KIPP student, your child may receive a Google Apps user account in the KIPPNORCAL.ORG Google Apps for EDU domain and have access to Gmail and other Google Apps for EDU.

Google Mail (Gmail): KIPP students may receive an account with an email address @studentkipp.org

Google Apps: Google Apps provides word processing, spreadsheet, drawing, and presentation software similar to Microsoft's Office suite. However, Google's applications are completely online, allowing access from any location with Internet connectivity. Google Apps also allows students to collaborate with other students and teachers in real-time as well as electronically submit homework items to their teachers.

Google Accounts Access Restriction: If there is reason to believe that violations of the law or of KIPP policies have occurred, a student may be prevented from any computer and account access until such time as an investigation can be completed.

Security: KIPP cannot and does not guarantee the security of electronic files located on the Google Apps system or servers. Although Google does have a powerful content filter, redundancy and backup solutions in place, KIPP cannot assure that students will not be exposed to unsolicited information nor that student work saved within the Google Apps system will always be available. Neither KIPP nor its staff shall be responsible in the event that student work becomes irretrievable or inaccessible. The student and parent/guardian agree not to hold KIPP or any KIPP staff responsible in the event that student work becomes irretrievable or inaccessible. They also agree to indemnify and hold harmless KIPP and KIPP' personnel for any damages or costs incurred.

Regarding student information held in its systems of record, KIPP appropriately secures this information from unauthorized access, loss or damage while supporting the open, information-sharing needs of our academic culture. KIPP carefully selects vendors that meet our data security requirements and requires compliance with its data security policies in its contracts with third parties.

Privacy: KIPP reserves the right to access any student account content (email, documents, etc.) without consent from the student or parent/guardian at any time for any reason. If parents/guardians have reason to believe their child is being threatened or bullied in any way, KIPP staff will review the student's email and respond to any findings according to school policies.

Use of Equipment: All members of the KIPP community, including students, faculty, staff and volunteers are expected to respect our technology resources and use them with care. KIPP will repair or replace damaged equipment resulting from normal use. However, all other replacements and repairs will be the responsibility of the students and/or family.

**Please see the corresponding Technology Use Agreement Form within the Appendix **

Public Displays of Affection

We generally do not allow public displays of affection ("PDA") within our school environments. Students are expected to exercise self-control and respect for the personal space of others. We recognize that these displays of affection vary dependent on student

age and developmental level, and we will manage behaviors and our responses accordingly. Regardless, PDA and/or inappropriate sexual physical contact, whether affectionate (i.e., hand-holding, kissing) or aggressive (i.e., pushing, grabbing) are not in accordance with policies at KIPP and may result in disciplinary action against the student/s.

Student Health

KIPP Public Schools Northern California enforce health and safety requirements that ensure that all children are healthy and ready

to learn. Our policies also help to manage a safe and healthy school environment for teachers, staff and visitors. All campuses are non-smoking and substance free.

Board Policy: Immunizations Requirements and Information

KIPP will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075.

Per the California Department of Education, all children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment. KIPP requires written verification from a doctor or immunization clinic of the immunizations below. In accordance with SB 277, these requirements can be waived only if a properly signed medical exemption is filed with the school. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of KIPP Schools.

To meet California's school entry requirements, **all students entering TK/kindergarten** and newly admitted students entering grades 1 - 12**,** who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization Dosage
Diphtheria, Tetanus, and Acellular Pertussis (DTaP) Five (5) doses
Polio Four (4) doses
Measles, Mumps, and Rubella (MMR) Two (2) doses
Hepatitis B Three (3) doses
Varicella (chicken pox) Two (2) doses

NOTE: Four (4) doses of DTaP are allowed if one (1) was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement. Three (3) doses of Polio are allowed if one (1) was given on or after fourth birthday. MMR doses must be given on or after the first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

State law also requires each child's family to provide, within ninety (90) days of entrance into the **first grade**, a certificate documenting that the child has received a health checkup within the previous eighteen (18) months. Parents may waive the health checkup requirement because they do not want to or are unable to obtain a health screening for their child. Please request a copy of this waiver from the School: https://www.dhcs.ca.gov/formsandpubs/forms/Forms/ChildMedSvcForms/pm171b(bi).pdf

To meet California's school entry requirements, **all students entering** seventh (7th) grade who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) One (1) dose
Varicella (chicken pox) Two (2) doses

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, chickenpox/varicella and primary series for diphtheria, tetanus, and pertussis), **in addition to** the 7th grade requirements for Tdap (at least one dose of pertussis-containing vaccine on or after the seventh birthday) and two (2) doses of Varicella (varicella requirement for seventh grade advancement expires after June 30, 2025).

Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with KIPP's Educational Records and Student Information Policy. KIPP will file a written report on the immunization status of all new entrants to KIPP with the California Department of Public Health, on at least an annual basis, as required by law.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention ("CDC") to have increased risk of TB exposure MUST contact the County Tuberculosis Clinic for a TB Screening upon return.

All students from out of state must show proof of varicella (chicken pox) immunization. KIPP shall immediately admit a foster child, as defined in Education Code § 48853.5(a), and a homeless child, as defined in Section 11434a(2) of Title 42 of the United States Code, even if the foster or homeless child's immunization records are not available or are missing. However, this does not alter KIPP's obligation to obtain immunization records for foster and homeless students or to ensure the full immunization of foster and homeless students as required by law.

If KIPP discovers that an admitted student who was previously believed to be in compliance with the immunization requirements is subsequently discovered to not be in compliance with either the unconditional admission requirements or the conditional admission requirements, KIPP Schools will notify the student's parent/guardian of: 1) the time period within which the doses must be received, which may be no more than ten (10) school days after notification; and 2) that the student shall continue in attendance only if the parent/guardian provides documentation that the immunization requirements have been met within the time period designated by the School. If the student does not provide documentation of having received all required immunizations within the time period designated by the School, KIPP shall exclude this student from attendance. The student shall remain excluded from KIPP until the student is fully immunized as required by law. The student shall also be reported to the School Leader.

The School Leader, or designee, may arrange for a licensed physician or a qualified registered nurse to administer immunizations at KIPP to any Student whose parent/guardian has consented in writing.

Whenever there is good cause to believe that a student has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the campuses until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Conditional Admittance

Students may be conditionally admitted in accordance with Health and Safety Code Section 120340 and Title 17, California Code of Regulations Section 6035. The School Leader or designee shall notify the student's parents/guardians of the date by which the

student must complete all the remaining doses. The School Leader or designee shall review the immunization record of each student admitted conditionally at least every thirty (30) days from the date of admission until that student has received all the required immunizations or submitted an exemption. If a student conditionally admitted fails to fulfill the conditions of admission, KIPP will prohibit the student from further attendance until that student has been fully immunized as required by law.

Documentary Proof

The School shall maintain the Student's immunization information in the Student's mandatory permanent record and shall file annual immunization status reports as required by the California Department of Public Health.

Exemptions from Immunization Requirements:

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

- o Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Section 120370;
  - ●Commencing January 1, 2021, the California Department of Public Health standardized medical exemption form shall be the only documentation of a medical exemption that the School shall accept. ● On and after July 1, 2021, the School shall not unconditionally admit or readmit, or admit or advance any student to 7th grade, unless the student has been fully immunized or files a California Department of Public Health standardized medical exemption form as required by law.
  - ●Medical exemptions issued before January 1, 2020 will continue to remain valid until the child enrolls in the next grade span.
- o Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction;
  - ●A student who has not received all of the required immunizations will not be eligible to attend classes at a KIPP resource center unless the student is otherwise exempt under #1 or #3.
- o Students who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school in California stating beliefs opposed to immunization, and who provide said letter or affidavit to KIPP, shall be allowed to enroll at KIPP without being fully immunized until the student enrolls in the next grade span pursuant to Health and Safety Code Section 120335(g).
  - ●"Grade span" means each of the following:
    - ●Birth to Preschool.
    - ●Kindergarten and grades 1 to 6, inclusive, including transitional kindergarten.
    - ●Grades 7 to 12, inclusive.

This Policy does not prohibit a pupil who qualifies for an individualized education program ("IEP"), pursuant to federal law and Education Code Section 56026, from accessing any special education and related services required by the student's IEP.

Annual Notice: Physical Examinations and Right to Refuse

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten. Failure to obtain an examination or a waiver for your child may result in your child being denied enrollment consistent with the Charter School's enrollment practices. If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in KIPP may file annually with the School Leader of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the

child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Annual Notice: Oral Health Requirement (KG and/or first grade)

All kindergarten or first grade students enrolled for the first time in public school must have documentation of a dental assessment performed by a licensed dental professional. Documentation must be submitted no later than May 31st of the year of entrance to public school. The dental assessment must have been performed no earlier than 12 months before the date of the initial enrollment of the student.

Administration of Medicine

Any student who is required to take, during the regular school day, prescription auto-injectable epinephrine ("EpiPen") or inhaled asthma medication prescribed for him or her by an authorized health care provider (an individual who is licensed by the State of California to prescribe medication) , may carry and self-administer prescription an EpiPen or inhaled asthma medication if KIPP receives both the appropriate written statements as follows:

1) A written and signed statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which such medication is to be taken and (2) confirming that the student is able to self-administer EpiPen or inhaled asthma medication, and

2) A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated Charter School personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing KIPP and KIPP personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the or designated Charter School personnel.

In order for a student to be assisted by the designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written and signed statement from the parent, foster parent or guardian of the student indicating the desire that the Charter School assist the student in the matters set forth in the authorized health care provider's statement. This can be fulfilled with the completion of the "School Medication Authorization Form."

The primary responsibility for the administration of medication rests with the student, parent/guardian, and medical professionals.

Students found carrying any medication (unless consistent with the above requirements) will have the medication confiscated and a parent/guardian will have to retrieve the medication from the school office. Students are never permitted to share medication (even over-the-counter) and the office/school staff are not allowed to administer any medication (including over-the-counter) without express written parent/guardian consent. Prior to the administration of medication the following procedures must be in place. a. School Medication Authorization Form (one per medication)

i. Completed and signed by medical provider.
ii. Completed and signed by parent/guardian.
iii. Completed annually or more frequently if the medication, dosage/amount, frequency of administration, or

reason for administration changes.

b. Medication is supplied by parent/guardian.
    i. In a pharmacy labeled container/dispenser, clearly marked with the child's first and last name.
    ii. Any medical equipment needed to dispense medication is supplied by the parent/guardian.

Illness during School Hours

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. It is necessary to have updated emergency contact numbers on file in the school office in case the parent/guardian cannot be contacted. In case of emergencies, the school will also call 911.

Suicide Prevention and Intervention

Supporting the health and well-being of all students is of utmost importance to KIPP. In accordance with California AB 2246, the Board of Directors has adopted a suicide prevention policy to help prevent, intervene, and support students who may be experiencing suicidal thoughts, planning for, or who may have attempted suicide through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in themselves and peers; learning and utilizing positive coping skills; developing and seeking supportive adult relationships and resources for mental wellness; and assisting their peers in need of supports. Teachers and school staff will also receive training to recognize and respond to the warning signs of suicide, suicide attempts, and re-integration of a student after a suicide attempt.

- Each school has designated a suicide prevention coordinator to serve as a point of contact for students in crisis who will either provide or refer students to appropriate mental health resources. This will be the Mental Health Counselor, School Psychologist, or the School Leader or Assistant Principal in conjunction with the Associate Director of Mental Health or a local community-based crisis response organization.

- When a student is identified as being at risk of suicide, they will be assessed by on their school site by a mental health professional, School Psychologist, or School Leader or other Administrator in conjunction with the Associate Director of Mental Health or a local community based crisis response organization to work with the student and help connect the student to appropriate local resources.

- Students and families can contact your school's mental health professional for additional resources, or can access the resources below for support:
    - The Trevor Project: www.thetrevorproject.org; Trevor Lifeline: 1-866-488-7386 (24/7 and specifically for LGBTQ-identified youth)
    - National Suicide Prevention Hotline: 1-800-273-8255 (24/7)
    - Text: EASE to 741-741
    - Download the MY3 Suicide prevention app (www.my3app.org) on your child(ren)'s and/or their friend(s)' cell phone(s)

- Staff will assist students in helping to create a school culture of respect, support, and safety in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

- Students should be aware that in cases of suicidal thoughts, plans, or attempts, confidentiality may be broken in order that the staff or mental health professional can seek help for the student in crisis.

- For a more detailed review of policy changes, please see the KIPP full Suicide Prevention Policy, which can be found in the main office and on the KIPP website.

Annual Notice: Counseling Services

KIPP is committed to ensuring that our students and families are informed about available mental health services on campus and in the community, and how to initiate access to these services. We understand that there may be times when students may benefit from additional emotional support. At KIPP we believe strongly in the value of holistic wellness. We believe that it is important to ensure that the whole child is well so that they can then be successful in their goals.

KIPP offers the following services on its campuses:

1. School-based counseling services – your student is encouraged to directly contact a school counselor to make an appointment to speak with the Mental Health Counselor. Our Mental Health Counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our school or by an outside provider listed below, are voluntary.
2. If you would like to pursue local agencies that offer counseling, KIPP Schools can provide local recommendations for mental health services.

If you would like to explore the supports offered by national organizations, here are three renowned organizations:

1. National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
2. The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
3. Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Vision and Hearing Screening Information

Vision and hearing screenings will be conducted in accordance with state mandates. You will be notified when your child is scheduled to be screened for vision and hearing. This screening is a general assessment of your child's vision and hearing. It may indicate possible difficulties your child may have with vision or hearing; it will not provide a confirmed diagnosis. This screening **is *not a substitute* for regular medical visits to your child's doctor and optometrist.**

You will be notified of your child's screening results only if he or she does not pass the test. At that time, your child will receive a referral for further evaluation by a qualified medical professional. If you choose for your child to not have screening at this time, please submit a signed written request to your site administrator.

Annual Notice: Free and Reduced Price Meals

The School participates in the National School Lunch Program. Applications for free or reduced-price meals are distributed to all families and can also be obtained on the School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office. The Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day.

The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements. A copy of the complete Policy is available upon request at the main office.

Annual Notice: Connecting Families to Health Coverage

California schools are required to provide information to families about healthcare coverage options. You will be receiving a flyer about healthcare coverage options with this school handbook. If you need a new copy of the flyer, please contact your school office.

Annual Notice: Availability of Health Insurance

Children—regardless of immigration status (foster youth, pregnant women, and legally present individuals, including those with deferred action for childhood arrivals ("DACA") status) may be eligible for no- or low-cost Medi-Cal insurance. Medi-Cal covers immunizations, checkups, specialists, vision and dental services, and more for children and youth at no- or low-cost. Medi-Cal enrollment is available year-round.

Covered California is where legal residents of California can compare quality health plans and choose the one that works best for them. Based on income and family size, many Californians may qualify for financial assistance. Enroll during Open Enrollment or any time you experience a life-changing event, like losing your job or having a baby. You have sixty (60) days from the event to complete enrollment. Information regarding the availability of insurance is provided with enrollment forms and available at: http://hbex.coveredca.com/toolkit/PDFs/ALL_IN_Flyer_EnrollGetCareRenew_CC.pdf

The Charter School shall not discriminate against a pupil who does not have health care coverage or use any information relating to a pupil's health care coverage or interest in learning about health care coverage in any manner that would bring harm to the pupil or the pupil's family.

Annual Notice: Medi-Cal Access to Public Benefits and Insurance

This notice is provided to you as parents, legal guardians, caregiving adults, surrogate parents or court appointed responsible adult, because during the 2021-2022 school year, your child may be receiving medically necessary health related services covered under California's Medicaid State Plan Title XIX and/or receive special education services under the Individuals with Disabilities Education Act (IDEA). School districts are required to provide prior written notice of your rights and protections when it seeks to use your child's public benefits (i.e., Medi-Cal) or insurance to pay for special education and/or and medically necessary related services. This Notice will be given to you before KIPP seeks to use your child's public benefits or insurance for the first time, and annually thereafter. With your written consent, KIPP may submit claims to your child's public benefits or insurance program, such as the California Medi-Cal program (Medicaid) or to your private insurance in order to be reimbursed for the cost of providing the service. Personally

identifiable information such as student name, date of birth, gender, and nature and extent of medically necessary services may be disclosed to the third party biller in which the school district contracts with (CFR 99.30 and 34 CFR 300.622). All personally identifiable information is Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) compliant.

KIPP cannot require parents to sign up for or enroll in public benefits or insurance programs in order for your child to receive a free appropriate public education (FAPE) under IDEA. KIPP cannot require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for services and reimbursement through Medi-Cal (34 CFR 300.154 [d][2][i]) KIPP cannot use a student's benefits under Medi-Cal if that use would:

- Decrease available lifetime coverage or any other insured benefit
- Result in the family paying for services that would otherwise be covered by the public benefits or insurance program (Medi-Cal) and are required for the child outside of the time the child is in school
- Increase premiums or lead to the discontinuation of public benefits or insurance (Medi-Cal)
- Risk loss of eligibility for home and community-based waivers, based on aggregate health related expenditures (34 CFR 300.154 [d][2][iii][A-D])

You Have The Right To:
Voluntarily provide KIPP with written consent to disclose educational records containing your child's personally identifiable information such as individual educational programs (IEP) or assessment reports to Medi-Cal, other public benefits or insurance programs, or private insurance billing purposes.

Withdraw your consent to the disclosure of your child's personally identifiable information to Medi-Cal, other public benefits

or insurance programs, or private insurance at any time.

Refuse to provide consent to the disclosure of your child's personally identifiable information to Medi-Cal, other public benefits or insurance programs, or private insurance for billing purposes. If you withdraw your consent or refuse to provide consent for KIPP to use Medi-Cal, other public benefits or insurance programs, or private insurance to pay for eligible related services, KIPP must continue to ensure that all required special education services are provided at no cost to you

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:
http://cifstate.org/sports-medicine/sca/SCAInformationSheet2017.pdf (English)
http://cifstate.org/sports-medicine/sca/SCAParentStudentReviewFormSpanish.pdf (Spanish)

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity a pupil who passes out or faints while participating in or immediately following an athletic activity, or who is known to have passed out or fainted while participating in or immediately following an athletic activity. The athlete may not return to that activity until he or she is evaluated and cleared to return to participate in writing by a physician, surgeon, nurse practitioner or physician assistant. On a yearly basis, an acknowledgement of receipt of the information on sudden cardiac arrest symptoms and warning signs must be signed and returned by the athlete and the athlete's parent or guardian before the athlete participates in an athletic activity not governed by the California Interscholastic Federation ("CIF"). This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. Furthermore, schools with athletic programs are required to have access to, regularly test and maintain, at least one automated external defibrillator (AED).

Annual Notice: Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Those wishing to participate in athletics at KIPP must review the information sheet on concussions via the link below:
http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet.pdf (English)
http://www.cifstate.org/sports-medicine/concussions/CIF_Concussion_Info_Sheet_SP.pdf (Spanish)

Because KIPP has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Annual Notice: Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting pupil is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the pupil's physician, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. The Charter School will ensure that absences from the pupil's regular school program are excused until the pupil is able to return to the regular school

program or an alternative education program.

Upon return to school after taking parental leave, a pregnant or parenting pupil will be able to make up work missed during his or her leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting pupil may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the pupil to be able to complete any graduation requirements, unless the Charter School determines that the pupil is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting pupils may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Jenny Tan
Chief of Schools
1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477
opsadmin@kippnorcal.org

A copy of the UCP is available within the KIPP Regional Policies Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.

Annual Notice: Diabetes

The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

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

Please contact the Office if you need a copy of this information sheet or if you have any questions about this information sheet.

Tobacco Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. KIPP provides instructional programs designed to discourage students from using tobacco products. The KIPP Public Schools Northern California Governing Board ("Board") recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of all KIPP to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on KIPP property and in KIPP vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from KIPP.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The School Leader or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on KIPP premises share in the responsibility of adhering to this policy. Additionally, KIPP will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

Appropriate school officials will monitor KIPP property and facilities for compliance with the Board Policy. The School Leader shall develop and maintain procedures to resolve grievances that may result from alleged non-compliance. A complete copy of this Board Policy can be obtained at the main office.

Student Safety

School Safety Plan

KIPP has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Emergency Preparedness Plan and Emergency Contacts Information

KIPP routinely participates in fire, earthquake, shelter-in-place, and lockdown drills as part of its ongoing commitment to safety and security on campus. Each school has a developed and tested emergency plan specific to the building layout and surrounding community facilities. Plans are updated annually to ensure that emergency response procedures and resources meet industry best practice standards. Each school will communicate the plan to students and families and each school's plan can be reviewed upon request at the main office.

The School will request emergency contact information regularly to ensure that communication during an emergency is consistent. It is imperative that the school have up-to-date emergency contact information on file for all students, and that parents/guardians

provide multiple contacts for their child.

With that, throughout the year parents/guardians may receive test and real emergency communication through our Emergency Notification Provider. These messages are sent to inform parents/guardians and maintain an open line of communication throughout an emergency. Generally, these messages will include specific directions on what parents'/guardians' actions should be. In an emergency, it's imperative that parents/guardians follow these directions in order to keep everyone on campus and in the neighborhood safe.

Board Policy: School Visitor Policy

The School Leader has the authority to determine which visits are to be permitted as well as the discretion to set any appropriate conditions on the nature and extent of such visits. In exercising the School Leader's discretion, the School shall consider the purpose of the visit, the impact of the visitor's presence and the relationship of any visitor to the students. School personnel shall seek to assure that parents and other visitors are courteously received and that sincere efforts are made to provide them with information as may be needed to foster a cooperative relationship between home, school and community.

A "visitor" is defined as any person seeking to enter the school building who is not an employee of the School or a student currently enrolled in that building. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit and contact the School Leader or appropriate staff member beforehand to arrange a visit. The School Leader may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.

ALL visitors, including parents and guardians, must check in at the office upon their arrival so that they can sign in and obtain a visitor badge identifying themselves. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. Visitor badges must be worn at all times while on School premises.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement

officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. KIPP shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by KIPP, consistent with the law. The KIPP Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Access to classrooms and other instructional areas might be restricted and is at the discretion of the School Leader. We ask that all visitors respect the learning environment by quietly observing classes, and by not distracting the students or teachers. Visitors may be asked to leave a classroom or the school grounds if their presence is a distraction to learning or the school environment. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:

A. Requiring that the visitor be chaperoned
B. Limiting the duration of the visit to particular times or length of time
C. Limiting the activities of the visitor to a particular purpose(s)
D. Designating particular routes of travel in the building or upon the school grounds.

Visitors must sign out at the end of their visit and return the visitor badge. Visitors may be on school grounds only during open school hours, unless given permission from School Leadership and/or for specific before - or after-school events open to the public.

If any COVID-19 restrictions are enforced pursuant to state, county, or local health orders, pre-approved visitors are subject to a health and exposure screening prior to entering campus and must comply with KIPP's established protocols for reducing the risk of COVID-19 transmission in schools.

Removal from Campus

The School Leader may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt KIPP's orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to KIPP's orderly operation. Consent can be withdrawn for up to fourteen (14) calendar days.

The School Leader may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the KIPP Board of Directors. The KIPP Board of Directors shall address the Complaint at the next regular Board meeting and make a final determination.

Penalties

Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified, which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

Under California Education Code section 44811, material disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction, by a fine of no less than $500.00 (five hundred dollars) and no more

than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

Disruptive conduct may lead to KIPP's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Bad Weather or Other Conditions and School Closing Information

In the event of bad weather or other conditions that may result in a school closure, seek out information about closures applicable to your local school district. KIPP will normally follow the instructions for the local district. If the district schools are closed or school opening is delayed, KIPP will normally also be closed or delayed. In some cases, KIPP may elect to close or remain open independent of the district. The school will make every attempt to communicate this decision in a timely manner through an automated phone call to families. In the event that weather or other conditions make traveling to school hazardous and unsafe, it is recommended that parents/guardians use their discretion in bringing their child to school. In case of a mid-day school cancellation, parents/guardians will be contacted to pick up their child.

Annual Notice: School Bus and Passenger Safety

Upon registration, KIPP is required to provide safety regulations to all kindergarten through sixth (6th) grade new students and students who have not previously been transported by school bus. Additionally, if applicable, KIPP must provide safety instruction to all students in kindergarten through eight (8th) grade who receive home-to-school transportation. Currently, KIPP provides transportation for field trips and provides transportation to and from two (2) KIPP schools. A copy of the complete policy is available upon request at the main office.

Student Transportation Safety

The safe operation of motor vehicles is very important at KIPP. All employees and volunteers must be cleared to drive by Human Resources and Operations before they can transport students. In addition, employees must have parent/guardian and School administration permission before transporting students.

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seat belts at all times.

The following shall apply to all persons operating school vehicles or operating their own vehicles to transport students for any reason or for school business:

1. KIPP participates in the California Department of Motor Vehicles employer pull notice program. Through this program, KIPP will be able to review employee Motor Vehicle Records periodically and upon notice of new violations. Volunteers are also responsible for providing their own Motor Vehicle Records to KIPP.
2. Employees or volunteers must have a valid driver's license at all times when operating a school vehicle or their own personal vehicle when used for student transportation or school business. Volunteers must also have completed the following before they can transport students.
    - ○Volunteer application
    - ○TB (tuberculosis clearance)
    - ○Fingerprinting background clearance
    - ○Chaperone agreement (if for a field trip)
3. For employees or volunteers who drive their personal vehicles for student transportation or school business purposes, KIPP requires that the employee or volunteer carry insurance with the following coverage:
    - ○Liability

- ○Bodily Injury - $100,000 per person; $300,000 per occurrence
- ○Property Damage - $50,000 per occurrence
- ○Alternatively: $300,000 combined single limit
- ○Medical Payments - $5,000 per person
- ○Uninsured Motorist Coverage - Mirrors Liability

- ●In the event of an accident, the employee's or volunteer's insurance coverage will act as the primary insurance coverage for damages. Evidence of this insurance as well as a copy of the employee's or volunteer's current motor vehicle report (MVR), a copy of their driver's license, and a copy of their vehicle registration, and a written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion must be kept on file. KIPP is not liable for collision damage on an employee's or volunteer's vehicle.

4. Employees and volunteers must maintain a clean driving record and infractions may result in not being approved or the revocation of a driving privilege. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions
5. Anyone with one or more of the following citations on their record may NOT drive on behalf of the school: Driving under the influence of drugs or alcohol, failure to stop for an accident, homicide, manslaughter or assault arising out of the operation of a motor vehicle, driving with a revoked or suspended license, possession of an opened container of alcohol in a vehicle, speed contest drag or highway racing, attempting to elude a police officer, hit and run, reckless driving, and car safety seat violations. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
6. Seat belts and child safety seats (when applicable) are an essential element of our driver safety policy/procedures. All employees and volunteers must wear seat belts while transporting students and must make sure that students are wearing seatbelts or are properly secured in a child safety seat (if applicable).
    - ○Children under age 8 and under 57" must be properly secured in a child restraint system. All other children age 8 to 16 or over 57″must be secured in a properly fitted seat belt.
    - ○Children under age 8 must be restrained in a child passenger restraint system in the rear seat.
    - ○California law specifically requires children to be properly restrained, meaning the lap belt is low on the hips, touching the upper thighs, and the shoulder belt is crossing the center of the chest.
    - ○Children in rear-facing car seats may not ride in front if there is an active passenger airbag.

7. Driving non-employee passengers in school vehicles either during or after normal business hours can be a major liability to KIPP. Therefore, no KIPP employee is allowed to transport non-employees in any KIPP vehicle unless prior approval by management is granted and a waiver of liability is signed by the non-employee.
8. Only authorized employees are allowed to operate the school vehicles and they are for school business use only.

Under no circumstances shall students transport other students.

Search and Seizure

The California Constitution requires that all students and staff of public schools have the right to attend campuses which are safe, secure, and peaceful. Incidents which jeopardize the health, safety and welfare of students and KIPP employees may necessitate the search of students and their property, student use areas, student lockers and/or student automobiles located on school property, and may necessitate the seizure of any illegal, unauthorized or contraband materials in the search. Personal belongings, including those which are normally authorized, may be temporarily seized by school officials or legal authorities to serve as evidence in ongoing investigation.

A student's person and/or personal effects (e.g. backpack, purse, etc.) may be searched if a School official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or KIPP' rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in school rules or regulations.

"Reasonable Suspicion" means a sufficient probability that the search will reveal evidence the student has violated or is violating

the law. Certainty is not required. Articulable facts must support a school official's reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.

Any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible. The scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction.

In no case shall a strip search be conducted by school officials, including asking a student to remove or arrange some or all of their underclothing, and/or inspecting of parts of the student's underclothing or body.

Student use areas, including, but not limited to, instructional space, recreational space, and lockers, are school property and remain at all times under the control of KIPP. Periodic general inspections of school property may be conducted by school officials for any reason at any time without notice.

Student vehicles may not be used to store illegal, unauthorized, or contraband materials. The use of the parking facilities for privately owned vehicles on school campus by any student shall constitute consent by the student to the search of such vehicles by authorized school personnel and/or law enforcement if a school official has reasonable suspicion based on articulable facts for suspecting that the student has violated or is violating either the law or KIPP's rules and regulations, including, but not limited to, possession of illegal, unauthorized or contraband materials. (*High school students*)

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition. School officials may impose discipline upon the responsible student(s) (including suspension and/or expulsion) in accordance with KIPP's discipline policies and procedures. The School's complete Policy can be provided upon request at the main office.

Violence and Weapons

It is the policy of KIPP that violence or threats of violence in any form are unacceptable and will not be tolerated. KIPP will not tolerate, condone or allow violence, whether engaged in by employees, supervisors, managers, non-employees (including contract workers or vendors), visitors, students, family members or others who interact KIPP. KIPP encourages the reporting of all incidents or threats of violence regardless of who the offender may be. This policy prohibits all acts or threats of violence, inappropriate aggression, or intimidation in any form, including verbal, written, physical, or any conduct that may be construed as a racial, sexual, ethnic or religious slur, or a slur based upon any Protected Status.

Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- ●Threats or acts of physical or aggressive contact directed toward another individual;
- ●Threats or acts of physical harm directed toward an individual or their family, friends, associates, or property; ● The intentional destruction or threat of destruction of KIPP's property or another student's property; ●Harassing or threatening phone calls;
- ●Harassing or threatening social media conduct;
- ●Surveillance;
- ●Stalking;
- ●Veiled threats of physical harm or similar intimidation

Any pattern of behavior that seems to indicate violence toward another individual, student to student or staff to student, must be reported to School Administration. No weapons may be brought to school under any circumstances. In addition, nothing that looks like or could be construed as a weapon should be on or around a school campus. We strongly recommend the safe storage and proper security around weapons in the home - especially if one is inviting another child into the home for a party, play date, or other social activities. If a child is feeling unsafe at school, or in their method of transportation to and from school, we encourage a

conversation with the School Leadership team to consider options.

Confidential disclosure

In order to have a safe community of trust, students are expected to take responsibility for disclosing any and all knowledge of any weapons, drugs, tobacco, or alcohol on campus or at any school function. Such confidential disclosure should not be considered a betrayal of any other student, or avoided due to fear of reprisal. Instead, the confidential disclosure would be an honest commitment to the health and well-being of every member of the community.

Police on Campus Policy Information

The purpose of our law enforcement on campus policies is two-fold: First, to support a safe school environment by empowering leadership to coordinate with law enforcement in response to imminent threats to the community. Second, to limit students' exposure to law enforcement and the juvenile justice system when alternative and more restorative practices are available. Please request a full copy of this policy from the school office.

Annual Notice: Guidelines for Safe Staff/KIPPster Interactions

For the purposes of this policy, the term “KIPPster” refers to any current KIPP Student, or alumni still enrolled in a KIPP program, including KIPP Through College (KTC) which extends throughout their college career. KIPP recognizes its responsibility to make and enforce all rules and regulations to bring about the safest environment possible for students, alumni enrolled in KIPP programs, and KIPP Staff.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of KIPP personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Professional Boundaries

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the highest standards of behavior and professionalism required of school employees and to specify the boundaries between students, alumni, and staff. Trespassing the boundaries of an Employee/KIPPster relationship is deemed an abuse of power and a betrayal of public trust.

All staff must carefully review this policy along with each of the examples given in the policy related to acceptable and unacceptable

employee behavior (see examples section below). Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, alumni, colleagues, or school leaders. One viable standard that can be quickly applied when the employee is unsure if certain conduct is acceptable is to ask themselves, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or parent's point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct or generally unprofessional.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with KIPPsters certainly fosters learning, staff interactions with KIPPsters, including alumni receiving services through KIPP Through College (KTC), must respect professional boundaries surrounding potential activities, locations, and intentions.

Duty to Report

All staff members play an integral role in keeping our KIPPsters safe, and it is an employee's duty to report any concerns related to misconduct to the appropriate authority, even if they don't have full information or context. When any employee becomes aware of another staff member or adult on campus having engaged in unacceptable behaviors as specified in this policy, or behaviors regarding professional boundaries otherwise causing suspicion, they must immediately report the matter to the school administrator and/or to the Human Resources Department at hr@kippbayarea.org. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator or HR Director to investigate and thoroughly report the situation to the CEO. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list.

Examples of Unacceptable Behaviors (Violations of This Policy):

- ●Giving gifts to a KIPPster that are of a personal and intimate nature.
- ●Kissing of any kind.
- ●Any type of unnecessary physical contact with a KIPPster in a private situation.
- ●Making or participating in sexually inappropriate comments.
- ●Sexual jokes.
- ●Seeking emotional involvement with a KIPPster for the employee's benefit.
- ●Listening to or telling stories that are sexually oriented.
- ●Discussing inappropriate personal troubles or intimate issues with a KIPPster in an attempt to gain their support and understanding.
- ●Becoming involved with a KIPPster so that a reasonable person may suspect inappropriate behavior. ● Having/inviting one student into the employee's home is unacceptable.
- ●Providing any treatment that could be viewed as preferential or unprofessional (buying lunches, special privileges, etc.) ● Intentionally being alone with a KIPPster away from the school.

Unacceptable Staff/Student Behaviors if conducted without Parent and Supervisor Permission:

(These behaviors should only be exercised when a staff member has parent and supervisor permission.) ●Giving students a ride to/from school or school activities.

- ●Being alone in a room with a student at school with the door closed.

Cautionary Staff/Student Behaviors:

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from

using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- ●Remarks about the physical attributes or development of anyone.
- ●Excessive attention toward a particular student.
- ●Sending emails, text messages or letters to students if the content is not about school activities. ●Having a group of KIPPsters over to your house with school administration and parent/guardian permission.

Examples of Acceptable Behaviors:

- ●Emails, text, phone calls and instant messages to KIPPsters that are professional and pertain to school activities or classes. (Communication should be limited to school technology).
- ●Keeping the door open when alone with a KIPPster.
- ●Keeping reasonable space between you and a KIPPster.
- ●Stopping and correcting a KIPPster if they cross an employee's own personal boundaries.
- ●Keeping parents informed when a significant issue develops about a student.
- ●Keeping after-class discussions with a student professional.
- ●Recognizing the responsibility to stop unacceptable behavior of KIPPsters or coworkers.
- ●Giving KIPPsters praise and recognition without touching them.
- ●Pats on the back, high fives and handshakes are acceptable.
- ●Hugging students is only appropriate if it is done in a public space where others are present, minimal bodily contact is involved (e.g. side or arm around the shoulder hug) and it does not make the student uncomfortable in any way (ask in advance; don't assume). Please be aware of the positive reinforcement methods that are age-appropriate for your students (e.g. elementary students may appreciate a quick hug while middle and high schoolers may not). When in doubt, do not hug a student.
- ●Asking yourself if your actions are worth your job and career.

Required safety practices for the protection of staff and students:

- ●Obtaining signed parental consent and written approval from the school leader are required for any non-sponsored after school activity.
- ●Obtaining formal approval to take KIPPsters off school property for activities such as field trips, athletic events or competitions.
- ●Asking another staff member to be present if the employee will be alone with any type of special needs student. ●Asking another staff member to be present when the employee must be alone with a student after regular school hours. ●Asking for advice from fellow staff or administrators if an employee finds themselves in a difficult situation related to boundaries.
- ●Involving the employee's supervisor if conflict arises with a KIPPster.
- ●Informing the employee's School Leader about situations that have the potential to become more severe. ● Making detailed notes about an incident that could evolve into a more serious situation later.
- ●Keeping your professional conduct a high priority.

Mandated Reporting Policy

California Penal Code section 11166 requires child care custodians who have knowledge of, or observe, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Please be aware that it is each employee's duty to report the suspicion of child abuse and neglect only. *Employees are not required to investigate or substantiate the suspected abuse.* CPS and/or law enforcement agencies will be charged with investigating the matter.

- ●If an employee believes a child's safety is in immediate danger, they must call 911.

●Call CPS to make an initial verbal report
- o Oakland: (510) 259-1800
- o San Francisco: (800) 856-5553
- o San Jose: (408) 299-2071, (408) 683-0601, (650) 493-1186
- o San Lorenzo and Oakland:(510) 259-1800
- o Redwood City: (650) 802-7922 or (800) 632-4615

●The employee must complete a written report and any evidence relating to the incident within thirty-six (36) hours of becoming aware of the information concerning the incident and fax it or mail it in to the name of the Social Worker who took the verbal report. (link written report: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?)

Employees must also report to their School Leader any suspicions of child abuse and neglect in order to enable KIPP to timely intervene, investigate, and remediate as appropriate.

Child abuse does not include:

●A mutual altercation between minors
●Self-defense
●Injury caused by reasonable force used by a peace officer acting within the scope of employment ●Use of reasonable force from a certificated/classified employee to maintain order, protect property and protect the health and safety of pupils

Please see the School Leader if you have any questions or concerns.

Regional Volunteers

Our parent volunteers give our students the opportunity to have individual attention that is vital to their education and their journey to college. The safety of our students and staff is of the utmost importance at KIPP. It is our policy to approve volunteers prior to having them work with and/or drive our students. There are administrative procedures that have been established with this policy. Parents, guardians or other community members who are interested in volunteering (and have not been cleared within the current school year) must request a *Volunteer Handbook* from the school in which they wish to volunteer. The KIPP school will communicate any additional documentation requests, notices of clearances and scheduled volunteer opportunities. Please note that it may take several weeks for all clearances to be met. We recommend interested volunteers reach out to their school as soon as possible to begin the process.

Child Custody Agreements Information

KIPP asks that families with an active child custody agreement in place provide a copy to the School Leader at the start of the school year and any revisions to the agreement as they become available. KIPP will not get involved in family disputes as it is not KIPP's intention or responsibility to enforce the terms of a child custody order. Rather our expectation is that all custodial parties (1) comply with the terms of the child custody order and work to resolve any such disputes without involving KIPP and (2) remain focused on the student(s)' education and working cooperatively to resolve any familial disputes without negatively impacting the student(s)' ability to learn and attend School. KIPP will comply with all terms of a custody order or agreement that has been provided to KIPP.

Annual Notice: Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. Charter School believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social medial and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the

instruction on the prevention of human trafficking. An opt-out form is available in the school office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

Student and Family Rights

Admissions and Enrollment Information

KIPP Public Schools Northern California operates tuition-free, public charter schools open to all students residing in the State of California. KIPP schools are attended by students who have freely chosen to enroll. Students who choose to accept the academic

program of a KIPP school agree to abide by the policies of the school. Parents/guardians whose children are in a structured English immersion program have the right to apply for a parental exception waiver. To apply for a waiver, parents/guardians should contact the main office. The complete Admissions and Enrollment Policy is available online and from the school office.

Annual Notice: Nondiscrimination Statement

KIPP does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

KIPP adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

KIPP does not discourage students from enrolling or seeking to enroll in KIPP for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. KIPP shall not encourage a student currently attending KIPP to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with KIPP's charter and relevant policies.

KIPP does not request nor require student records prior to a student's enrollment.

KIPP shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

KIPP is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). KIPP Schools also prohibit sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which KIPP does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. KIPP will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances

regarding harassment as described in this section, above, should be directed to the KIPP Uniform Complaint Procedures ("UCP") Compliance Officer:

Employee Uniform Complaints: David Ling , Chief People Officer | Phone: 510-465-5477 Email: HR@kippnorcal.org

Student Level Uniform Complaints: Jenny Tan, Chief of Schools | Phone: 510-465-5477 Email:

opsadmin@kippnorcal.org

Media Authorization Information

From time to time, the media (i.e., newspaper, radio, television) may visit KIPP school campuses to photograph, tape record, and/or videotape students or write stories of general public interest regarding KIPP schools, which may involve students. Additionally, KIPP Public Schools Northern California , KIPP Through College, and the KIPP Foundation regularly take pictures and videos of students involved in various school and school-sponsored activities and publishes these images in its own newsletters, marketing collateral, and public relations and professional development materials via print and online media.

By consenting to the media authorization form in your student's registration packet, parents/guardians understand that under California law, individuals have the legal right to control the use of their name, likeness and images. By consenting you also grant and assign KIPP, its officers, employees, and agents (including third-party photographers), the right to (1) photograph and record your student when he/she is engaged in any KIPP school event or activity; and (2) reproduce, distribute, display, create derivative works of and otherwise use your student's name, photograph, recording and likeness for and in connection with internal needs (including instruction and character development in classrooms), public relations, fundraising, activities, publicity, and promotional purposes of KIPP schools, including, but not limited to, yearbooks, newspapers, street banners, school related/sponsored websites, brochures, media, public awareness campaigns and displays by any media (print or electronic), and in online forums managed and maintained by KIPP staff for the purpose of learning and/or extra-curricular KIPP activities (including but not limited to Facebook, Instagram, blogs, Twitter, and LinkedIn), that are deemed appropriate. Your consent to media authorization remains in effect even if the student is no longer enrolled at KIPP unless you specifically revoke your authorization and request that KIPP remove your child from its publications.

By consenting to the media authorization form, you agree that you nor your student will receive any compensation for the aforementioned grant and assignment. You further agree that neither you nor your student shall have any right, title or interest, including copyrights, in any material created by KIPP or its agents pursuant to this agreement.

Safe School Zones and Immigrant Student Rights

KIPP is committed to providing a safe, welcoming, and inclusive learning environment for all students, including immigrant students and their families. KIPP is also committed to protecting the rights of immigrant students and their families through policies that prohibit information-sharing with local law enforcement and federal immigration authority to the fullest extent possible under the law. KIPP shall not adopt or implement policies, practices, or procedures that exclude students from school based on their or their parents' or guardians' actual or perceived immigration status. Furthermore, KIPP personnel shall treat all students equitably in the receipt of all school services, including but not limited to, the free and reduced lunch program, transportation, and educational instruction.

Resources and Trainings

KIPP trains all teachers, administrators, and other staff on how to respond to federal immigration authorities who are requesting information about students and families and/or are attempting to enter school property. Please speak to your school office if you would like to know about upcoming trainings.

Information Collection and Security

KIPP staff shall not require information that relates to a student's or their families' immigration status, such as a social security number, passport, a birth certificate, or other citizenship-related documents. KIPP personnel shall not inquire into a student's or a family member's immigration status. While documents that relate to immigration status may be submitted to meet various

requirements of the enrollment process (such as a birth certificate for documenting proof of age), these documents are not required, and families are allowed to use other methods to prove residency and age-eligibility, such as a baptismal certificate or parent affidavit. KIPP will not initiate communication with federal immigration authority or local, state, or federal law enforcement regarding a student's or their family member's personal information; nor shall they disclose personally identifying information found in a student's education records without parental authorization or a judicial order mandating the disclosure. KIPP personnel who learn of information related to a student's or their family member's actual or perceived immigration status must keep that information confidential and shall not record or distribute that information.

Campus Security

KIPP shall not enter into agreements with state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities. Absent a judicial warrant or other court order, or otherwise required by law, state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities will not be permitted access to school sites, to interview a student, or to student records. Any formal requests from state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities shall be forwarded to the Chief Executive Officer and Legal Counsel for review.

If state or local law enforcement agencies, federal immigration authority, or any other federal agency for immigration enforcement activities request or gain access to a student or their records held by the school or KIPP, KIPP staff must immediately notify the student's parent/guardian that the federal immigration authorities sought access to the student. KIPP shall remind the parent/guardian that they have the right to authorize and send a designee to pick up their child on the parent's/guardian's behalf.

Efforts to contact parents/guardians by the School Leader or designee must include calling all numbers listed on the student's emergency card, including work numbers, cell phone numbers, and all numbers supplied by the student.

Board Policy: Student Freedom of Speech and Expression

The KIPP Public Schools Northern California Board of Directors (the "Board") believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

Definitions

1. "*Obscenity*": when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.

2. "*Defamation*": Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.

3. "*Discriminatory Material*": material that demeans a person or group because of the person/group's mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), immigration status, religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or

group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. *"Harassment (including sexual harassment), Intimidation and/or Bullying"*: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5. "*Fighting Words*": words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.

6. "*Vulgarity and/or Profanity*": the continual use of curse words by a student, even after warning.

7. "*Violating Privacy":* publicizing or distributing confidential or private material without permission.

On-Campus Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities.

Student expression on school Internet web sites and online media shall generally be afforded the same protections as in print media within this Policy.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected expressions include

the following: fighting words; vulgarity and/or profanity; violating privacy; harassment (including sexual harassment), intimidation and/or bullying; discriminatory material; defamation; or obscenity as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

A. Distribution of Circulars, Un-Official Newspapers, and Other Printed Matter

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the School Leader or designee at least one (1) school day prior to distribution. The School Leader or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy. Any student may appeal the decision of the School Leader or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

2. Distribution, free or for a fee, may take place before school, after school, and/or during lunch provided there is no substantial disruption in the school programs (as determined by the School Leader). Distribution may not occur during instructional time and should not occur in locations that disrupt the normal flow of traffic within the school or at school entrances.

3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

1. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the School Leader or designee).

The School Leader or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

Official school publications include material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or for free.

Each School Leader or designee shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.[2] The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

All student submissions shall be held to professional standards of English and journalism.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. KIPP officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the School Leader or designee considers material submitted for publication to violate this Policy, the School Leader shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. The student

[2] "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

should be given the opportunity to modify the material or appeal the decision of the School Leader to the Chief of Schools or designee, in accordance with the appeal procedures outlined below. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

To the extent that the School Leader or designee believes that the school and KIPP should be disassociated from a particular idea or opinion, the School Leader or designee may require student articles to include disclaimers.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and the School Leader. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups.

E. Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

No student may participate in an organized demonstration that occurs during the hours of mandatory school attendance unless sanctioned by the Charter School and supervised by a designated Charter School employee. Missing school to attend an organized demonstration is not an excused absence. The Charter School will follow its Attendance Policy when determining consequences for students which may include but are not limited to detention, a low grade for a missed test, or receiving an attendance response letter. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if Charter School policy is violated.

F. Student Speeches

If a student is selected to speak at a Charter School sponsored event, including but not limited to graduation or school assemblies, Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school. Relevant considerations include: (1) the degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression, (2) whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and (3) the relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence. The Chief of Schools , School Leader, or designee shall document the impact the expression had or could be expected to have on the school program.

Appeals

The following procedures shall be used to address general disputes regarding student freedom of expression. When applied to school-sponsored publications, these procedures are to be supplemental to those outlined within that section:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the School Leader or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible. 3. If the School Leader or designee is unable to resolve the dispute, or if the student and/or faculty member disagree with the School Leader or designee's decision, the student and/or faculty member may bring the matter to the Chief of Schools or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible. The Chief of Schools or designee's

decision shall be final.

Enforcement

1. Upon learning that students are considering actions in the areas covered by this Policy they will be informed of the possible consequences of their action under each specific circumstance. The School Leader shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the KIPP Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students upon the KIPP campus.
3. No KIPP employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. KIPP shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

Complaints

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with KIPP through following the Charter School's General Complaint Policies and Procedures.

Controversial Issues

KIPP believes that students should have opportunities to discuss controversial issues which have political, social, or economic significance, and which the students are mature enough to investigate and address. These topics may include, but are not limited to: federal, state and local politics; race; religion; gay, lesbian, and transgender issues; discrimination against protected classes; suicide; war; and local, state, national and/or international current and/or past events in the news, including but not limited to, statements made by political leaders about those events. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

KIPP management works with teachers to ensure they exercise caution and discretion when deciding whether or not a particular issue is suitable for study and discussion, and to ensure all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Teachers shall not suppress any student's views on any issue so long as its expression is not obscene, libelous, slanderous, malicious, or abusive towards others or otherwise in violation of KIPP's Student Freedom of Speech and Expression Policy. If students, parents, or guardians have questions about this Policy, or the study or discussion of a particular controversial issue, they may reach out to the teacher and/or School Leader. Teachers will endeavor to notify parents/ guardians in advance of controversial topics being discussed when they are part of the school's curriculum or a teacher's lesson plan so that parents can also share their personal views at home. However, since students often make statements or ask questions about these sorts of topics, or bring in materials and discuss or share them spontaneously, we cannot always notify parents/ guardians in advance of such classroom discussions. Where advance notice is not possible, teachers will endeavor to notify parents/guardians via email or verbally in a timely manner following such classroom discussions. It must be noted that since every parent has a different definition of what would constitute a controversial and/or sensitive topic, the school cannot always guarantee notice to parents/guardians because a teacher might not recognize a topic as generally controversial or sensitive even though it might be controversial and/or sensitive to an individual.

As teachers notify parents/guardians regarding controversial and/or sensitive topics being addressed at school, in accordance with the right to privacy contained in the California State Constitution, parents/guardians will not be notified of any issues involving

individual students without the consent of that student's family. For example, if a student is undergoing cancer treatments and a discussion of this comes up in class, parents/guardians will not be notified that a student in their child's class has cancer or is undergoing medical treatments. Such information shall not be disclosed by KIPP without consent of that student's parent/guardian in order to protect the privacy rights of the student as afforded by the California State Constitution. As a result of student privacy rights, parents/guardians may not be notified of all circumstances that led KIPP to choose a particular piece of supplemental instructional material. For example, if KIPP determines that it is necessary to prevent racial harassment or bullying, it might choose to expose students to material on racial discrimination to sensitize students about the need to teach others with respect.

Board Policy: Gender Identity Inclusion and Nondiscrimination

PURPOSE:

California law and KIPP Public Schools Northern California ("KIPP") require that all programs, activities, and employment practices be free from discrimination based on sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, and gender expression. This policy is designed to comply with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs, activities, and facilities.

The purpose of this policy is to delineate state and federal law as well as Charter School's practices relating to recognition and protection of each student's gender identity. This is consistent with Charter School's goals of reducing stigmatization and ensuring equal access for students. This policy sets out guidelines for KIPP and KIPP staff to address the needs of transgender, gender nonconforming, and queer students in order to protect the legal rights or safety of such students.

This policy does not anticipate every situation that might occur with respect to gender identity and expression and students, and the needs of each student must be assessed on a case-by-case basis. While the needs of each student are unique, in all cases, the goal is to ensure the safety, comfort, and healthy development of all students and their opportunity to thrive and retain equal access to school programs and activities in accordance with their gender identity, while maximizing the student's social integration and minimizing stigmatization of the student.

This Policy shall apply to all Charter School programs and activities, including those that that occur during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

DEFINITIONS:

The definitions provided here are not intended to label students but rather are intended as functional descriptions, to assist in understanding this policy and the legal obligations of KIPP staff. Although these are commonly used terms, students may or may not choose to use these terms to describe their gender identity, appearance, or behavior. We encourage students and staff to refrain from sharing information about someone's gender identity, gender expression, or orientation, or using a specific term to describe someone's identity, orientation, or expression, unless that person has used the term themselves and given permission for others to use it to describe them.

- **"Gender"** is a person's actual or perceived sex, and includes a person's gender identity and gender expression.
- "**Gender expression**" or **"Gender Presentation"** is an individual's characteristics and behaviors that are perceived as gendered, such as appearance, dress, mannerisms, speech patterns, and social interactions. Under California law, "gender expression" is defined as a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
- **"Gender Fluid"** refers to persons who does not identify as, or who do not express themselves as, solely one gender.
- "**Gender identity**" is a person's gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person's physiology or assigned sex at birth. Gender identity means each person's internal understanding of their gender, or the perception of a person's gender identity, which may include male, female, a combination of male and female, neither male nor female, a gender different from the person's sex assigned at birth, or transgender.
- "**Gender nonconformity**" refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes "typically" associated with one's legal sex assigned at birth, such as "feminine" boys,

"masculine" girls and those who are perceived as androgynous. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.

- "**LGBTQ**" is an umbrella term that stands for "lesbian, gay, bisexual, transgender, and questioning." The category "questioning" is included to incorporate those that are not yet certain of their sexual orientation and/or gender identity.
- "**Queer,**" refers to a member of the LGBT and/or gender nonconforming community. This term may be used by someone who identifies as a member of the LGBT community, but who does not specifically consider themselves to be lesbian, gay, bisexual, or transgender. This term is also sometimes associated with sexual orientation.
- **"Sex"** refers to the biological condition or quality of being a female or male human being.

- **"Sexual Orientation"** is a person's emotional and sexual attraction to other people based on the gender of the other person. While KIPP recognizes that people may not identify their sexual orientation with the following terms, sexual orientation as a protected class under California law is defined as heterosexuality, homosexuality, or bisexuality.
- **"Sexualized Bullying"** refers to unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, gender identity and expression, sex, sexual behavior, sexual orientation, or other related personal characteristics with the intention to humiliate. Anti-gay and sexist epithets are common forms of sexualized bullying.
- "**Transgender**" describes people whose gender identity or gender expression is different from that traditionally associated with their assigned sex at birth. "Transgender boy" and "transgender male" refer to an individual assigned the female sex at birth who has a male gender identity. "Transgender girl" and "transgender female" refer to an individual assigned the male sex at birth who has a female gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one's recognition as transgender.

"**Transition**" is the process by which a person goes through to living and identifying as the gender with which identify, rather than the sex assigned to them at birth. Transitions may include physical, social, and/or medical processes, including, but not limited to, changes in name and pronoun usage, facility usage, or undergoing hormone therapy, surgeries, or other medical procedures. The exact steps involved in transition vary from person to person. Transitions are private, and personal information about a transition should not be discussed unless the conversation is initiated and led by the student.

Guiding Principles and Requirements

Charter School shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected.

The Charter School shall:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.

2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical (instructional) tool.

3. Permit all students to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity including, but not limited to, intramural and interscholastic athletics.

4. Provide all students access to facilities that best align with students' gender identity.

Privacy and Confidentiality

All persons, including students, have a right to privacy. This includes the right to keep private one's actual or perceived gender identity and expression at school. Such private information shall be shared only on a need to know basis.

Students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much information to share.

In situations where students have not publicly disclosed their gender identity; school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression.

Information about a student's transgender status, legal name, or sex assigned at birth also may constitute confidential medical information. KIPP personnel should not disclose information that may reveal a student's transgender status or gender nonconforming presentation to others, including parents and other school personnel, unless

- legally required to do so by a court order,
- there is a significant threat to the health or safety of a student or other individuals, and/or
- the student has authorized such disclosure.

When communicating with a student's parent, legal guardian, or educational rights holder, school personnel *should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.* There will be instances when Charter School personnel may find it important to discuss a student's gender identity or expression with parents/guardians (if, for example, the student is being bullied based on their gender identity or expression). In such cases, Charter School personnel should consult and work closely with the student to assess the degree to which, if any, the parent/guardian is aware of the student's gender identity or expression and is supportive of the student, and Charter School personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents/guardians. Additionally, KIPP will take measures to ensure that disclosures under the permitted circumstances outlined above are made in a way that reduces or eliminates the risk of re-disclosure and protects the student from harassment and discrimination. Those measures may include providing counseling to the student and the student's family to facilitate the family's acceptance and support of the student's gender identity.

School Records

Charter School shall use the student's requested name, pronoun, and gender designation unless there is a legal reason not to do so.

KIPP ***is required*** to maintain a mandatory permanent pupil record ("official record") that includes a student's legal name and legal gender. However, KIPP ***is not required*** to use a student's legal name and gender on other unofficial school records or documents (e.g. school IDs, announcements, yearbooks, certificates, etc.). To the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, every effort should be made to update student records with the student's chosen name and not circulate records with the student's birth name.

KIPP will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. Certain education records may still require a school to use a student's legal name. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information. This may include keeping records that reflect a transgender student's birth name and assigned sex (e.g., a copy of the birth certificate) apart from the student's school records.

The Charter School may change a student's name, gender, or pronoun designation on unofficial student records in the absence of a court order indicating legal name change. Unofficial student records include school-issued identification cards, athletic rosters, certificates, playbills, diplomas, attendance lists, etc.

KIPP may include an “also known as” or a “prefers to be called” field in its electronic data system and list the preferred name/gender identity/pronoun of the student alongside the legal name/assigned sex. This way the preferred name may be cross-referenced with the legal name and administrators will know to use the preferred name when addressing the student.

Nothing in this section changes the obligation of Charter School personnel to **address** the student with the name and pronouns consistent with the student’s gender identity. Thus, while a student’s records may still indicate the name/sex assigned at birth, upon request of the student, the student should be referred to day-to-day by the name and pronouns that correspond to their gender identity.

Preferred Names/Pronouns

The Charter School recognizes that name and gender identity are central to most individuals’ sense of self and well-being, and that it is important for the school to establish mechanisms to acknowledge and support students’ self-identification. A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. The Charter School shall accept and respect a student’s assertion of their gender identity where the student expresses that identity at school or where there is other evidence that this is a sincerely held part of the student’s core identity. The Charter School shall not require a student to provide any particular type of diagnosis, proof of medical treatment, or meet an age requirement as a condition to receiving the protections afforded under California’s antidiscrimination statutes. Similarly, there is no threshold step for social transition that any student must meet in order to have his or her gender identity recognized and respected by a school. KIPP personnel should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.

The Charter School supports student self-identification by honoring the name and pronouns that students wish to go by, in accordance with the following:

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.

2. Students may request a meeting with a school counselor to discuss a support plan/Student Safety Plan. The counselor will work with school administration and staff to ensure the desired name and pronouns are used.

3. Charter School may modify its student information system to prevent disclosure of confidential information and ensure, to the best of our abilities, that school personnel use a student’s preferred name and pronouns consistent with the student’s gender identity.

4. All members of the Charter School community must use a student’s chosen name and pronouns. The Charter School shall implement safeguards to reduce the possibility of inadvertent slips or mistakes, particularly among temporary personnel such as substitute teachers. Every effort should be made to use names and pronouns consistent with a student’s gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student’s gender identity is a violation of this Policy and may constitute discrimination under State law.

5. There may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn’t authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student’s legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.

6. If Charter School personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians.

7. If a member of the school community, including staff and students, intentionally uses a student’s incorrect name and pronoun, persistently refuses to respect a student’s chosen name and pronouns, or targets a student based on that student’s chosen name and pronouns, that conduct should be treated as harassment, discrimination, and/or bullying and investigation in

accordance with the school's *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy*.

Equal Access to School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. To the extent possible, KIPP aims to reduce or eliminate the practice of segregating students by gender. Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity. Examples of such activities may include gym classes, health classes, or intramural activities. Activities that may involve the need for accommodations to address student privacy concerns, such as overnight field trips, will be addressed on a case-by-case basis. In such circumstances, staff shall make a reasonable effort to provide an available accommodation that can address any such concerns.

Participation in sex-segregated school programs and activities, including competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity. Students who identify as nonbinary should be granted the opportunity to participate in sex-segregated programs and activities that they find best align with their gender identity.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity. Students who identify a as nonbinary shall be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the School Leader shall make every effort to provide the student with reasonable access to an alternative restroom, such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms. Any alternative arrangement should be provided in a way that protects the student's ability to keep their transgender status confidential.

Locker Room and Changing-Area Accessibility

If any KIPP school maintains locker rooms and/or changing areas, students shall have access to the locker room and changing areas facility that corresponds to their gender identity, with the goals to provide equal opportunity to participate in physical education classes, competitive athletics, and extracurricular activities. Students who identify as nonbinary should be granted access to the locker rooms/changing facilities with which they find best aligns with their gender identity, including access to reasonable accommodations as indicated below.

If there is a request for increased privacy, regardless of the reason, the School Leader shall make every effort to provide the student with access to a reasonable accommodation such as:

a) Assignment of a student locker or changing areas in near proximity to the coaches'/staff person's office or a supportive peer group.
b) Use of a private area within the public area of the locker room facility or changing area (e.g., nearby restroom stall with a door or an area separated by a curtain).
c) Use of a private area (e.g., a nearby restroom or a nearby health office restroom)
d) A separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Students seeking any accommodations should direct requests to the School Leader. Any alternative arrangement should be provided in a way that protects the student's privacy and confidentiality.

Dress Codes

All Charter School students have the right to dress in accordance with their gender identity within the parameters of the Charter School's dress code. A copy of the Charter School Dress Code is available for review at the main office.

General-Segregated Activities

In rare situations permitted by law, students may be segregated by gender, such as for health education classes. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their consistently asserted gender identity.

Student Support/Safety Plan

The Charter School shall, wherever possible, meet with a gender-nonconforming student, relevant school personnel, and parents, to discuss and draft a Student Support/Safety Plan. The purpose of the plan shall be to memorialize any specific wishes/needs of the student regarding navigating their gender-confirming status during the regular school-day, and discuss general welfare and safety issues. The plan may include but is not limited to the following, and shall be tailored to the needs of the individual student:

1. Preferred Name/Pronouns
2. The names and contact information of "safe" adults with whom the student can share any concerns, including instances of bullying, discrimination, intimidation, or harassment
3. Assurances that all staff would receive training and instruction regarding Title IX, and that teachers shall teach about anti-bullying and harassment
4. Assurances that the physical education ("PE") teacher or athletics coach would be the first to enter and last to leave the locker room
5. Assurances that student's assigned locker would be in direct sight of the PE teacher/athletics coach's office 6. Assurance regarding access to the student restroom facilities and locker rooms that correspond to the student's gender identity or biological sex.
7. Accommodations for student's use of an alternate restroom (i.e. in the health office or elsewhere) if the student is uncomfortable using student restrooms
8. Accommodations for the student's use of a private changing area if the student is uncomfortable changing in a locker room with other peers.
9. Any other accommodation appropriate for the student

Addressing Instances of Discomfort

KIPP recognizes that non-staff members of the KIPP community, such as students or parents/guardians, may express discomfort with the guidance and accommodations outlined in this policy, such as restroom or locker room access. This discomfort is not a valid reason to deny or limit the rights of access and expression outlined in this policy. School administrators, teachers, and mental health professionals will work with students to address the discomfort, foster understanding, and create a school culture that respects and values all students.

Discrimination, Harassment, Bullying, and Student Safety

KIPP shall ensure that all staff who regularly interact with students receive professional development and training opportunities as required and recommended by the California Department of Education ("CDE") and KIPP's Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy.

KIPP shall also inform staff about the groups of students determined by Charter school and available research, to be at elevated risk for bullying. These groups include but are not limited to: Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ.

School staff shall take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX Coordinator in cases where they may be a target or witness.

School staff and families shall work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression, in accordance with the school's Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy. A copy of that policy is available for review in this Handbook and/or at each KIPP School office.

Charter School personnel shall immediately intervene, when it is safe to do so, whenever they witness acts of discrimination, harassment, bullying or intimidation on the basis of a student's gender identity or expression. The Charter School may provide interim safety and emotional support measures as needed. Interim safety measures may include increased monitoring of the parties to a harassment, discrimination, intimidation, or bullying complaint, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, provision of safety plans, training and educational materials to address gender-inclusiveness, and provision of support resources (e.g., academic support, counseling, health and mental health services).

Annual Notice: Education of Foster and Mobile Youth

The Charter School has adopted a policy governing the education of foster youth, consistent with state and federal law. A copy of the complete Policy is available upon request at the main office.

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster/Juvenile Court Youth" refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. "Former juvenile court school students" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member. 4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of his or her immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity. 5. "Student participating in a newcomer program" means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent."

Foster and Mobile Youth Liaison: The School Leader or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Sarah Sanchez
Associate Director of Operations
KIPP Public Schools Northern California
1000 Broadway, Suite 460
Oakland, CA 94607

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster/juvenile court youth and their parent to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster/juvenile court youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster/juvenile court youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster/juvenile court youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster/juvenile court youth's request to remain in the Charter School as the school of origin, the foster/juvenile court youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster/juvenile court youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster/juvenile court youth, currently migratory children and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth/juvenile court youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a student participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in his or her third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the

student's parent how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an

eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of military family, a currently migratory child or a student participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster/juvenile court youth from a new LEA, the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster/juvenile court youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster/juvenile court youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster/ juvenile court youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster/juvenile court youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Annual Notice: Education of Homeless Children and Youth

The McKinney-Vento Act is designed to ensure that each homeless student has equal access to the same free, appropriate public education as other students. KIPP has an obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children enrolled at a school within KIPP. Each school shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; 4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison. Please contact your School Leader for the contact information on the designated School Liaison for your school.

The School Liaison shall ensure that (42 U.S.C. 11432(g)(6)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and

agencies.

2. Homeless students enroll in, and have a full and equal opportunity to succeed at KIPP.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by KIPP, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, KIPP charter, and Board policy. 7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable. 8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at a KIPP Public Schools Northern California school, a copy of the School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Homeless students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way. The School Leader shall ensure that placement decisions for homeless students are based on the student's best interest as defined by law and administrative regulations.

In the event that KIPP provides transportation services to all KIPP students, KIPP shall provide comparable transportation services to each homeless child or youth attending KIPP, as noted above. (42 U.S.C. § 11432(g)(4)). If KIPP does not otherwise provide transportation services to all KIPP students, KIPP shall ensure that transportation is provided for homeless students to and from the KIPP School of attendance, at the request of the parent/guardian (or liaison). (42 U.S.C. § 11432(g)(1)(J)).

Parents/guardians with questions about the designation of a homeless status should contact the school.

Annual Notice: Parent and Family Engagement Policy

KIPP aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and

to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). KIPP staff recognize a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the Charter School's complete Policy is available upon request in the main office.

Annual Notice: Teacher Qualification Information

All parents/guardians have the right to request and receive timely information on the professional qualifications of classroom teachers and paraprofessionals. This includes state qualifications, licensing for the grade level or subject taught, any waivers for qualifications, emergency provisions, college major, graduate degrees and subject.

Board Policy: General Complaints

KIPP has established the following grievance protocol, the intent of which is to fairly and promptly resolve any concern, dispute, or complaint brought by parents or guardians against any KIPP policy, practice, procedure, or employee. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the KIPP Title IX, Harassment, Intimidation, Discrimination and Bullying Policy and/or the KIPP Uniform Complaint Procedures.

KIPP takes parent and guardian concerns and complaints seriously. There are no negative consequences for filing a complaint, or asking for assistance in doing so. No reprisals or retaliation shall be invoked against any student, parent or guardian for processing, in good faith, a complaint, either on an informal or formal basis, or for participating in any way in these complaint procedures.

If parents and guardians have questions about the formal process outlined below, or would like assistance with the process, they should contact the office of the Chief of Schools. Requests for assistance can include but are not limited to requests for translation or transcription services, and assistance contacting and scheduling with the appropriate parties.

Every attempt is made to resolve complaints informally and through direct dialogue with the affected parties. In the instances when that is not possible, a formal process is in place.

Parent and Guardian Complaints

1. **Informal Resolution:** Schedule a conference with the immediately-involved teacher, school leader, or administrator to discuss and informally resolve the issue.
2. **School Site Conference:** If parent(s) or guardian(s) concludes that the initial response/course of action was insufficient:
   a. If the School Leader is immediately involved in the complaint, move to Regional Management Review. b. Submit a written Grievance Letter to the School Leader that identifies: (a) the issue / concern / complaint; (b) what steps have been taken to resolve the situation; and (c) proposed solutions. If a parent or guardian is unable to put a complaint in writing due to conditions such as a disability or illiteracy, or requires translation services to put a complaint into writing, KIPP staff shall assist him or her in the filing of the complaint.
   c. Within ten (10) business days of the receipt of a Grievance Letter, the School Leader will reach out to arrange a conference, to take place as soon as possible.
3. **Regional Management Review:** If a resolution cannot be reached with the School Leader, repeat Steps 2b and 2c with the School Leader's manager (Managing Director of Schools and/or Chief of Schools).
4. **Chief Executive Officer's Review:** If a resolution cannot be reached with the Chief of Schools, repeat Steps 2b & 2c with Chief Executive Officer.
5. **Grievance Committee Review:** If a resolution cannot be reached with the Chief Executive Officer, parent(s) may submit a formal Grievance Packet to the Grievance Committee of the Board of Directors. The contents of the packet and process for submission are outlined below.

Board of Directors' Grievance Committee Resolution Procedures

KIPP Public Schools Northern California' Board of Directors shall annually appoint a Grievance Committee comprised of three (3) Directors and the Chief Executive Officer (the Chief Executive Officer shall not participate in any grievance proceeding in which s/he is the subject of an original grievance).

A parental Grievance Packet should be submitted in writing to the Grievance Committee within thirty (30) days of the last meeting with staff. If a parent or guardian is unable to complete a Grievance Packet in writing due to conditions such as a disability or illiteracy, or requires translation services to put a complaint into writing, KIPP staff shall assist him or her in the filing of the Grievance Packet.

The Grievance Packet should contain:

- The nature and date of the grievance and any related or supporting documents;
- The results of previous discussions to resolve the conflict, including any correspondence;
- The reason for the parent(s) or guardian(s)'dissatisfaction with the decisions previously rendered; and
- A description of the relief sought.

Within thirty (30) days of the submission of a complete Grievance Packet, the Grievance Committee shall:

- Research the nature of the complaint;
- Interview the concerned parties; and
- Render a final ruling on the grievance.

The decision of the Grievance Committee shall be final. The Board of Directors shall, at its next regularly scheduled meeting, be informed of all decisions made by the Grievance Committee.

General Requirements

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be guaranteed.
2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: KIPP will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Please see the corresponding General Complaint Form within the Appendix

Board Policy: Uniform Complaint Policy and Procedures

KIPP complies with applicable federal and state laws and regulations. KIPP is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, immigration status/citizenship, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any KIPP program or activity; and

(2) Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting, or Lactating Students

●Adult Education
●Career Technical and Technical Education
●Career Technical and Technical Training
●Child Care and Development Programs
●Consolidated Categorical Aid
●Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
●Every Student Succeeds Act
●Migrant Education Programs
●Regional Occupational Centers and Programs and/or
●School Safety Plans.

(3) Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities. b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Education Code Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If KIPP finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, KIPP shall provide a remedy to all affected pupils, parents/guardians that, where applicable, includes reasonable efforts by KIPP to ensure full reimbursement to all affected pupils, parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or KIPP and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code Sections 47606.5 and 47607.3, as applicable. If KIPP adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

(5) Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections

49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 – 15584.

(6) Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

KIPP acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. KIPP cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, KIPP will attempt to do so as appropriate. KIPP may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the investigator on a case-by-case basis. KIPP shall ensure that complainants are protected from retaliation.

Compliance Officers

The following compliance officer(s) have been designated to receive and assign investigators to complaints and to ensure KIPP's compliance with law:

Complaints Concerning or Involving KIPP Staff
David Ling
Chief People Officer
1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477
hr@kippnorcal.org

The Chief People Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the

Chief People Officer or designee. Should a complaint be filed against the investigator, the compliance officer for that case shall be the Chief Executive Officer.

Complaints Concerning or Involving KIPP Students
Jenny Tan
Chief of Schools

1000 Broadway, Suite 460
Oakland, CA 94607
510-465-5477
opsadmin@kippnorcal.org

Notifications

KIPP shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on KIPP's website.

KIPP shall annually provide written notification of KIPP's UCP to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties as applicable.

The annual notice shall be in English. Whenever necessary under Education Code Section 48985, if fifteen (15) percent or more of the pupils enrolled in the respective KIPP Charter School speak a single primary language other than English, this annual notice for that Charter School will also be provided to the parent or guardian of any such pupils in their primary language.

The annual notice shall include the following:

(a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
(b) A statement clearly identifying any California State preschool programs KIPP is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that KIPP is operating pursuant to Title 22 licensing requirements.
(c) A statement that KIPP is primarily responsible for compliance with federal and state laws and regulations. (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
(e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
(f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
(g) A statement that the complainant has a right to appeal KIPP' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of KIPP's decision, except if KIPP has used its UCP to address a complaint that is not subject to the UCP requirements.
(h) A statement that a complainant who appeals KIPP's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
(i) A statement that if KIPP finds merit in a UCP complaint, or the CDE finds merit in an appeal, KIPP shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
(j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. (k) A statement that copies of KIPP's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that KIPP has violated federal or state laws or regulations enumerated in the section "Scope" above. Compliance officers shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying,or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Chief Executive Officer or designee, upon written request by the complainant setting forth the reasons

for the extension. Such extension by the Chief People Officer or designee shall be made in writing. The period for filing may be extended by the Chief People Officer or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the KIPP Board of Directors approved the LCAP or the annual update was adopted by KIPP.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, KIPP staff shall assist him/her in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend KIPP's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide KIPP' investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

KIPP' refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

KIPP shall issue an investigation report (the "Decision") based on the evidence. KIPP's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of KIPP's receipt unless the timeframe is extended with the written agreement of the complainant. KIPP's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether KIPP is in compliance with the relevant law.
3. Corrective actions, if KIPP finds merit in the complaint and any are warranted or required by law. 4. Notice of the complainant's right to appeal KIPP' Decision within thirty (30) calendar days to the CDE except when KIPP has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of KIPP' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the California Department of Education

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with KIPP and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. KIPP failed to follow its complaint procedures
2. Relative to the allegations of the complaint, KIPP's Decision lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in KIPP's Decision are not supported by substantial evidence
4. The legal conclusion in KIPP's Decision is inconsistent with the law
5. In a case in which KIPP's Decision found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by the CDE that the complainant has appealed the Decision, the Chief People Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of KIPP's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to KIPP for resolution as a new complaint. If the CDE notifies KIPP that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, KIPP will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the

appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by KIPP when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the

complainant, KIPP has not taken action within sixty (60) days of the date the complaint was filed with KIPP.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of KIPP's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if KIPP has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

****Please see the corresponding Complaint UCP Form within the Appendix ****

Board Policy: Education Records, Student Information and Retention Policy (Including FERPA) **DEFINITION:**

A "student record" is defined as any item of information directed related to an individual pupil, other than directory information, that is maintained by KIPP ("KIPP, the "School, "Charter School") or required to be maintained an employee in the performance of his/her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means.

Such information includes, but is not limited to:

A. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
B. Grades, test scores, courses taken, academic specializations and school activities;
C. Special education records;
D. Disciplinary records;
E. Medical and health records;
F. Attendance records and records of past schools attended; and/or
G. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

A. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
B. Records maintained by a law enforcement unit of KIPP that were created by that law enforcement unit for the purpose of law enforcement;
C. In the case of a person who is employed by KIPP but not in attendance at KIPP, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
D. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at KIPP;

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