



August 14, 2026

Tamara Sobomehin
President, Board of Education
Ravenswood City School District
2120 Euclid Ave.
East Palo Alto, CA 94303

Re: Charter Renewal Petition for KIPP Valiant Community Prep

Dear President Sobomehin,

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

Since its founding, KIPP Valiant has been proud to serve the students and families of the East Palo Alto and East Menlo Park communities. Our school is grounded in the belief that every child deserves access to an excellent education, and we are committed to working alongside Ravenswood to ensure that vision is realized.

We are proud to share that since our last renewal two years ago, KIPP Valiant has made substantial strides. Based on our academic growth, we are now eligible for a five-year charter renewal term. Our students are showing growth across multiple academic indicators, and we are continuing to provide holistic support to our families. We remain focused on improving early literacy, ensuring every student is in school every day, and fostering a joyful, inclusive school culture.

We are honored to be part of East Palo Alto's public school ecosystem and to partner with Ravenswood in serving students. We look forward to continuing our work together in support of a renewed future for KIPP Valiant Community Prep.

CERTIFICATION OF COMPLETE CHARTER PETITION:

Education Code Section 47605(b)

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

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

parties agree to the extension.

Certification

By signing below, I certify as follows:

1. That I am the authorized representative of KIPP Valiant Community Prep, and that I am competent and qualified to certify to the facts herein;
2. That, as the authorized representative, I have personal knowledge of the facts forming the basis of this certification;
3. That I make this certification for purposes of Education Code Section 47605(b) only; and
4. That I deem the charter petition to be complete.

* * *

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

Sincerely,

Beth Thompson

Beth Thompson
CEO & Founder, KIPP Public Schools Northern California
Date: August 14, 2026



KIPP Valiant Community Prep

Charter Renewal Petition Submitted to

Ravenswood City School District

August 14, 2026

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

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

Affirmations and Declaration

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

- KIPP Valiant shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- KIPP Valiant shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- KIPP Valiant shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- KIPP Valiant shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- KIPP Valiant shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).
- KIPP Valiant shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- KIPP Valiant shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- KIPP Valiant shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- KIPP Valiant shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- KIPP Valiant shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- If a pupil is expelled or leaves KIPP Valiant without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- KIPP Valiant may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, KIPP Valiant. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student

inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- KIPP Valiant shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- KIPP Valiant shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- KIPP Valiant shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- KIPP Public Schools Northern California declares that it shall be deemed the exclusive public school employer of the employees of KIPP Valiant for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- KIPP Valiant shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- KIPP Valiant shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- KIPP Valiant shall at all times maintain all necessary and appropriate insurance coverage.
- KIPP Valiant shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- KIPP Valiant shall comply with the Family Educational Rights and Privacy Act, 20 U.S. C. Section 1232g, 34 CFR Part 99 ("FERPA").
- KIPP Valiant shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- KIPP Valiant shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1. (“Section 1090”)
- KIPP Valiant shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)].

Introduction

Since our charter renewal in Fall 2024, KIPP Valiant Community Prep has entered a new chapter of stability and progress. We are proud to have moved out of the low-performing designation and into the middle-performing designation, positioning us for a five-year renewal and reflecting the strength of our academic program and school systems.

Over the past two years, we have continued to make meaningful progress toward our core priorities, particularly in early literacy. In the 2025–26 school year, 69%¹ of K-4 students demonstrated growth in reading, reflecting the impact of our science of reading-aligned instruction, targeted interventions, and strong teacher development. These gains are foundational to long-term academic success and are already translating into improved outcomes across grade levels.

Our data also continue to show that the length of time a student is enrolled at KIPP Valiant matters. Students who have been enrolled for two or more years consistently outperform those in their first year, both in English Language Arts (“ELA”) and Math. This reinforces the strength of our instructional model and the importance of continuity for our students, many of whom enter below grade level and require sustained, high-quality support to accelerate their learning.

As a result of these efforts, KIPP Valiant remains one of the highest-performing school options in East Palo Alto and East Menlo Park, particularly for historically underserved students. We are proud to serve a student population that is primarily Latinx, multilingual, and socioeconomically disadvantaged, and to deliver tangible outcomes.

This progress reflects the collective work of our students, families, and staff, as well as the strength of the systems we have built since our last renewal. We remain deeply committed to continuous improvement and to ensuring that every student at KIPP Valiant has access to a joyful, academically excellent education that prepares them for success in high school, college, and beyond.

¹ Internal data, based on the DIBELs Growth metric

Successes and Accomplishments of the Prior Charter Term

- KIPP Valiant continues to demonstrate strong academic progress and organizational stability. In Spring 2025, the Charter School advanced from the low performing designation to the middle performing designation in the CDE performance category file due to meaningful gains on the English Learner Progress Indicator (“ELPI”) for Long-Term English Learners (“LTEL”).
- Family satisfaction remains a key strength, with an 87% student retention rate in the 2024–25 school year, increasing to 94% in 2025-26.
- School culture continues to improve, as evidenced by a 2% reduction in suspension rates in 2025, contributing to a “green” classification on the California School Dashboard (“Dashboard”).
- Academically, KIPP Valiant is achieving “Accelerated” math growth, including for English Learners (“EL”), Long-Term English Learners, and socioeconomically disadvantaged students.
- The Charter School has successfully strengthened its instructional program through the implementation of high-quality curriculum.
 - In literacy, the adoption of Fishtank, alongside CKLA and regular DIBELS assessments, is deepening early literacy practices.
 - In Math, the launch of Eureka Squared and K–8 i-Ready assessments is enabling more precise understanding of student needs and targeted support.
- In addition, staffing stability has improved within the Specialized Teaching Program, ensuring consistent, high-quality support for students with moderate to severe disabilities.
- As a result, according to internal 2025-26 SBAC data, we project KIPP Valiant will be rated Yellow on the Dashboard for both ELA and Math, with a 39 point increase in distance from standard in ELA and a 19 point increase in Math across all students.
- We also project that our Dashboard rating for ELPI in 2025-26 will be Green, with 49% of English learners and 76% of Long-term English learners progressing, bettering our results from the previous two years.

Charter Renewal Criteria & Middle-Performing Data Analysis

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

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system for evaluating charter schools' performance based on Dashboard data and metrics compared to the state average for all students and subgroups. The CDE evaluates all charter schools, places them in renewal tracks annually, and makes that report available to the public. The CDE released the most recent performance category data file in January 2026, updated in April 2026. **According to the law and this file, KIPP Valiant is in the middle-performing category for renewal this year.** We present evidence and data below to demonstrate that KIPP Valiant is meeting the renewal criteria for a five-year renewal.

Middle Performing Category Criteria

Pursuant to Education Code Section 47607.2(b):

- (1) For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included on the [Dashboard] and the performance of the charter school on the local indicators included on the [Dashboard].
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
- (3) The chartering authority may deny a charter renewal pursuant to this subdivision upon making written findings, setting forth specific facts to support the findings, and that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable to paragraph (2), that its decision provided greater weight on measurements of academic performance.
- (4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

Dashboard Academic Indicators: ELA, Math, English Learner Progress

The following section analyzes KIPP Valiant’s academic indicators on the Dashboard in comparison to the District and the State of California (“State”). We include all subgroups KIPP Valiant has at least 30 students in, which includes Latinx (Hispanic), Socioeconomically Disadvantaged (“SED”), English Learners, and Special Education (“SPED”). We provide this comparison to demonstrate that KIPP Valiant is a vital public school option for East Palo Alto families and should be renewed for a five-year term.

Table 1: Academic Indicator - ELA: Distance from Standard compared to the District and State

	2023-24			2024-25			2025-26*		
	Valiant	RCSD	State	Valiant	RCSD	State	Valiant	RCSD	State
All Students	-65.2	-116.4	-13.2	-75.6	-105.4	-8.1	-35	Unknown	Unknown
Latinx	-67.4	-119.9	-39.3	-78.0	-112.2	-33.7	-37	Unknown	Unknown
SED	-68.8	-119.7	-40.9	-79.6	-110	-35.3	-40	Unknown	Unknown
EL	-91.4	-132.8	-67.6	-93.8	-121.5	-59.9	-86	Unknown	Unknown
Long-Term ELs	-83.3	-140.3	-109.6	-86.1	-125.7	-104.5	-49	Unknown	Unknown
SPED	-114.9	-154.2	-95.6	-128.0	-138	-89.4	-96	Unknown	Unknown

*Data is internal and subject to change when posted on Dashboard. External data not yet available for comparison.

English Language Arts Results

- ELA performance at KIPP Valiant declined from 2023–24 to 2024–25, though outperformed RCSD across all subgroups. However, the Charter School remained below the State average, indicating opportunity for growth.
- The 2024–25 decline aligns with a year of instructional transition, including changes in middle school ELA staffing and new leadership in humanities. In response, the Charter School has strengthened its academic systems in 2025–26, including full implementation of the Fishtank curriculum, daily designated English Language Development (“ELD”), more consistent Tier 1 interventions, and targeted literacy supports focused on foundational skills, fluency, and comprehension. There is also a new Assistant Principal (currently acting middle school Principal) dedicated to ELA.
- The focus on stronger curriculum implementation, improved use of assessment data (DIBELS, MAZE, and benchmarks), and earlier SBAC preparation, can be seen in the significant increase in ELA results in 2025-26. Internal data shows an increase by almost 40 points in the Distance from Standard (“DFS”) for All Students in 2025-26, as well as increases across all subgroups listed above.

Table 2: Academic Indicator - Math: Distance from Standard compared to District and State

	2023-24			2024-25			2025-26*		
	Valiant	RCSD	State	Valiant	RCSD	State	Valiant	RCSD	State
All Students	-89.2	-138.3	-47.6	-94.8	-132.1	-42.4	-76	Unknown	Unknown
Latinx	-90.7	-140.6	-79.2	-97.3	-112.2	-33.7	-97	Unknown	Unknown
SED	-95.1	-140.6	-78.2	-97.6	-110	-35.3	-81	Unknown	Unknown
EL	-110.4	-147.6	-93.4	-105	-121.5	-59.9	-111	Unknown	Unknown
Long-Term ELs	-139.2	-177	-163.5	-135.6	-167.2	-158.9	-127	Unknown	Unknown
SPED	-132.7	-171.8	-124.3	-152.1	-138	-89.4	-153	Unknown	Unknown

*Data is internal and subject to change when posted on Dashboard. External data not yet available for comparison.

Mathematics Results

- Similarly, Math performance at KIPP Valiant declined slightly from 2023–24 to 2024–25, though continued to outperform RCSD across nearly all student groups.
- The 2024–25 results reflect a prior year with staffing vacancies and less consistent instructional implementation. In 2025–26, the Charter School has addressed these challenges through full staffing, the launch of the Eureka Squared curriculum across TK–8, and the implementation of i-Ready as a targeted math intervention tool. Additional supports—including dedicated intervention time and new Tier 2 small group instruction in grades 3–4—are strengthening differentiated instruction.
- As a result of these improved systems and early growth trends, KIPP Valiant saw a significant increase in ELA results in 2025-26. Internal data shows the DFS for All Students increased by almost 20 points in 2025-26, with increases across almost all student groups.

Table 3: Academic Indicator - ELPI Performance compared to District and State

	2023-24			2024-25			2025-26*		
	Valiant	RCSD	State	Valiant	RCSD	State	Valiant	RCSD	State
ELPI % (Percent Progressed)	43.7%	38%	45.7%	37.9%	32.4%	46.4%	48.7%	Unknown	Unknown
Long-term ELPI % (Percent Progressed)	70%	58.6%	45.8%	51.6%	57.6%	49.1%	76.1%	Unknown	Unknown

*Data is internal and subject to change when posted on Dashboard. External data not yet available for comparison.

English Learner Progress Indicator:

- ELPI performance at KIPP Valiant declined from 2023–24 to 2024–25. Despite this decline, KIPP Valiant remained above RCSD in overall ELPI (37.9% vs. 32.4%) and performed competitively with the State.
- These results align with broader ELA trends and reflect a year of instructional transition and limited staffing capacity, with only one ELD teacher serving Elementary and one serving Middle School.
- In 2025–26, the Charter School has strengthened its approach to multilingual learner support through daily designated ELD, improved alignment to core instruction, and more consistent use of data to target language development needs. With more cohesive systems and instructional focus in place, KIPP Valiant saw a marked increase in ELPI performance last year, particularly for long-term English learners, according to internal data.

Dashboard Non-Academic Indicators: Suspensions and Chronic Absenteeism

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

Table 4: Comparative Suspension Rates Over Time

Entity	2023-24	2024-25	2025-26*
KIPP Valiant	3.1%	1.1%	3.2%
RCSD	4.3%	5.4%	Unknown
State	3.2%	2.9%	Unknown

*Data is internal and subject to change when posted on Dashboard. External data not yet available for comparison.

Suspension Rates:

KIPP Valiant is proud of their historically low suspension rates, and has implemented several initiatives to improve school culture and build a sense of belonging and community, including a long-standing commitment to restorative practices, trauma-informed practices, and social and emotional learning.

While we saw a decrease in 2024-25, in 2025-26, we saw a return to the previous ~3% rate. The Charter School is committed to maintaining a low suspension rate through strong staff to student relationships, consistent implementation of restorative practices, and ongoing data analysis.

Table 5: Chronic Absenteeism Comparisons

Entity	2023-24	2024-25	2025-26*
KIPP Valiant	21%	26.2%	25%
RCSD	41.2%	35.8%	Unknown
State	18.6%	17.1%	Unknown

*Data is internal and subject to change when posted on Dashboard. External data not yet available for comparison.

Chronic Absenteeism:

Chronic absenteeism has been a KIPP NorCal regional challenge, especially in the years following the pandemic. Like many schools across California, KIPP Valiant saw a spike in absenteeism, but has made notable progress in reducing it through targeted, family-centered support.

To address absenteeism, KIPP Valiant has implemented multi-tiered supports, including:

- Daily phone calls and attendance meetings with families.
- Parent education workshops, IEP integration, and family check-ins.
- Positive reinforcement and attendance incentives to celebrate students who show up consistently.

In 2022–23, KIPP Valiant was awarded a California Community Schools Grant. With this funding, the Charter School hired a full-time Community & Collaborative Support Manager to provide wraparound services to connect families with resources that remove barriers to consistent attendance. The Manager holds relationships with many Peninsula-based non-profits that help provide housing, food, and legal assistance to KIPP Valiant families.

While chronic absenteeism has been steady around ~25%, we are dedicated to continuing to decrease this rate, as we deeply believe in the importance of students being in school, on time, every day.

Verified Data Headlines

- KIPP Valiant’s DIBELS data demonstrates that, a majority of (70% in 2025-26) KIPP Valiant kindergarten through 4th graders make average, above average, or well above average growth on reading in one year.
- Across both ELA and Math, students who have been at KIPP Valiant longer consistently demonstrate higher proficiency rates than those in their first year.

Verified Data Deep-Dive

Verified data is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and

the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, which was further updated in May 2023.

In this data summary, we walk through our Verified Data results including the ways they support our compelling narrative for charter renewal. We also provide reflection and next steps related to areas of challenge. From the SBE-approved list of reliable assessments, KIPP Valiant is providing data from mCLASS by Amplify (DIBELS).

mCLASS by Amplify (DIBELS) Data Analysis

In the 2022-23 school year, KIPP Valiant began administering DIBELS to assess early literacy development in kindergarten through 4th grade students. To bolster our early literacy practices post-pandemic, KIPP Public Schools Northern California partnered with Lit² to consult and provide training and implementation support around early literacy. All of our TK-2nd grade teachers and instructional aides engaged in Language Essentials for Teachers of Reading and Spelling (“LETRS”) training³ to build their content knowledge about the science of reading and have been implementing Core Knowledge Language Arts (“CKLA”), which includes Foundations, Heggerty, and Geodes curriculum for explicit phonics instruction, and transitioned to DIBELS for progress monitoring. Additionally, the team uses small group instruction to ensure students of all reading levels are provided targeted instruction.

DIBELS has five growth metric levels (well below average, below average, average, above average, and well above average growth), and we administer DIBELS three times a year, at the Beginning of Year (“BOY”), Middle of Year (“MOY”), and End of Year (“EOY”). The State’s Data Use Procedure guidance refers to DIBELS growth metrics as Zones of Growth⁴ and explains:

“Schools can use Zones of Growth (ZOGs) to evaluate student progress. ZOGs are a feature of mCLASS with DIBELS 8th Edition that help users efficiently compare the reading skill growth of their students over the course of the school year to the growth of a nationally representative sample of students with similar beginning of the year (BOY) benchmark scores. DIBELS 8th Edition ZOGs provide timely information about the rate at which a student’s reading skill is growing, and normative information about the extent to which that growth is faster or slower than their peers with similar beginning of year skills. By comparing how much growth a student has made relative to normed growth trajectories, mCLASS with DIBELS 8th Edition users can make inferences about whether a student is making adequate progress or requires additional support.

² Lit is an Early Literacy consulting group.

³ Information on Language Essentials for Teachers of Reading and Spelling training can be found [here](#).

⁴ See here for DIBELS verified data guidance and data use procedures:
<https://www.cde.ca.gov/sp/ch/verifdatacrit.asp#datause>

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

Whole-School Growth

On average, Kindergarten through 4th grade student growth falls into average or above Zones of Growth, meeting the threshold for one year’s progress in one school year.

Figures 1, 2 and 3 show that, for each of the last three years, between 63 and 69% of kindergarten through 4th grade students made average, above average, or well above average growth,. Specifically, in 2023-24, 63% of students made growth, in 2024-25, 64% made growth, and most recently in 2025-26, 69% of students made growth. This shows a steady trajectory of more students growing in reading, which we know is foundational to student success.

By-Grade Growth

When looking at the breakdown of grades, third grade is consistently among the highest grades for reading growth, with 79% of third graders making at least average growth in 2025-26. KIPP Valiant has especially talented teachers in third grade. Additionally, through preparation for SBAC testing for the first time, the level of rigor increases substantially in third grade. We see the lowest growth in Kindergarten, where 55% of Kindergarteners grew in 2025-26. Given this is their first year with KIPP Valiant, and many are coming in reading far below grade level, it often takes multiple years to experience measurable reading growth. However, we are dedicated to improving this metric so 100% of our students are growing in reading each year.

Figure 1: 2023-24: BOY to EOY: Growth by Grade



Figure 2: 2024-25: BOY to EOY: Growth by Grade

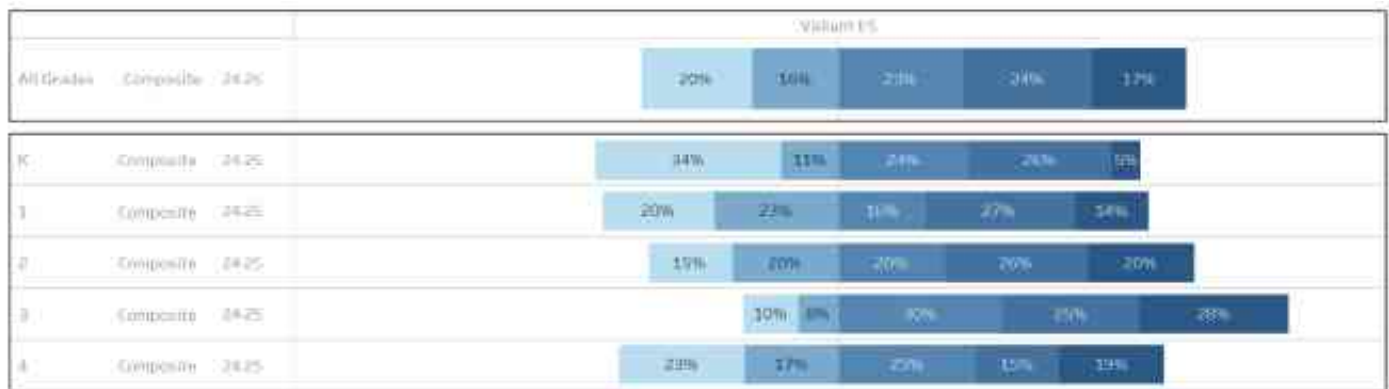


Figure 3: 2025-26: BOY to EOY: Growth by Grade



Impact of Student Tenure on SBAC Proficiency

- Tables 6 and 7 highlight SBAC proficiency rates by student tenure at KIPP Valiant, comparing students in their first year at the Charter School to those enrolled for two or more years.
- Across both ELA and Math, students who have been at KIPP Valiant longer consistently demonstrate higher proficiency rates than those in their first year.
- For example, In ELA, 24% of students enrolled for two or more years were proficient in 2024–25, compared to 4% of first-year students. Similarly, in Math, 22% of students with longer tenure were proficient, compared to 8% of first-year students.
- These trends underscore the positive impact of sustained enrollment at KIPP Valiant, suggesting that the Charter School’s academic program becomes increasingly effective over time as students benefit from consistent instruction and support.

Table 6: ELA SBAC Proficiency Based on Student Tenure

Testing Year	2023-24	2024-25	2025-26*
% Proficient for students attending 1 year at KIPP Valiant	26%	4%	32%
% Proficient for students attending 2+ years at KIPP Valiant	27%	24%	39%

*Data is internal and subject to change when posted on Dashboard

Table 7: Math SBAC Proficiency Based on Student Tenure

Testing Year	2023-24	2024-25	2025-26*
% Proficient for students attending 1 year at KIPP Valiant	14%	8%	21%
% Proficient for students attending 2+ years at KIPP Valiant	20%	22%	26%

* Data for 2025-26 is internal and subject to change when posted on Dashboard. External data not yet available for comparison.

* * *

In conclusion, KIPP Valiant meets the renewal criteria for a middle track school based on the schoolwide and subgroup performance on the above state indicators, and thus merits a five-year renewal term. KIPP Valiant looks forward to the opportunity to continue our work and build on our past successes. We appreciate our history of partnership and trust with parents, the community, and the Ravenswood City School District. We look forward to the shared work ahead.

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

Mission and Values

KIPP Valiant’s vision is to support our students academically, socially, and emotionally so that they can be successful and fulfilled in high school, 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.

KIPP Valiant’s values are Love, Courage, Justice, Curiosity, and Growth.

Student Community

Our Student Community

KIPP Valiant believes that all students should have access to a top-quality education, which will prepare them for success in college, career, and life. KIPP Valiant’s student body is reflective of East Palo Alto and Belle Haven’s diverse, vibrant community, and KIPP Valiant honors and respects the diverse backgrounds represented by its students. In the 2024-25 school year, 93% of KIPP Valiant students identified as Hispanic, 3% identified as Pacific Islander, 2% identified as Black, <1% identified as White, <1% identified as Asian, or Multi-Racial, and 0% as Filipinx or American Indian/Alaska Native. In addition, 92% qualified as socioeconomically disadvantaged, 58% were designated English Learners, and 15% were students with disabilities.⁵

⁵ Source: 2025 Dashboard (as reported on Census Day 2024).

Table 8: Enrollment by Ethnicity (2025-26)

	Black	American Indian or Alaska Native	Asian	Filipinx	Latinx	Pacific Islander	White	Multi-Racial
KIPP Valiant	3%	0%	<1%	<1%	89%	4%	<1%	2%
RCSD	4%	<1%	<1%	<1%	86%	6%	1%	2%

Table 9: Enrollment by Student Group (2025-26)

	English Learner	Homeless Youth	Students with IEPs	Foster Youth	Socioeconomically Disadvantaged
KIPP Valiant	56%	4%	15%	<1%	89%
RCSD	54%	12%	16%	<1%	86%

Below are the enrollment projections for the length of our charter term.

Table 10: Maximum Student Enrollment for Each Year by Grade Level and Total Enrollment

Grade Level	Year 1: 2027-28	Year 2: 2028-29	Year 3: 2029-30	Year 4: 2030-31	Year 5: 2031-32
Transitional kindergarten ("TK")	40	40	40	40	40
K	58	58	58	58	58
1	57	58	58	58	58
2	44	56	57	57	57
3	51	47	59	60	60
4	47	55	51	60	60
5	57	49	57	53	62
6	72	82	77	85	81
7	72	69	79	74	82
8	55	69	66	76	71
Total	553	583	602	621	629

As an open-enrollment, non-selective public school, KIPP Valiant is tuition-free and will admit all students, and the Charter School will not discriminate based upon any of the characteristics listed in Education Code Section 220. KIPP Valiant conducts its lottery in the spring of each year. Any students who are not admitted through the lottery are placed on a waiting list. More detailed information on enrollment and the lottery can be found in Element 8.

Means to Achieve Mission and Vision

KIPP Valiant Community Prep is able to achieve its mission and vision through the dedication of staff, students and families, as well as KIPP's Guiding Principles, regional and national supports, family engagement, and community interest. This structure has led KIPP students to demonstrate success at each step of the pathway to choice-filled lives, from their time in middle school to high school and beyond.

Guiding Principles: The KIPP Northern California Difference

Sense of Belonging

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

Academic Excellence

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

Family & Community Partnerships

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

Teacher Support & Growth

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

Regional and National Supports

Regional Supports

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

KIPP Northern California enables its schools to focus on teaching, learning, and continuous improvement by centralizing and managing functions such as academic support, fund development, facilities acquisition and development, technology support, financial reporting, accounting, payroll, talent recruitment, compliance, human resources, marketing, scalable back-office business operations, and alumni support.

KIPP Forward

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

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

In our region, 50% of all students who have attended a KIPP high school have graduated from a four-year college. This group of KIPP alumni is 95% African American, Asian, or Latino, with more than 88% having qualified for federal free or reduced-price meals. These KIPP alumni have a higher college completion rate than the average of all students across all income levels nationwide (34% percent of all Americans aged 25 to 29 have earned a bachelor's degree or higher⁶). KIPP's college completion rate is more than four times the rate of students from low-income communities across the country (for students from low-income families, only 1 in 10 have earned a bachelor's degree by their mid-20s⁷).

While the college graduation rate of our students is a significant achievement, it is far short of our goal. Our long-term aspiration is for at least 75% of KIPP students to earn four-year degrees and for all of our students to have the knowledge and skills necessary to succeed in college, if they so choose. This percentage is similar to the graduation rate of students from the highest-income

⁶ See study here: https://nces.ed.gov/programs/coe/pdf/coe_caa.pdf

⁷ See study here: <https://www.kipp.org/wp-content/uploads/2016/09/CollegeCompletionReport.pdf>

families and represents the closing of a tremendous opportunity gap. The pursuit of this goal is what drives our work with students and alumni. Services provided by KIPP Forward are outlined below:

Student Support for High School and College Success

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

Connections

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

College Partnerships

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

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

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

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

National Supports

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

KIPP and KIPP Foundation Background

KIPP was founded in 1994 as a special program in a traditional public school in an educationally underserved area of Houston, Texas. KIPP students' accelerated academic achievement fueled the program's expansion. In 2000, Doris and Don Fisher created the KIPP Foundation to grow the KIPP network by training outstanding school leaders to open and operate KIPP schools. Since 1994, KIPP has

grown from two teachers in a single classroom to over 250 schools serving more than 100,000 students across the country, and now operates full kindergarten through twelfth grade systems of schools.

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

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

The School Leader of KIPP Valiant Community Prep benefits from rigorous and innovative leadership and management training provided by the KIPP Foundation.

Track Record of Success

The support structure outlined above has led to demonstrated success both nationally and across Northern California.

KIPP's National Track Record of Success

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

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

In September 2015, Mathematica, a policy research institute, released findings from a five-year evaluation of KIPP schools. This is the first report to ever include KIPP schools at all K-12 levels. The report examines KIPP's impacts over the past decade. Some of the key findings are as follows:

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

In Fall 2023, Mathematica released the latest of their third-party, independent research in a 15-year study of the long-term impacts of attending KIPP schools. The study shows that students who attended and graduated from KIPP were nearly twice as likely to earn their 4-year degrees as their peers who applied to enter through KIPP's open-enrollment, non-selective lottery, but were not chosen in the random lottery.⁸

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

KIPP NorCal's Track Record of Success

KIPP Valiant has been built upon the track record of success of the 18 KIPP elementary, middle, and high schools currently serving nearly 6,000 students and families throughout the Bay Area, where KIPP NorCal

⁸ Demers, A., Nichols-Barrer, I., Steele, E., Bartlett, M., & Gleason, P. (2023, September 12). *Long-term impacts of KIPP middle and high schools on college enrollment, persistence, and attainment* [Evaluation brief]. Mathematica.
<https://www.mathematica.org/publications/long-term-impacts-of-kipp-middle-and-high-schools-on-college-enrollment-persistence-and-attainment>

has operated successfully since 2002. More recently, KIPP Northern California has expanded to Stockton, and including that subregion, KIPP serves over 7,100 students in 23 schools across Northern California. An independent study conducted by SRI International published in 2008 found that KIPP NorCal schools have large and statistically significant effects on students' academic achievement. The report also found that KIPP NorCal schools do not attract higher performing students than traditional public schools. In fact, the study found that students with lower prior ELA and math scores on State assessments were more likely to choose KIPP than higher performing students from the same neighborhood.⁹

A major 2023 Stanford University Center for Research on Education Outcomes ("CREDO") [report](#) highlighted KIPP Northern California as a "gap-busting" network and found that KIPP NorCal students gained the equivalent of about 80 additional days of learning in math and 70 additional days of learning in reading in one school year compared to their peers in traditional public schools.¹⁰

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

The KIPP Forward College and Career team works hard to support our students in exploring post-secondary paths that are aligned with their purpose and passion. As such, 97% of our seniors in the class of 2025 left high school with a clear post-secondary plan, of which 71% were matriculating to Bachelors degree earning pathways and 26% were matriculating to Associates Degree ("AA") (such as military & Career Technical Education ("CTE") programs); these numbers exceed the national average across all income groups. KIPP Northern California's college completion rate for all time is 46%. That rate is higher than the national average for all working age people, and it is nearly four times the average for both low-income and first-generation students nationally.

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

⁹ SRI International (2008). *San Francisco Bay Area KIPP Schools: A Study of Early Implementation and Achievement Final Report*. Retrieved from: https://www.sri.com/sites/default/files/publications/sri_reportbayareakippschools_final.pdf

¹⁰ Raymond, M. E., Woodworth, J. L., Lee, W. F., & Bachofer, S. (2023). *As a matter of fact: The National Charter School Study III 2023*. Center for Research on Education Outcomes, Stanford University. <https://ncss3.stanford.edu/wp-content/uploads/2023/06/Credo-NCSS3-Report.pdf>

At KIPP NorCal, we commit to serving our students through their K-12 journeys and beyond, as outlined in the *KIPP Forward* section above. At 93%, KIPP NorCal's high school graduation rate exceeds that of the state, both for socioeconomically disadvantaged students and for students of all income levels. Furthermore, KIPP NorCal students are graduating high school prepared for college. Across KIPP NorCal, over 99%¹¹ of high school graduates are meeting University of California ("UC")/California State University ("CSU") requirements as compared to 50% statewide, and 90% of our alumni have matriculated to a postsecondary program.

Because of the rigor and results of our high schools, in 2025, *U.S. News and World Report* ranked all four eligible KIPP Northern California high schools in the top 16% of all public schools nationally¹². Our two oldest high schools, KIPP King Collegiate and San Jose Collegiate, were ranked in the top 3% nationally.

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

Family Engagement and Community Interest

Family Engagement

KIPP Valiant Community Prep values families as essential partners in education. KIPP Valiant Community Prep provides a variety of opportunities for families to be active participants in the Charter School, from social and cultural events like the Spring Festival and Resource Fair to formalized engagement structures such as the KIPP Family Leadership Council ("FLC"). These events help build a strong school culture and community.

Community Engagement

KIPP Valiant Community Prep is proud to be part of the East Palo Alto and East Menlo Park communities and aims to cultivate a lifelong love of learning by developing poised and confident leaders who are committed to serving their community. Current and past community partnerships include Canopy, JobTrain, Street Code Academy, Second Harvest of Silicon Valley, Boys and Girls Club, The Alliance of Nonprofits for San Mateo County, EPA Library, Rosalie Rendu Center, Nuestra Casa, Care Solace, EPA Center, Hope Horizon, and SENECA Family of Agencies.

Working together, KIPP's Guiding Principles, regional and national supports, family engagement and community interest enable KIPP Valiant to prepare its students to thrive in college, career, and beyond, as demonstrated by the data shared in the "Introduction" section above.

¹¹ Each year, there are typically a small number of students with IEPs for whom the IEP team deems a certificate of completion is the most appropriate educational path.

¹² U.S. News & World Report. (n.d.). *Best high schools rankings overview*. U.S. News & World Report.
<https://www.usnews.com/education/best-high-schools/rankings-overview>

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

Becoming a 21st Century Learner

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

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

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

Developing 21st Century Learners through Academic Knowledge and Skills

Although there are several important factors that contribute to student achievement, research has demonstrated that the quality of instruction in the classroom has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement.¹³ Our focus at KIPP Valiant Community Prep is therefore on developing outstanding educators who have high degrees of success in delivering rigorous academic programs.

The content of the educational program at KIPP Valiant centers on gaining knowledge and mastering particular academic skills, forming effective intellectual habits, and building character strengths — all so

¹³ Marzano, Robert. September 2003, Educational Leadership.

that students can lead choice-filled lives. Our academic program is college and career-preparatory, with the necessary supports in place for all students to access the curriculum. More detailed information on the academic program at KIPP Valiant can be found in the “Curriculum and Instruction” section below.

Developing 21st Century Learners through Personalized Learning Platforms

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

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

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

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

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

KIPP Valiant prioritizes social and emotional learning and the use of restorative and trauma-informed practices. KIPP Valiant Community Prep strongly believes social emotional learning and restorative justice will position our students for success in school and in life.

More information on KIPP Valiant Community Prep’s approach to social and emotional development and restorative justice practices can be found in the section titled “How Learning Best Occurs” below.

How Learning Best Occurs

KIPP Valiant Community Prep’s academic program was built on the core beliefs, practices and lessons learned from high-performing schools in the Bay Area and throughout our country. It is the objective of KIPP Valiant to enable students to become self-motivated, competent, and lifelong learners.

In addition to the guiding principles for all KIPP schools outlined above, the key descriptions of the school experience at KIPP Valiant are captured in three sections on how learning best occurs:

- Through a rigorous, standards-based curriculum
- Through high-quality instruction
- Through social emotional learning and an integrated system of care

Learning Best Occurs with a Rigorous, Standards-Based Curriculum

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

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

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

Teacher and Staff Support:

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

- Implemented research-based, CCSS-aligned curricula in Mathematics, ELA, and Science, and set student achievement goals based on CCSS.
- Streamlined our balanced assessment strategy: Elevated and adjusted regional interim assessments for Math, ELA, and Science to more effectively identify key strengths and gaps in student learning. SBAC and California Science Test (“CAST”)-aligned interim assessments are administered three times a year, and the data is analyzed with student work in hand to prioritize key gaps and strategically plan for instructional intervention.
- Revamped our regional assessment data system (KIPP Galaxy) to capture and disaggregate assessment data by subgroups. This has allowed us to better identify and respond to region-wide trends in student learning.
- Partnered with EL Achieve to lead schools in designated ELD training that focused on research-based planning and instructional approaches to more effectively meet the needs of EL students.
- Improved access to grade-level content by supporting staff to implement Learning Acceleration practices in ELA and Math to close gaps in unfinished learning.
- Revamped our summer regional sessions for math, science, social studies, and ELA teachers to effectively build skills in standards deconstruction, data-driven instructional strategies and backwards planning that inform internalization and planning.
- Partnered with the Relay Graduate School of Education to provide rigorous coaching training to our School Leaders, Assistant Principals and Content Specialists to prepare for the school year with an aligned lens toward effective observation feedback, data-driven instruction, and professional development design.
- Participated in region-led rigor visits to monitor exemplar-driven internalization and ensure it is used effectively as a scaffold for content development and as a means of monitoring mastery in real time in classrooms.

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

Learning Best Occurs with High-Quality Instruction

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

Instructional Power Moves

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

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

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

KIPP Valiant's School Leaders and Assistant Principals participate in training from the Relay Graduate School of Education focused on two of the Instructional Power Moves: Observation/Feedback and Data-Driven Instruction. Participation in this training has led to excellent teacher coaching throughout KIPP Valiant Community Prep as well as improvement in the quality of instruction for all students.

Differentiated Support for All Students

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

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

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

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

At KIPP Northern California, we believe:

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

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

Table 11: Pathways to Developing Positive School Culture and Climate

Path	Tools & Strategies
Social and Emotional Learning (“SEL”)	• SEL curriculum • Shared language • Values education • Teaching and learning emotional intelligence
Restorative Practices	• Community circle culture • Repairing a relationship or situation (restoring the team) • Proactive and reactive techniques
Trauma-Informed Practices	• CARE Team to support with wrap-around services • Mental health counseling supports and interventions that take into account student identity and culture • Professional development on the impact of trauma and strategies to intervene

Social and Emotional Learning

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

Figure 4: Core Tenets of Social-Emotional Learning



KIPP Valiant supports teachers to in turn support students' social emotional learning in an approach that mirrors the Response to Intervention ("RTI") and Multi-Tiered System of Supports ("MTSS"):

In Tier 1:

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

In Tier 2:

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

In Tier 3:

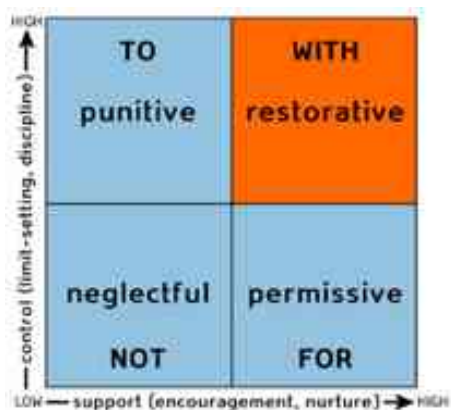
- Targeted, restorative, wrap-around strategies, with family and community as partners
- Comprehensive individualized success plan
- On-campus mental health counseling by school or community-based therapists
- Connecting to external resource providers

Restorative Practices

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

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

Figure 5: Restorative Practices



Logical consequences and restorative practices

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

Restorative conversations

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

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

Ladder of response

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

The importance of relationships

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

Modeling healthy responses

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

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

- Restores students to the learning community by teaching pro-social skills and building on individual strengths

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

Trauma-Informed Practices

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

Trauma-Informed Practices constitute an intentional approach that takes into consideration the whole picture of the KIPP Valiant community – our learning spaces, how we communicate with one another, how we build relationships, how we intervene when a student shines and when a student demonstrates need for supports, and how we as adults can support in creating safe and inclusive spaces where students are able to learn. For example, KIPP Valiant staff receive professional development about the signs and symptoms of traumatic response, potential triggers in the classroom and learning environment, and de-escalation techniques. Some interventions when operating from this lens and approach include: playing calming music when students are participating in independent work time, doing 5-minute stretch breaks during a longer or more academically rigorous lesson in class, holding emotional support groups or psychoeducation groups which center on a specific theme that relates to a presenting student need (i.e. a social skills group), student-run groups that educate the community on topics of wellness, providing culturally responsive emotional supports, professional development for school teams that cover the importance of self-awareness and identifying one's own triggers, or the establishment of a Coordination of Student Services Team ("COST") a meeting where interventions are identified to better address the presenting need of the highest-need students.

Curriculum and Instruction

Ideal KIPP Valiant Community Prep Eighth Grader: Starting With the End in Mind

KIPP Valiant eighth graders are academic scholars who possess a lifelong love for learning. The academic program at KIPP Valiant cultivates an intellectual curiosity for all academic disciplines and the academic

preparation to be successful in high school, college, and the competitive world beyond. Students leave well-versed in rigorous texts and multicultural literature. For students to be prepared for high school level math, students will complete CCSS Math 8 by the time they leave eighth grade and be prepared to take CCSS Algebra I when entering ninth grade. To ensure that students have the knowledge and skills to successfully study science in high school, science coursework includes writing research papers and participating in science labs. The courses offered at KIPP Valiant are grounded in rigor and high engagement, with learning environments that actively engage the student body.

KIPP Valiant eighth graders are creative and critical thinkers. Students at KIPP Valiant learn the habits of inquiry, which lead to a greater understanding and meaning. By knowing how to ask good questions, pose arguments, and provide logical and strong reasoning for their opinions, students develop an intellectual curiosity and creativity for all academic disciplines. Students also possess the ability to listen to different arguments and perspectives as a way to guide and form their own opinions and thinking.

KIPP Valiant eighth graders are confident and articulate speakers and writers. Students will have the confidence and poise to clearly articulate points and make arguments in their classes. Students feel comfortable sharing ideas or asking questions in groups and in front of their class. In addition, students have several opportunities to make presentations to their classmates. KIPP Valiant eighth graders exemplify the school values of Transform, Respect, Unify, and Empower (“TRUE”). Students acquire the personal qualities and the skills to confront difficulty and challenges, thoughtfully problem solve, and move forward. Students learn that they must approach life challenges and obstacles with a sense of possibility. KIPP Valiant students learn how to move past the hard parts of their lives that are out of their control. Students learn to be honest citizens who give back to their communities and take responsibility for their actions. Students learn the importance of being part of a functioning team and learn how to work cooperatively in class with their teammates. Most importantly, students gain skills in communication and problem solving and learn how to manage strong feelings and impulses.

A Rigorous Schedule and Academic Calendar

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

1. **Core Academic Subjects.** Students are engaged in the standard curriculum areas of ELA, math, science, and social studies.
2. **Non-Core Courses.** In addition to their core courses, students at KIPP Valiant Community Prep are also offered a variety of non-core coursework, which may include, Computer Science and Robotics, Science, Technology, Engineering, Art, and Mathematics (“STEAM”), Physical Education and Innovation Lab (Design Thinking and Multimedia Makerspace).

3. **Supplemental Instruction.** Students also receive supplemental instruction from teachers. For example, students receive math support during a tutorial block, and students receive small group reading instruction.
4. **Enrichment.** KIPP Valiant’s extracurricular program includes competitive sports (such as basketball, volleyball, cross country, softball, golf, and soccer), as well as a variety of clubs such as yearbook, art club, and gardening club.

More time on task is central to the success of KIPP Valiant students. Students are offered instruction under an extended day model which includes core and non-core classes, enrichment opportunities, and supplemental instruction. A typical school day for a KIPP Valiant student is reflected in the schedule in Appendix 2.

Annual School Calendar

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

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

KIPP Valiant also meets or exceeds the minimum number of annual instructional days required for charter schools.

Please see Appendix 2 for the most recent school calendar. The school calendar may be updated periodically.

Curriculum Overview

Figure 6: Curriculum Matrix

	TK	K	1	2	3	4	5	6	7	8
ELA / Social Studies		Fishtank								
		CKLA Skills								
Math		Eureka Math Squared								
Science		Amplify Science								

Core Curriculum Framework

The core curriculum framework described herein is based upon Common Core State Standards and Next Generation Science Standards for grades kindergarten through eight. The framework is designed to ensure that graduates of KIPP Valiant Community Prep are prepared for the rigor and intensity of college-preparatory high school pre-Advanced Placement (“AP”) and AP coursework. Teachers work with the School Leaders to supplement this curriculum with their own innovations, research, and expertise.

A sample scope and sequence for all core subject areas, including Eureka Math Squared and Fishtank, can be found in Appendix 3.

Transitional Kindergarten

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

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

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

English Language Arts

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

We aspire to deliver an excellent learning experience for all KIPP students, including building foundational skills in early literacy. This is a specific focus for the following reasons: 1) Teaching all students to read and write proficiently will reduce educational inequities. 2) We know a child's reading and writing ability has a significant impact on their performance in all subject areas. 3) We

know significant improvement in our early literacy performance will have a compounding effect on students' future performance in all subject areas. 4) Being able to read and write is fundamental to a child's success in school and their ability to pursue choice-filled lives.

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

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

We carry a growth mindset. We sharpen our skills as reading teachers by learning and practicing evidence-based instructional strategies. We create space for teachers and leaders to learn from and with each other through professional development and communities of practice. We utilize assessments that provide us with key data about students' decoding strengths and growth areas in order to measure outcomes and inform our lesson planning. We tailor instruction to students' needs through continuous progress monitoring and responding to student data in our Tier 1 instructional choices as well as our Tier 2 small group reading structures.

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

1. *Continue our focus on foundational literacy skills with a primary emphasis on teaching our students how to read on grade level using the science of reading as our guide.*
2. *Ensure that our literacy curriculum and program use a structured literacy approach aligned to the science of reading to teach foundational skills.*
3. *Increase our teachers' knowledge of the science of reading so they can make instructional*

decisions in their classes that will more effectively support their students' reading and general literacy growth.

- 4. Use more specific foundational skills tests that assess the Word Recognition strands of Scarborough's Rope so that we can truly identify and shore up any reading gaps.*
- 5. Move towards more substantial alignment across our elementary schools to ensure that we provide equitable tier 1 instruction for all of our students once we have an effective curriculum and assessment in place.*

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

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

- Word Study: Students are provided with intensive instruction in phonics (grades TK-3), vocabulary, grammar, and spelling embedded into the curriculum.
- Read Aloud: The teacher reads a text aloud and involves the students in what is read through comprehension activities. Students acquire and sharpen their listening and comprehension skills through this exercise. The teacher also uses this time to model the application of reading skills. Read aloud is used daily in grades TK-4.
- Close and Shared Reading: All students engage with shared, grade-level texts. Literature choices take into consideration themes across content areas, literature genres, and texts read and discussed at exemplary schools. Students also gain considerable exposure to expository text. The majority of the reading instruction can be classified as close reading, in which students progressively develop deeper understanding of key sections of text over multiple reads.
- Guided Reading: In order to meet the individual needs of all students, students spend time in fluid reading groups working on particular reading skills with the teacher. The rationale is to provide students with enrichment and remedial instruction to ensure each student is a successful reader. This will occur during workshop time while the other students are engaged in workshop stations based on targeted standards.

- Choice Reading: There is a time set aside each day for independent reading (also known as Silent Sustained Reading). Choice reading increases a student's volume of reading and reading stamina. Structures like Accelerated Reader quizzes or reading journals can hold students accountable for their reading during this time.
- Writing: Students engage in process-based, text-dependent writing. Over the course of the year, students will write in the variety of genres covered by the Common Core State Standards. Writing activities are designed to guide students towards deep content understanding as well as to support mastery of a variety of writing formats and skills.

Kindergarten - 2nd Grade

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

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

3rd Grade - 5th Grade

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

6th Grade - 8th Grade

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

Mathematics

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

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

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

- **Fluency Practice:** In order to develop the speed, accuracy, and flexibility in calculations required by the Common Core State Standards, we utilize a variety of fluency activities several times per week. These activities are organized to revisit previously learned material to develop automaticity, anticipate future concepts, and strategically preview or build skills for the day's Concept Development. Being fluent in math concepts allows students to tackle more challenging multi-step computation and application problems in the upper grades. Automaticity with lower level skills allows students to focus their attention on higher-level skills.

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

Kindergarten - 4th Grade

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

5th - 8th Grade

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

Science

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

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

Science instruction across the grade levels is organized to best facilitate students' mastery of their grade level content standards in each of the following content strands: physical sciences, life sciences, earth sciences, and investigation and experimentation. At KIPP Valiant, through hands-on practice beginning in kindergarten, the science curriculum places heavy emphasis on learning the knowledge, processes, and skills that students need in order to understand the scientific method and its implications. These processes (e.g. observing, sequencing, measuring, classifying, describing, experimenting, inferring, predicting) are valuable skills to reinforce across disciplines and are learned through experimentation, investigation, and analysis.

In addition to learning the processes of science, students learn valuable content in the areas of chemistry, geology, biology (human, animal, and plant), and physics. The science program at KIPP Valiant provides an interdisciplinary link to math, science, English-Language arts, technology, and history.

Kindergarten - 4th Grade

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

5th Grade - 8th Grade

At the start of middle school in fifth grade, students are introduced to investigation and experimentation in chemistry, earth, life, and physical sciences, and then focus on earth science in the sixth grade, life

science in the seventh grade, and physical science in the eighth grade. At each grade level, hands-on, phenomena-based instructional activities are used often so that they can apply the processes and skills they learn. Middle school students will experience more in-depth science concepts and inquiry in preparation for high school.

History-Social Science

In order to become global citizens and agents of change who will positively impact their community, developing a strong sense of history and social, economic, and political trends over time is essential. The Social Studies curriculum prepares students with knowledge of the major events of history, teaches them to analyze the effect of the past on the present, and provides them with the skills necessary to evaluate current events, political structures, and philosophies.

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

Social Studies instruction uses a combination of exploration through the use of primary and secondary resources, as well as watching video clips that bring certain topics to life for the students. Students have the opportunity to conduct research and seek out resources to deepen their knowledge base on a particular topic. The teachers work collaboratively to order the curriculum for connections to be made across the discipline and reinforce topics taught throughout the day. Visual art and music are analyzed for their cultural, sociological, and historical implications, and students will understand the connection between art, culture, geography, and history.

An understanding of geography is fundamental to understanding the major events of United States and world history, and thus is a focus of the Social Science curriculum. Physical, human, and environmental geography is studied in order to gain deeper insight into the factors that determine how cultures have evolved, how wars have been waged and won, and how humans have affected the distribution and availability of natural resources throughout history. As part of this process, students become adept at various map skills and must be able to interpret charts, graphs, and other representations of geographical and historical concepts.

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

English-Language Arts teachers to create common writing expectations and rubrics. All History-Social Science classes require written essays and reports. Students are held accountable not only for content, but for style, organization, and mechanics as well. Students also learn note-taking techniques through Social Studies classes. By the time students leave KIPP Valiant at the end of the eighth grade, they have written and orally presented an in-depth historical research paper involving historical analysis, connections to the present, visual aids, and the use of technology.

The Social Science curriculum is largely project-based. For KIPP Valiant students to become active participants in society, they must be able to function effectively in group settings and focus on problem solving, analysis, and content. The Social Science curriculum constantly reinforces the values of teamwork, citizenship, and collective goal attainment. Each year, students may participate in in-state and out-of-state field lessons that provide practical application to what they have been studying in history class. For example, when studying United States history in the eighth grade, students visit the State Capitol in Sacramento.

Non-Core Curriculum Framework

Electives

As of the 2024-25 school year, all students in TK through 4th grade participate in an art class as part of their weekly bell schedule, as well as Physical Education (referenced below). For students in grades 5-8, students take Spanish, and Innovation Lab (“iLab”), in addition to Physical Education (referenced below). iLab is a multi-media design thinking class, modeled after the iLab at The Nueva School. The iLab teacher trained at the Nueva School’s Design Thinking Institute¹⁴, and students engage in solving problems that matter to them through the design thinking process and using a maker space approach to creating innovative solutions.

After school, KIPP Valiant runs a comprehensive after-school program in partnership with the YMCA of Silicon Valley; we serve 150 students in this program. Additionally, we run our after-school athletics program in partnership with the Boys & Girls Club of the Peninsula, serving approximately 70 students per season (Fall, Winter, and Spring) and offer boys and girls soccer, futsal, volleyball, and basketball.

KIPP Valiant offers the below afterschool clubs in partnership with a variety of community organizations:

¹⁴ For more information please see:

<https://www.nuevaschool.org/about/conferences-and-community-programs/design-thinking>

Club	# of Students enrolled 25-26	Grades Served	Facilitator/Partner
Music in the Schools - Recorder	18	3rd-8th	KIPP Valiant Teacher & Music In the Schools Instructor
Music in the Schools - Choir	8	3rd-8th	KIPP Valiant Teacher & Music In the Schools Instructor
Music in the Schools - International Folk Dance	12-15	2nd-4th	KIPP Valiant Teacher & Music In the Schools Instructor
Boys Who Write	10	7th	KIPP Valiant Teacher & Boys Who Write Instructors
Girls Who Code	18	5th-8th	KIPP Valiant Teacher & Hispanic Foundation Silicon Valley Instructor
Math Club	79	5th-8th	KIPP Valiant Teacher
Young STEAMers	40	TK/K & 5th	Young STEAMers Instructor & KIPP Valiant Teacher
Hobby Club	20	5th-8th	KIPP Valiant Teacher
Lego Club	15	3rd-4th	KIPP Valiant Teacher
Girls Who Run	12	5th-8th	KIPP Valiant Teacher

Physical Education

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

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

and a sense of working for the collective good. The Physical Education program is thereby focused on improving physical and mental health of students, as well as building an understanding of and appreciation for shared outcomes and collaborations.

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

Instructional Methods

KIPP Valiant Community Prep's School Leader works with teachers to develop instructional methods that maximize student learning. Students acquire the knowledge and skills needed to pursue academic excellence, as well as the ability to apply, synthesize, evaluate, and expand upon their knowledge.

There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP Valiant Community Prep does not subscribe to only one approach. KIPP schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Instructional methods might include direct instruction, collaborative learning, seminar style learning, and performance assessment.

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

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

Instructional Technology

Technology offers many tools to support high academic achievement at KIPP Valiant Community Prep. KIPP Valiant Community Prep has a computer lab as well as a 1:1 Chromebook ratio. While technology is not a core curriculum to be mastered for its own sake, modern technological tools are employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21st

century technologies are utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods at KIPP Valiant achieves the following goals:

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

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

Personalized Learning

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

Remote Instruction

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

Content Specialist who is a credentialed employee of the Charter School will be assigned as the class's supervisor, and may assign an Instructional Aide to provide additional support in the classroom. All instruction shall meet State Standards.

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

Promotion Standards

Mastery of the objectives at each grade level is the basis for promotion. Teachers assess a student's progress every trimester and share that assessment with parents/guardians in order to gauge whether the student is mastering the objectives throughout the year. Supplemental instruction is offered for all students as part of the standard program of KIPP Valiant Community Prep.

KIPP Valiant Community Prep's program is designed to ensure that all students succeed. Supplemental instruction provides teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern.

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

Students with Special Needs

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

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

KIPP Valiant's dedicated staff of education specialists, paraeducators and counselors together with KIPP special education department program specialists, psychologists, speech language pathologists, board certified behavior analysts and occupational therapists work closely together with our school leadership

team and teachers to ensure that the needs of each student, especially those with Individualized Education Programs, are met. The KIPP Valiant special education staff and service providers meet regularly for program development and to share best practices for supporting special education students. Differentiation is an essential component to all instruction at KIPP Valiant. We work to support the needs of all students, including those who may be academically behind or academically accelerated.

Student Supports – Academically Low-Performing Students

Identification and Assessment

KIPP Valiant will use a variety of methods, including parent and teacher referrals, as well as sources of data, to identify students who are most in need of additional support. This includes diagnostic data like DIBELS and i-Ready, regular benchmark assessments, standardized tests, state and national assessments (including the CAASPP) and other methods. After a student is referred, the team analyzes data and works with classroom teachers to implement tier 2 interventions and begins collecting additional data. If little or no progress is made with interventions in place, students are referred to a Student Success Team (“SST”) for further evaluation and support in math, reading and writing.

We have developed intervention programs to support students who are having difficulty learning or are starting further behind. We utilize a Coordination of Services Team model, a multidisciplinary team of school staff and providers who create a regular forum for reviewing the needs of individual students and the Charter School overall. The COST team leverages a school-wide universal referral system to identify and address student needs holistically and ensure that the overall system of support works together effectively. Student response to general education interventions is tracked and interventions are modified as necessary to support individual students’ progress. Students who do not make expected gains despite carefully designed, individualized interventions will be referred to the Special Education team for further evaluation. Each referred student will be assessed in all areas of suspected disability to determine if the student has a disability and qualifies for special education. An IEP will be developed for students who qualify for special education. We involve parents throughout this process to ensure they are informed about their student’s progress and how they can best support their development.

Intervention

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

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

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

Family Involvement

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

Academically High-Achieving Students

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

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

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

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

Special Education

General Assurances and Overview

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

KIPP Valiant continues to be its own local educational agency (“LEA”) for purposes of special education, and will continue membership in the San Mateo County SELPA, in conformity with Education Code Section 47641(a). As a member of the San Mateo County SELPA, KIPP Valiant assumes full responsibility for providing special education and related services to eligible students of the Charter School, in accordance with state and federal law. KIPP Valiant agrees to follow policies and procedures of the San Mateo County SELPA and will utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. KIPP Valiant agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and will be responsible for maintaining confidentiality of student records. KIPP Valiant is in good standing with the San Mateo County SELPA, as documented in Appendix 4.

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

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

Specifically, KIPP Valiant commits to providing or procuring a full continuum of services for students with IEPs, including but not limited to special day classes, students who are on the autism spectrum, students who face significant behavior challenges, and students who require educationally-related mental health services under the IDEA.

KIPP Valiant will provide related services by hiring credentialed or licensed providers or by contracting for related services from CDE-certified, nonpublic agencies.

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

Services for Students Under the “IDEA”

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

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

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

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

Staffing

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

KIPP Valiant is responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and mental health clinicians. KIPP Valiant shall ensure that all special education staff hired or contracted by KIPP Valiant are qualified pursuant to SELPA policies, as well as meet all legal requirements. KIPP Valiant shall be responsible for the hiring, training, and employment of related services staff necessary to provide special education services to Charter School students, including,

without limitation, speech language pathologists, occupational therapists, behavior analysts, and school psychologists.

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

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

Notification and Coordination

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

Identification and Referral

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

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

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

Assessments

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

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

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

A staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services.

The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

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

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

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent’s written consent for assessment.

- The student must be evaluated in all areas related to their suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. KIPP Valiant will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place. Interpretation will be provided in the parent's preferred language when requested.

IEP Development

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

IEP Implementation and Review

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

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

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

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

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

IEP Meetings

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

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

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

The student's IEP will include the following:

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

IEP meetings will be held according to the following schedule:

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

Special Education Strategies for Instruction and Services

Because KIPP Valiant operates as an independent LEA for special education purposes, KIPP Valiant will offer a comprehensive inclusion program that may include, but is not limited to, depending on the needs of the individual student as determined by their IEP team: push-in services, pull-out services, small group

instruction, one-on-one instruction, speech, counseling, occupational therapy, co-teaching, and extended school year. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

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

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

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

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

KIPP Valiant will cooperate with the District regarding sharing information as required by Education Code Section 47604.3.

Mental Health

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

Professional Development for KIPP Valiant Staff

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

Non-Public School Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children will have access to KIPP Valiant and no student shall be denied admission or counseled out of KIPP Valiant due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Reporting

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

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the general education classroom
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from KIPP Valiant of students with disabilities (e.g., attainment of diploma and type, declassified, moved, etc.)

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of KIPP Valiant. The designated staff member will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The staff member will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Parent/Guardian Complaints and Procedural Safeguards

Parents/guardians of students with IEPs at KIPP Valiant must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

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

KIPP Valiant shall provide a copy of the "Notice of Procedural Safeguards and Parents' Rights" to the parent a minimum of one time yearly. The Notice of Procedural Safeguards shall also be provided to parents:

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

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

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

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

Due Process Hearings

Under the IDEA, due process hearings are a principal vehicle for resolving disputes between parents of children with disabilities and LEAs concerning identification, evaluation, placement, or provision of FAPE

(34 CFR 300.511). Parents, students who have reached the age of majority, and LEAs may request a due process hearing. KIPP Valiant acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the Charter School's alleged failure to provide FAPE to students enrolled in the Charter School.

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

Complaint Procedures

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

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

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

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

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

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

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

The final determination of whether the student is eligible for services or accommodations under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

English Learners

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

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

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

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

Identification of English Learners

As part of the enrollment process, the Charter School will administer a home language survey to students new to a California public school. For students who are not new to the state public school system, we will determine their EL classification (English Learner; Reclassified Fluent English Proficient, Initial Fluent English Proficient, or English only) based on prior records.

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

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

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

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

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

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

Instructional Programming for English Learners

Our driving instructional goals for ELD programming are:

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

Structured English Immersion Program

In accordance with research on language acquisition and state goals, all students who are EL will be supported to become proficient in the English language as quickly as possible. Based on a substantial

research base proving the benefits of a structured English immersion program, KIPP Valiant implements a comprehensive structured immersion program for its EL students. KIPP Valiant's Structured English Immersion ("SEI") program is designed to ensure that ELs are reclassified in a timely manner and that all ELs receive high-quality Designated and Integrated ELD aligned to the California ELD Standards.

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

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

Designated ELD

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

Here are the principles that guide our designated ELD instruction:

- **Academic language functions:**
 - Most of our ELs are not new to the country and are highly proficient in social varieties of English. Our focus in designated ELD is to take an asset-based approach to the English spoken by our students and to build on these skills. ELD teachers provide explicit and targeted instruction on the most critical academic language functions that students will need to access grade-level content.
- **Structured Conversations:**
 - Oral language practice is the primary focus of designated ELD. Classes are structured so that teachers provide mini lessons and then students have the majority of class time to practice speaking in Academic English in complete sentences. Structured student talk routines are encouraged to ensure the oral language practice is targeted. At the

conclusion of every class, students have the opportunity to show mastery of the day's language objective in writing and to reflect on how the designated ELD content relates to their other classes. This reflection is critical in building student metalinguistic awareness and to support them in building interdisciplinary connections.

- **Data-driven instruction:**

- ELD teachers provide consistent feedback to students on their progress and to collaborate closely with other teachers and Ed Specialists to support overall student growth. Feedback is critical for ELs, especially LTELs.
- Using Ellevation, our regional multilingual learner data platform, we analyze longitudinal ELPAC and Smarter Balanced scores, along with DIBELS and i-Ready math interim to progress monitor ELs' performance. In addition, teachers use ELD curricular assessments and the state provided ELPAC interims to monitor language acquisition throughout the year.

Integrated ELD

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

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

- *Exposure to Various Learning Modalities:* Exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.
- *Cooperative Learning:* Student participation in small-group and partner learning activities that promote positive interactions. Through shared learning activities, students benefit from observing learning strategies used by their peers and the opportunity to engage in low-stakes verbal interactions, which promote natural and meaningful communication.
- *Academic Language Scaffolding:* The step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and supporting language output with sentence starters and explicit vocabulary instruction.
- *Maximizing Comprehensible Input and Output:* In order for students to gain proficiency in both functional and academic English, students must be exposed to multiple opportunities for receiving comprehensible input and producing comprehensible output. Teachers will create learning environments that allow students to practice academic English and produce comprehensible output by: 1) using backwards design to address cognitive and linguistic

demands, 2) creating opportunities for students to learn content and functional language through instruction, 3) incorporating frequent structured student talk, 4) interactive reading and note taking, 5) academic writing support, and 6) using assessments to refine instruction. Staff are trained in various teaching strategies such as, scaffolding techniques and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.

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

Use technology to its fullest potential (e.g., language learning, translation, visual scaffolds for content concepts, student motivation, tracking of student progress)

- Promote development of students' native language skills and incorporate native language instruction into the curriculum where possible

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

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

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

Monitoring and Re-Designation of EL Students

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

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

"reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing the following criteria:

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

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

KIPP Valiant will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, content is spiraled and retaught. In addition, KIPP Valiant will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Special Education and English Learners

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

Monitoring and Evaluation of Program Effectiveness

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

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

English Learner Advisory Committee

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

Charter School Annual Goals and Actions to Achieve the Eight State Priorities

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

Attached, as Appendix 13, is the most recent LCAP, which is also on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

School Outcome Goals

KIPP Valiant Community Prep’s overarching school outcome goals are the implementation of a consistently high-quality educational program, a fiscally sound business and management structure, family engagement, and community impact. KIPP Valiant Community Prep also aims to cultivate non-academic skills in its students, as described below.

KIPP Valiant Community Prep Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

As indicated in Element 1, pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the LCAP describes a reasonably comprehensive description of KIPP Valiant’s annual goals, actions, measurable student outcomes, and methods of measurement (both school-wide and for subgroups). In and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional support made possible by additional funds from the Local Control Funding Formula.

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update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled board meeting. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

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

Table 12: Measurable Student Outcomes

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

Table 13: Subgroup LCAP Goals

Student Group	ELPI	Chronic Absence	Suspension	ELA	Math
Multilingual Learners	Increase to GREEN or better on the Dashboard, 2% improvement YoY	Improve to GREEN or better on the Dashboard, 3% decrease YoY	Maintain GREEN or better on the Dashboard, within 0.2%	Increase to YELLOW or better on the Dashboard, 8-pt DFP increase YoY	Increase to YELLOW or better on the Dashboard, 10-pt DFP increase YoY
Long-Term English Learners	Increase to GREEN or better on the Dashboard, 2% improvement YoY	Improve to YELLOW or better on the Dashboard, 3% decrease YoY	Maintain GREEN or better on the Dashboard, within 0.2%	Increase to YELLOW or better on the Dashboard, 4-pt DFP increase YoY	Increase to YELLOW or better on the Dashboard, 9-pt DFP increase YoY
Socioeconomically Disadvantaged	NA	Improve to YELLOW or better on the Dashboard, 3% decrease YoY	Maintain GREEN or better on the Dashboard, within 0.2%	Increase to YELLOW or better on the Dashboard, 8-pt DFP increase YoY	Increase to GREEN or better on the Dashboard, 15-pt DFP increase YoY
Students with Disabilities	NA	Improve to YELLOW or better on the Dashboard, 3% decrease YoY	Maintain GREEN or better on the Dashboard, within 0.2%	Increase to YELLOW or better on the Dashboard, 12-pt DFP increase YoY	Increase to YELLOW or better on the Dashboard, 12-pt DFP increase YoY
Latinx Students	NA	Improve to YELLOW or better on the Dashboard, 3% decrease YoY	Maintain GREEN or better on the Dashboard, within 0.2%	Increase to YELLOW or better on the Dashboard, 8-pt DFP increase YoY	Increase to GREEN or better on the Dashboard, 15-pt DFP increase YoY

Student Group	ELPI	Chronic Absence	Suspension	ELA	Math
Black or African American	NA	Improve to YELLOW or better on the Dashboard, 2% decrease YoY	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30
Pacific Islander	NA	Improve to YELLOW or better on the Dashboard, 8% decrease YoY	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30
Students Experiencing Housing Instability	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30	NA — fewer than 30

High Quality Educational Program

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

Fiscally Sound Business and Management Structure

KIPP Valiant Community Prep’s business management structure is paramount to the success of the Charter School. At KIPP, we are committed to ensuring we deliver the best academic program and maintain the fiscal health of each of our schools. KIPP Northern California’s expert staff, overseen by the Audit and Risk Management Committee of the Board of Directors, provides professional financial management for KIPP Valiant. KIPP Northern California’s finance, accounting, human resources, operations, and technology staff provide regular training and facilitate the sharing of best practices among the school-site business operations staff across the organization.

Family Engagement

Parents are the experts on their children and strong influencers and partners in student decisions, making parents critical and strategic partners in helping their children succeed. The partnership between parents, students, and teachers forms the necessary foundation for KIPP Valiant and for all students to succeed. KIPP Northern California’s Policy, Advocacy, and Community Engagement Team and KIPP Valiant regularly provide families with opportunities for involvement and feedback. Families will understand how to engage in these opportunities and that their voice and partnership are critically important. Examples of this can include participating in and leading a KIPP Family Council at KIPP Valiant Community Prep, engaging with school leadership through Coffee with the Principal, engaging in parent-teacher conferences, participating in social and cultural events at KIPP Valiant Community Prep, and responding to surveys. There are also regular opportunities for parents and community members to plan and celebrate the accomplishments of KIPP Valiant and its students, including, for example, student performances, monthly team and family cultural celebrations, and Community Events such as the Fall Festival. Please see Element 4 for additional details on engaging families and the broader community at KIPP Valiant.

Table 14: Sample of Family Engagement Opportunities at KIPP Valiant

Mechanism for Engagement	Description	Frequency
KIPP Family Council	One way we encourage families to be involved is through our KIPP Family Council (“KFC”). The KFC works with staff members to support our school community, including our students, families, and staff. Additionally, the KFC develops, reviews, evaluates and approves federal and state programs and/or budgets.	4+ times/year
English Learner Advisory Committee	The ELAC is an opportunity for parents to meet to discuss supports for English Learners at KIPP Valiant.	2 times/year
Meetings with School Leadership Coffee with the Principal (Cafecito)	Families have the opportunity to speak directly to the School Leader over coffee in the morning.	9 times/year
Social & Cultural Events Back to School Night	Events such as these allow our students to share parts of who they are and what they are	Varies

● 8th Grade Promotion Ceremony ● Spring Family Night ● Literacy workshops ● After School Program performances ● Art Shows ● All-School Team and Family Meetings	passionate about. These events build a strong culture of community within KIPP Valiant.	
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Community Impact

In addition, KIPP Valiant aims to be a strong institution and resource in its community, uniting parents, community members, and educators across diverse backgrounds. KIPP Valiant will share best practices and lessons learned with other KIPP schools as well as charter and District schools within the Ravenswood City School District, and across the state. The ultimate goal of KIPP Valiant is to have a catalytic impact on the way education is implemented, particularly for first-generation, college-bound students.

Non-Academic Skills

In addition to the state priority-aligned goals, KIPP Valiant Community Prep believes that our students must also develop crucial non-academic skills in order to become successful 21st century learners and lead choice-filled lives. During their tenure at KIPP Valiant, students will develop the following:

Leadership Abilities

- All students have an opportunity to run for student government and apply for campus "jobs"
- Students take the lead in planning and organizing events
- Students use their writing to consistently suggest improvements on campus

Self-Advocacy & Choice

- Proactive homeroom circles that address choice, voice, autonomy
- Choice in reading and in learning experiences support students with defining their preferences
- Teachers must demonstrate the presence of choice, voice, and autonomy in weekly lesson plans

Interpersonal Skills

- Ratio of 4:1 student:teacher "talk time" in class
- "Turn and Talks" required in all classes (writing and then sharing with a partner)
- Honor Council participates in restorative circles for peer support

- Students participate in Socratic Seminars
 - Students are coached on using habits of discussion including the ability to politely agree/disagree with one another, build on each other's answers, and pose questions to one another
 - Students take on a progressive level of responsibility for leading Socratic Seminars throughout the year

Community Awareness and Involvement

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

ELEMENT 3: METHODS OF MEASURING STUDENT OUTCOMES

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

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

KIPP Valiant’s mission is to prepare our students to succeed in high school, college, and beyond by developing in them the knowledge, skills, and character essential to succeed while honoring their identities and connections to the community. We understand that such skill mastery occurs in gradual steps, KIPP Valiant will continue to measure the impact and success of its academic programs utilizing several forms of evaluation and assessment, including state mandated tests.

KIPP Valiant’s assessment strategy is based on two core beliefs:

- **Common assessments ensure everyone has a high bar.** Common assessment data helps us to understand and calibrate KIPP Valiant’s performance levels with those of other high-performing schools and appropriately prioritize areas for growth, codify best practices, develop meaningful professional development for teachers, and keep our promises to students and families.
- **Assessment is more than tests.** Effective assessment includes systems and processes for analysis and action, including clear roles and responsibilities, aligned calendars with data days, protocols for looking at student work, data-driven instruction, and data-driven decision making. Schools need structures that enable teachers to swiftly analyze and respond to data.

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

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

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

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

The two measures are inherently related, as rigorous efforts on the standards mastery path pay off in the form of substantial growth and ultimate college-ready achievement, whereas milestone growth checks inform whether our curricular and instructional choices are paying off over time.

Assessment of Student Outcome Goals

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

Figure 7 below outlines the assessments that are used to measure growth and standards mastery across KIPP Northern California schools. As seen below, state and local assessments are used to measure both growth and standards mastery.

Figure 7: KIPP Northern California Assessment Structure

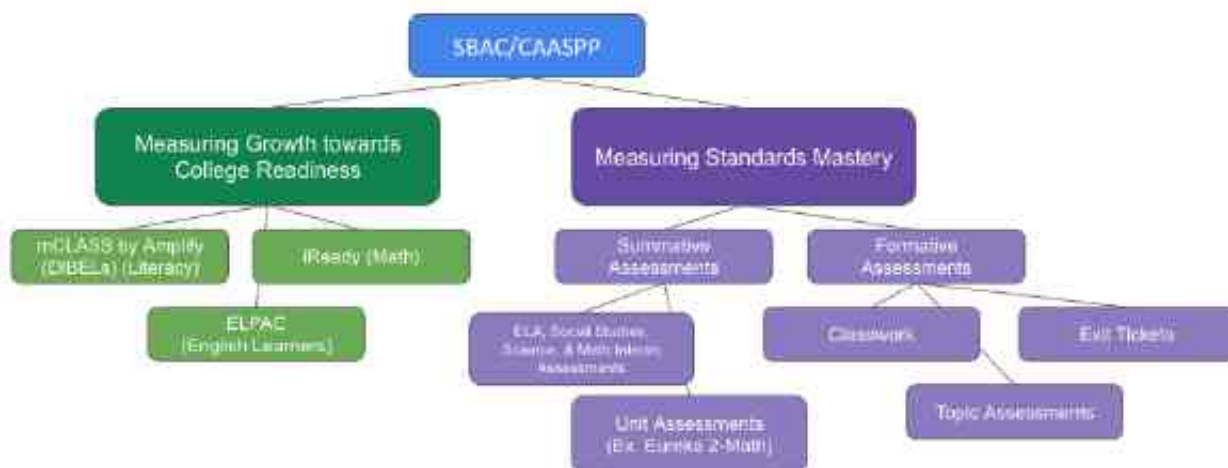


Table 15 shows the frequency each assessment at KIPP Valiant will be administered.

Table 15: Assessment Frequency

Assessment	Grade Level	Frequency
mCLASS by Amplify (DIBELS)	K-8	3x/year
i-Ready	K-8	3x/year
CAASPP	3-8	1x/year
CAST	5 and 8	1x/year
ELPAC	TK-8, as needed	1-2x/year
California Alternate Assessments ("CAA")	3-8, as needed	1x/year
Interim assessments	3-8	3x/year
SBAC ICA in ELA and Math	3-8	1x a year
Unit/module assessments	TK-8	6x/year
Exit tickets	TK-8	Daily or weekly
Physical Fitness Test	5 and 7	1x/year

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

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

In keeping with this theory of action, KIPP Valiant will administer a variety of assessment types, including: screening, diagnostic, formative, benchmark/interim, summative, and others. Descriptions of these assessment types are included in Table 16 below.

Table 16: Overview of Assessment Types at KIPP Valiant

Type	Purpose of Assessment	Examples
Screening	• Determine whether or not students are at or below grade level; these are generally quick and easy to administer and give a snapshot of a student's knowledge and skills	• mClass DIBELS/Lectura • ELPAC initial • i-Ready

	● Guide decisions about intervention placement (e.g., 15 students in the 1st quartile need intervention class)	
Diagnostic	● Identify students' strengths and weaknesses in order to determine appropriate intervention or enrichment support (e.g., 3 students in the intervention class need to develop their understanding of place value)	● i-Ready ● mCLASS by Amplify (DIBELS) ● STEP ● Teacher-Created ● Unit Pre-assessments
Formative	● Provide teachers regular information so they can modify teaching and learning activities to improve student achievement	● Classroom, teacher-created assessments, including exit tickets ● Eureka Math Squared mid-module assessments ● Fishtank Checkpoint assessments
Benchmark/ Interim	● Monitor student progress toward mastering grade-level State Standards ● Provide data that can be communicated to a variety of stakeholders (e.g., parents, community members, board members, etc.) ● Provide school and regional leaders access to a common source of student achievement data that can be aggregated or disaggregated to reveal trends and patterns in student performance, identify best practices, or signal the need for additional resources to specific content areas, grade levels, or student groups	● mCLASS by Amplify (DIBELS) ● i-Ready ● SBAC Interim Assessment Blocks ("IABs") (non-performance tasks) ● Math and ELA SBAC ICAs ● Science interims
Summative	● Determine mastery of grade level State Standards ● Provide data that can be communicated to a variety of stakeholders (e.g., parents, community members, board members, etc.) ● Provide school and regional leaders access to a common source of student achievement data that can be aggregated or disaggregated to reveal trends and patterns in student performance, identify best practices, or signal the need for additional resources to specific content areas, grade levels, or student groups	● End of unit/module assessments (i.e. Eureka Squared, Amplify Science, Fishtank) ● End of course assessments ● SBAC ● CAST ● ELPAC

Other	● Assess the effectiveness of particular instructional strategies and programs ● Assess the level or quality of implementation of particular instructional strategies, curricular materials and programs	● Unit or end of module assessments (i.e. Eureka Squared, Amplify Science, Fishtank) ● ELPAC
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Curriculum-Based Unit/Module Assessments

At KIPP Valiant, carefully selected curricula and high quality instruction will be two key components to meeting the rigor demanded by the State Standards. In order to assess student mastery on standards throughout the year, we feel it is important to also collect data from curriculum-based assessments to see what students are retaining within and over the course of a unit of study. Eureka Math, for example, provides pre-assessment, topic, mid-module, and end-of-module assessments that measure mastery of the content presented within that unit, as well as students' ability to manipulate and apply that knowledge in novel ways. As with interim assessments, teachers will complete assessment analyses after curricular assessments and use this data to inform intervention groups as well as areas to reteach. As appropriate, KIPP Valiant will use the assessments in our core curricula as additional data points for standards mastery throughout the year.

Together, curriculum-based assessments and interim assessment cycles will be the main measures for determining whether students are meeting their achievement targets. They help teachers see whether students have retained information over time and are periodic touch points that are aligned to the CAASPP. With this alignment, the KIPP Valiant team knows that students are on track to meeting CAASPP goals. These cycles also allow the Leadership Team to track progress toward school wide achievement goals.

Daily Assessments

Teachers will collect data each day through exit tickets, or they will use independent practice as the exit ticket. Beginning around early October, after other routines and systems are in place, grade level teams will be expected to bring together exit tickets to analyze student performance as a form of feedback on their teaching. These formative assessments will be brought together once per week, and in these meetings, teachers will look at student work to determine misconceptions and adjust their lesson plans accordingly.

Interim Assessments

Day-to-day urgency in classrooms comes from the drive to meet student mastery goals on curricular assessments. Curricular assessments will be aligned to interim assessments, which are administered in cycles, or every 8-10 weeks. These interim assessments, the SBAC ICA assessments, and in turn the

curricular assessments, will reflect the rigor and format of the SBAC and the State Standards. The instructional calendar at KIPP Valiant will include time for re-teaching as necessary.

During the data analysis process, teachers analyze the data by standard, by student, by groups of students, and by class. Noticing trends across groups and for individuals, teachers will determine which standards need to be retaught to the whole group and which standards may need small group or individual remediation. Additionally, teachers will identify which standards need to be spiraled for additional practice and content retention. Teachers will complete a comprehensive action plan based on what needs to be taught, when it will be taught, how it will be taught, and to whom.

After each cycle, each teacher will meet with their coach for a data conference to reflect on student achievement, the data analysis, and the action plan. During this data conference, the coach may push for clarity, serve as a thought partner, or guide the discussion, depending on the teacher's skillset. After the data conference, the coach will observe re-teaching lessons and help hold the teacher accountable for recollecting data to gauge improvement.

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

Schedule of Testing

KIPP Valiant will administer all standards-aligned state and national tests for grades three through eight as determined by the state and national testing requirements. The Charter School will also administer the following tests at each grade level as outlined below.

Table 17: KIPP Valiant Testing Schedule by Grade

Grade	CAASPP	CAST	ELPAC (if applicable)	DIBELS/i-Ready	Physical Fitness
Grade 3	X		X	X	
Grade 4	X		X	X	
Grade 5	X	X	X	X	X
Grade 6	X		X	X	
Grade 7	X		X	X	X
Grade 8	X	X	X	X	

Use of Data

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

KIPP Valiant collects, analyzes, and reports student data and performance by subject and grade level. The data is also disaggregated annually in KIPP Northern California's own annual report as well as the SARC to clearly identify the academic performance of students by subgroups. Relevant information about the Charter School will be communicated clearly to parents and community members.

Progress Monitoring and Data Gathering

Goals are rigorous and individualized to ensure that students are on track for success and growing regardless of whether they are in the top quartile, the bottom quartile, or somewhere in between. It is crucial that the KIPP Valiant Leadership Team be intentional about which data they monitor and why. The table below shows the approach to data and the structures in place for responding to that data throughout the year. The Leadership Team will evaluate all of the following data on an ongoing basis.

Table 18: Structures for Responding to Data

Assessment	Frequency	Response Structure
Exit tickets, curriculum-based assessments	Ongoing	One-on-one and grade level meetings — leadership meets with appropriate teachers and grade levels to support and hold accountable.
mCLASS by Amplify (DIBELS) / i-Ready Math	3x/year	Teachers analyze the data with grade level teams and the support of administrators in order to review students' reading and math growth and determine shifts to reading and math instruction including whole class instruction, guided reading groups, interventions, and personalized learning.
Interim and/or module assessments	8-10 week cycles	In depth data analysis with coach and/or content team for curricular assessments. Teachers and Leaders will carry out in-depth analysis of interim assessments results, 3x a year, during Regional Professional Development ("PD"). Teachers will leave with a clear understanding of subgroup mastery trends, and create action plans for what to re-teach as well as any interventions that are needed.

CAASPP	Annual	Analyze overall performance at the beginning of each year as well as performance on overall claims to identify trends and determine goals for the upcoming school year.
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How Staff Use Student Data

Teachers at KIPP Valiant collect and analyze student data on a daily basis, through daily exit tickets and unit and/or curriculum-based assessments, allowing teachers to adjust instruction from day to day. Additionally, teachers will receive coaching and support to review unit assessments with instructional coaches. Teachers participate in weekly data meetings to analyze data and develop plans to respond as needed, including re-teaching and providing differentiated supports.

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

All KIPP Valiant staff will also participate in regional professional development days, which take place several times throughout the school year, where all KIPP Northern California teachers gather to review student results, discuss student work, and identify opportunities for ongoing improvement to their practice and instruction. On regional professional development days, teachers review and interpret interim assessment results from CCSS-aligned tests and prepare reteaching lessons to address student understanding gaps.

KIPP Northern California's regional leadership and the regional academics team will also closely review student and school-level data on a regular basis to determine how to provide the resources, strategies and supports for our schools. The regional team also enables schools across our region to compare aggregate data and work together to share best practices. Please see the section on *Classroom, School-wide, and Region-wide Assessment* below for details on how KIPP uses data and measures at a regional level.

How Students Use Their Own Data

KIPP Valiant students will develop an understanding of how to interpret and track data on their academic progress, learn to set personal goals, and know how their efforts will lead to those goals. Awareness of data will also help to build life-long habits of goal-orientation, growth mindset, and determination.

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

How Families Use Student Data

KIPP Valiant parents and guardians will have regular access to information and data on their student's experience, both academically and socially. At the core of keeping parents informed of student progress and experience is relationships – parents/guardians will have ready and easy access to their students' teachers via phone, text, email, and opportunities to meet in-person. KIPP Valiant will maintain a culture of open contact and availability of teachers to both students and parents/guardians.

In addition, parents/guardians will receive report cards for their students at each marking period. Parents/guardians of students of concern will be invited to parent-teacher meetings to review and interpret the report cards and discuss strategies for supporting each student. Each teacher will strive to meet with parents or guardians of each student, each year. The goal of transparency and frequent discussion about student data with parents/guardians is to build the partnership and alignment between parents/guardians, students, and teachers toward each student's success at KIPP Valiant and, ultimately, in college and beyond.

Classroom, School-wide, and Region-wide Assessment

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

Table 19: Six Essential Questions and Performance Indicators

KIPP's Six Essential Questions	Performance Indicator
Q1: Who is our student community?	• Enrollment • % students who qualify for free or reduced price meals ("FRPM") • % students with an IEP • % English Learners
Q2: Are we creating positive school cultures where students stay and thrive?	• Student retention • Chronic absenteeism • Suspension rate • Middle to high school matriculation • Belonging Index • Connectedness Index • SEL Skills Index • % of parents who would recommend KIPP
Q3: Are our students progressing and achieving academically?	• Student outcomes on SBAC ICAs, DIBELS, i-Ready, interim, and summative assessments • High school students, grades 10-12, taking, passing AP Exams • Student outcomes on ACT (11th grade)
Q4: Are our students prepared to lead choice filled lives?	• High school graduation rate • College matriculation • College persistence rate • Estimated college completion rate • Actual college completion rate
Q5: Are we building a diverse and inclusive people model?	• Teacher retention • Non-teacher staff retention • % of staff and % of leadership who identify as people of color • % of staff that agree to the following statement on The New Teacher Project ("TNTP") survey: My school/region has an inclusive culture where staff from diverse backgrounds and perspectives can excel
Q6: Are we building a responsible financial model?	• Schools meeting enrollment target • Attendance rate • Cash as % of annual expenses • Operating cash flow • Philanthropy Raised/Target

Stakeholder feedback and satisfaction are critical inputs into our school and regional evaluations. KIPP Valiant will benefit from two stakeholder surveys. The KIPP Foundation has partnered with TNTP to

administer a stakeholder survey to all teachers, non-teaching staff, and school and regional leaders across the national KIPP network, twice per year. The TNTIP Insight survey includes research-backed questions that gauge instructional culture at our schools, with proven correlations to student outcomes and staff retention. In addition to these national surveys, we also administer a survey region-wide for our students and teachers to help us evaluate school culture. This survey gives us valuable input and progress monitoring on our school culture priorities, including social-emotional learning, use of restorative practices, and student/teacher relationships.

Our regional and school leadership analyze the results of each survey, with the ability to learn from each other, and benchmark against other schools in the Bay Area region and across KIPP schools nationally. The results of our stakeholder surveys are key components in the annual performance evaluations for KIPP Valiant leadership and KIPP Northern California's regional leadership.

Additional Accountability Provision

KIPP Valiant is accountable to multiple constituencies: students and their families, the KIPP Northern California Board of Directors, the Ravenswood City School District, and the State Board of Education. Accountability to each of these constituencies covers both fiscal and academic performance. At the end of each school year, KIPP Valiant and KIPP Northern California staff completes a cycle of inquiry in which all collected student data including test scores, daily attendance records, examples of student work and student/parent surveys will be evaluated, strengths and weaknesses are identified, and a course for school wide improvement and growth is charted for the upcoming year.

While the above evaluations and assessments are necessary to ensure KIPP Valiant meets our objectives, the ultimate evaluation is the continued success of our graduates completing college and growing into fulfilling, choice-filled lives. Student success is monitored in college and used to evaluate KIPP Valiant's success in seeing students graduate from college.

ELEMENT 4: GOVERNANCE STRUCTURE

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

Legal Structure

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

KIPP Valiant operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and KIPP Valiant. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

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

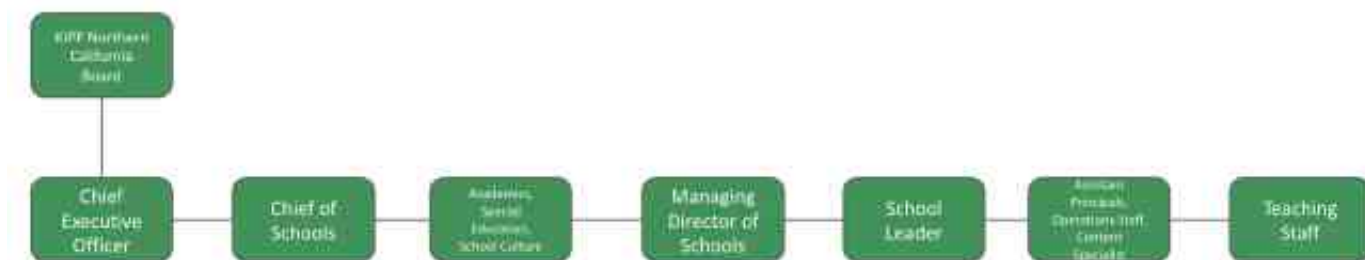
Governance Structure

The governance structure of KIPP Northern California serves three primary objectives:

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

Below is an organizational chart of KIPP Valiant's governance structure:

Figure 8: KIPP Valiant Governance Structure



Board of Directors

The KIPP Northern California Board of Directors is the governing body of KIPP Valiant. The Board complies with the Brown Act and Education Code Section 47604.1(c) for its meetings. Please see Appendices 8 and 9 for the Board’s job description and list of board directors with their biographies.

Governance, policy-making authority, and fiduciary responsibility for KIPP Valiant rests with the KIPP Northern California Board of Directors. The Board works closely with its Chief Executive Officer (“CEO”) and the School Leader of KIPP Valiant to implement KIPP Northern California’s educational philosophy.

Composition of KIPP Northern California’s Board of Directors

KIPP Northern California’s Board of Directors holds public meetings in accordance with the Brown Act and Education Code Section 47604.1(c). Board directors support the mission of KIPP Northern California and serve voluntarily. KIPP Northern California seeks to ensure that its directors represent a broad area of expertise and cross-section of the community at large. KIPP Northern California aims to have directors with expertise in real estate, nonprofits, law, finance, management, education, community outreach, philanthropy, and diversity, equity, and inclusion.

KIPP Northern California’s Board is comprised of 20 directors for the 2025-26 school year, consistent with its bylaws, which allow for no less than 15 and no more than 27 directors. Board directors are elected to serve three-year terms and may serve up to four consecutive terms. In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, KIPP Northern California may designate an additional member to ensure that the Board is maintained with an odd number of directors. In order to improve our governance practices and have a board reflective of our values of equity and inclusion, in 2022, two KIPP Public Schools Northern California parents were elected to the Board. We plan to continue ensuring parent representation on our Board.

Board Recruitment Process

The KIPP Northern California board recruiting process includes the following actions:

- Identification of a prospective Board director
- Cultivation of prospective Board director
- The Board's Governance Committee reviews nominations quarterly and ranks prospective directors based on their ability to meet KIPP Northern California's strategic goals and maintain KIPP Northern California's best-in-class Board

The Governance Committee cultivates prospective Board Directors in the following ways:

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

Board Selection Process

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

- Meets standards of conduct regarding duty of care, loyalty and obedience
- Supports the values, mission, vision, and strategic direction of the organization
- Prioritizes organizational needs over personal agenda
- Communicates openly and effectively
- Thinks critically and strategically
- Listens well and is receptive to feedback
- Is willing and able to participate in dialogue and deliberations
- Welcomes divergent views to create the best solutions for the organization
- Has an affinity for working in a group; works well with others

- Possess entrepreneurial spirit and be interested in building the organization
- Recognized and respected in local or professional communities
- Has the necessary time to dedicate to active Board service

New members of the Board of Directors or members seeking another term are chosen through an election process.

Roles and Responsibilities of Board Directors

The KIPP Northern California Board of Directors' primary responsibility is to help set policies and guide the executive team and School Leader of KIPP Northern California's respective charter schools, including KIPP Valiant.

The Board is fully responsible for the operation and fiscal affairs of KIPP Valiant and is empowered to:

- Ensure that KIPP Valiant adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Northern California policies
- Hold the School Leader of KIPP Valiant and the Chief Executive Officer of KIPP Northern California accountable for the academic and fiscal performance of the Charter School
- Provide support to KIPP Valiant for additional fundraising, marketing, and other services as needs arise
- Advocate on behalf of KIPP Valiant by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education
- Seek parent, family, and community feedback to support success of schools
- Define and refine KIPP Valiant's mission, vision, and strategic direction
- Recruit, support, and evaluate the Chief Executive Officer of KIPP Northern California
- Ensure effective organizational capacity and planning
- Ensure adequate resources and the effective management of those resources
- Enhance the organization's public standing
- Ensure fiscal, legal, and ethical integrity and maintain accountability
- Recruit and orient new Board directors
- Assess Board performance

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

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

Such delegation will:

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

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

Board Meetings

The KIPP Northern California Board of Directors meets at least quarterly. Meetings comply with the Brown Act and Education Code Section 47604.1(c)(4). Meeting notices, agendas, and approved minutes are posted publicly at school sites as well as on KIPP Northern California's website, in compliance with the requirements of the Brown Act. The Board Secretary is responsible for recording governing Board actions.

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

Board Committees

The KIPP Northern California Board may include several committees and advisory councils designed to enhance the operation of the Board and provide additional oversight. Individuals who are not directors may participate and be members of Board committees. Committees of the Board may include:

- **Finance and Investment Advisory Council.** The Finance and Investment Advisory Council reviews and recommends approval of the annual operating budget to the full Board, regularly reviews and monitors financial results, ensures the maintenance of an appropriate capital structure, and oversees the management of financial assets.

- **Facilities Advisory Council** The Facilities Council assists and supports staff with KIPP NorCal's facility needs, operations and planning.
- **Governance Advisory Council.** The Governance Council ensures the health and effectiveness of the full Board and the work it performs for the organization. The committee focuses on Board evaluation, composition, recruiting, nominating, training and education.
- **Audit and Risk Management Committee.** The Audit and Risk Management Committee oversees accounting and financial reporting processes including internal controls, recommends selection of the organization's auditor to the Board, and oversees the organization's annual fiscal audit.
- **Development Advisory Council.** The Development Council assists and supports staff with KIPP NorCal's ongoing fundraising strategy, planning, and execution, including event support for annual events.
- **Grievance Committee.** The Grievance Committee may act on behalf of the Board in reviewing student expulsions, and responding to employee workplace-related concerns and parent grievances.
- **Executive Council/Committee.** The Executive Council / Committee assists the Board by having the authority to act on behalf of the Board between Board meetings and by overseeing key management and compensation matters.

Consistent with the Bylaws, meetings and actions of Board committees shall be governed by and held in accordance with the provisions of the Bylaws relating to meetings and actions of the Board, including compliance with the Brown Act.

The KIPP Northern California Board may also use, from time to time, ad hoc committees as well as CEO advisory task forces and/or management advisory teams to help with the foregoing topics and specific issues or projects.

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

Role and Responsibilities of the Chief Executive Officer in Governance

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

- Developing and executing the region's vision

- Building and managing a high-performing Regional Team that is able to support schools in their drive to deliver transformational educational outcomes for students
- Building the short and long-term organizational capacity required for operational excellence and sustainability
- Engaging key constituents

Engaging Parents and the Community

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

Opportunities for family involvement may include participation in the KIPP Family Leadership Council (“FLC”), English Learner Advisory Committee, parent-teacher conferences, report card pick up, literacy workshops, newsletters, local field trips, and a variety of school events each year. KIPP Valiant parents are encouraged to join the FLC, a direct forum for the School Leader and families to engage in ongoing collaboration to ensure the success of the Charter School. The FLC will advise and assist the School Leader with activities such as hiring, community outreach, resource development, extracurricular programs, and community service projects. Parents are also encouraged to nominate themselves and/or others to the KIPP Family Council and engage with KIPP leadership and Board directly. In addition, we seek opportunities for members of the Board and regional leadership to reach out with parents, either by hosting in-person Q&A sessions onsite at the Charter School or by enabling parents to present their testimony and attend Board meetings. Parents and family members are welcome at KIPP Valiant and are encouraged to volunteer at the Charter School through a variety of opportunities, although there will not be a required number of volunteer hours or days.

Parent Advisory Council

KIPP Valiant has established a KIPP Family Council to receive and communicate input from the school community to the School Leader, as well as to give input on the Local Control and Accountability Plan, in accordance with state and federal legal requirements and as its chose method of meeting federal requirements applicable to Title I recipients. The KFC shall be composed of: the School Leader; teachers selected by teachers at the Charter School; other Charter School personnel selected by other Charter School personnel at the Charter School; and families of students attending the Charter School and/or community members selected by such families.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Teacher Certification

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

Certificated teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. The School Leader, together with the Human Resources team at KIPP Northern California, will monitor the credentials and ensure all teachers hold their required certification(s). KIPP Northern California may also employ or retain non-certificated instructional support staff at the Charter School in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in the Charter School's rigorous academic environment.

KIPP Valiant will not discriminate or harass based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. KIPP Valiant will be a school of choice and no employee will be required to be employed at the Charter School. KIPP Valiant will comply with all state and federal laws concerning the maintenance and disclosure of employee records and applicable federal mandates and legal guidelines in the Education Code, as well as all federal and state law for background checks.

The following section outlines the commitments and qualifications of staff at KIPP Valiant.

Staff Commitments

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the Charter School's professional development days. Additionally, all staff must meet any additional guidelines and standards set by KIPP Valiant and KIPP Northern California.

All KIPP Valiant faculty will commit to:

- Abide by applicable federal, state, and local laws
- Maintain a professional relationship with all students and a high level of professional conduct
- Refrain from the abuse of alcohol or drugs during the course of professional practice
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property
- Comply with state, federal, and local laws regarding the confidentiality of student records
- Fulfill the terms and obligations detailed in the Charter School's charter
- File necessary reports of child abuse
- Adhere to all guidelines in the KIPP Northern California Staff Handbook (Appendix 14) and the KIPP Valiant Team and Family Handbook (Appendix 15)
- Maintain unquestioned integrity and commitment to KIPP Northern California and students

School Leadership

The School Leader will be responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of KIPP Valiant Community Prep.

KIPP NorCal has created a Leadership Excellence Rubric for School Leaders. The Leadership Excellence Rubric was created to support leader growth and development. We believe establishing a rigorous and shared vision for what leadership excellence looks like at KIPP NorCal will help us accelerate leader growth, develop leadership pipelines, align leadership development activities and ultimately, drive stronger and more consistent outcomes for our students.

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

School Leader

Reporting to a Managing Director of Schools for KIPP Northern California, the School Leader sets the tone, and is an ambassador of, a powerful vision for student achievement based on KIPP's philosophy and guiding principles. The School Leader must strategically implement KIPP Valiant Community Prep's

mission through effective leadership and management of students and staff. The School Leader's collaboration with their leadership team will result in an instructional program and school environment that prepares every student for success in college and in life.

Qualifications, skills, and qualities:

- Bachelor's Degree (required); Master's Degree (preferred)
- A minimum of 3-5 years teaching in low income school with demonstrated exemplary student results
- At least two years of leadership in a low income school with demonstrated exemplary student results
- Hold a valid CA credential in any subject or an equivalent, transferrable out-of-state credential
- Deep knowledge of effective research based instructional strategies
- Ability to effectively manage instructional and non-instructional personnel
- Ability to evaluate instructional programs and teaching effectiveness
- Excellent communication, public relations, and interpersonal skills
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Ability to exercise excellent judgment in decision-making
- Knowledge in the selection, training, and supervision of personnel
- cursory knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools
- Proficient knowledge of Google Suite applications (Google Classroom, Chat, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and virtual learning (e.g., Zoom, Nearpod)

Assistant Principals

At KIPP Public Schools Northern California, we believe that Assistant Principals are our future School Leaders. We actively develop Assistant Principals for School Leadership and feel the Assistant Principal should consider themselves as an apprentice to the School Leader. The Assistant Principal should gradually build capacity to lead a KIPP school.

The Assistant Principal's job is to support the Charter School in driving academic and social emotional learning outcomes for students as a key member of the Charter School's leadership team. Assistant Principals are expected to lead both instruction and school culture, while developing the skills of the Charter School's emerging leaders.

Qualifications, skills, and qualities:

- Bachelor's Degree (required); Master's Degree (preferred)

- A minimum of 3-5 years teaching in a low income school with demonstrated exemplary student results
- Hold a valid teaching credential or an equivalent, transferrable out-of-state credential.
- Student Focus: Belief that all students, regardless of background, have the ability to go to and through college; demonstrated commitment to the Charter School's unique community
- Direction Setting: Ability to set direction for a team and motivate others to action
- Achievement Orientation and Performance Management: Demonstrated student achievement results in own classroom and from teachers that they manage
- Cultural Competence: Demonstrated ability to create inclusive environments that honor and support a diversity of backgrounds and perspectives
- Instructional Leadership: Adept at data analysis; ability to extract meaningful insights across school-wide data
- Instructional Leadership: Expertise in what the school-wide academic standards and state assessments require of students' knowledge and skills to demonstrate mastery; able to translate student mastery requirements into instructional plans and strategies
- Instructional Leadership: Deep understanding of appropriate application and differentiation of high-leverage instructional strategies (e.g., make kids sweat, pacing, stretch it, etc.) based on comprehension of child development and pedagogy
- Relationship Building: Expertise in cultivating relationships and managing a diverse group of stakeholders
- Achievement Orientation: Demonstrated resilience and focus on student outcomes
- Proficient knowledge of Google Suite applications (Google Classroom, Chat, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and virtual learning (e.g., Zoom, Nearpod)

Director of School Operations

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

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

The DSO reports to the School Leader and is coached and supported by the Operations team at the Regional Support Office (“RSO”), which supports all KIPP schools in Northern California.

Qualifications, skills, and qualities:

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

Content Specialist

The Content Specialist’s job is to support the Charter School in driving academic and social emotional learning outcomes for students as a key member of the Charter School’s leadership team. Content Specialists are expected to lead both instruction and school culture, while developing the skills of the Charter School's emerging leaders. Below are the expectations of all teachers working in KIPP Northern California:

Qualifications, skills, and qualities:

- Minimum 3-5 years of experience as an educator teaching students with similar demographics to our KIPP Public Schools Northern California student community
- Previous Leadership or Teacher-Leader experience preferred (ex: Grade Level Lead, Instructional Coaching, Content Lead, etc.)
- Hold a B.A/B.S degree from a regionally accredited institution

- Meet one of the following eligibility requirements:
 - Hold a valid CTC certificate, permit, or other document required for the certificated assignment, or
 - Out-of-state equivalent credential or license

Instructional Staff

Teachers

Our teachers play a key role in the establishment of curriculum and culture as they develop a world-class education program from the stages of vision to execution.

The outcomes our students deserve necessitate continuously strong teaching from the time our students enter transitional kindergarten until they graduate from college. As such, our teachers work closely with each KIPP Northern California school's leadership team to ensure our students learn, grow, and eventually achieve transformative life outcomes. Each teacher will be responsible for ensuring that our students have the opportunity to learn in an environment of joyful, excellent teaching.

Above all else, the most effective teachers find joy and purpose in teaching children the habits necessary to be successful in school and relish the opportunity to imbue our students with a love for learning. Teachers must also be committed to KIPP Northern California's mission, while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Teachers are expected to plan, organize and implement an appropriate instructional program in a TK-8 learning environment, both in an in-person classroom setting and virtually, that guides and encourages students to develop and fulfill their academic and socio-emotional potential. Work is performed under the supervision of the School Leader.

Qualifications, skills, and qualities:

- B.A./B.S degree from a regionally accredited institution
- Valid CA certificate, permit, or other document required for the teacher's certificated assignment as issued by the CA Commission on Teacher Credentialing, as well as EL authorization.
- Experience as an educator in a traditionally underserved community for one or more years with demonstrated strong achievement results and documented growth on formative assessments
- Knowledge of child cognitive development and different learning styles
- Ability to establish and maintain cooperative and effective working relationships with others
- Report to work on a regular and punctual basis

- Model KIPP values
- Possess strong content area knowledge and classroom management skills
- Proficient knowledge of Google Suite applications (Google Classroom, Chat, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and virtual learning (e.g., Zoom, Nearpod)
- Communicate well with students, families, and colleagues
- Be committed to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals
- Proficiency in one or more of the languages spoken by the communities we serve a plus

Special Education Teachers (Education Specialists)

Education Specialists serve as Special Education Teachers and Case Managers, working primarily with students with Individualized Education Programs in inclusive settings, resource programs, and highly specialized Special Education programs. Education Specialists work closely with school leadership, general education teachers, program specialists, and multidisciplinary teams to plan and implement individualized and rigorous educational programming for students in Special Education. Education Specialists are responsible for Case Management and Compliance, Goal Setting and Progress Monitoring, Stakeholder Engagement and Empowerment, as well as Lesson Planning and Delivery of effective teaching practices for all students.

Above all else, the ideal Education Specialist will find joy and purpose in supporting children to develop the habits necessary to be successful in school and beyond, and they will relish the opportunity to imbue our students with a love for learning. They must also be committed to KIPP Northern California's mission while possessing the beliefs, character traits, and skills necessary to ensure student growth and achievement.

Qualifications, skills, and qualities:

- B.A/B.S degree from a regionally accredited institution
- Hold a valid credential or permit as an Education Specialist authorizing service in grade levels & areas assigned as an Education Specialist in the state of CA, along with any appropriate authorizations (e.g., Autism Authorization, CLAD Certificate, other EL Authorization through the CTC, etc.), or be in the process of securing a valid teaching document
- Two years of successful, full time teaching experience in Special Education preferred

- Demonstrated success teaching students from educationally underserved areas with strong achievement results and documented growth on formative assessment and/or IEP goal assessment
- Experience as an educator in a traditionally underserved community for one or more years with demonstrated strong achievement results and documented growth on formative assessments
- Knowledge of child cognitive development and different learning styles
- Ability to establish and maintain cooperative and effective working relationships with others
- Spanish, Arabic, Vietnamese, or Mandarin speaking proficiency a plus
- Model KIPP Northern California values
- Possess strong content area knowledge and classroom management skills
- Proficient knowledge of Google Suite applications (Google Classroom, Chat, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and virtual learning (e.g., Zoom, Nearpod)
- Communicate well with students, families, and colleagues
- Be committed to working with educationally underserved students
- Believe all students can achieve at the highest academic levels
- Teach in our extended day and year schedule
- Contribute to a relentless and dedicated team of outstanding professionals

Non-Instructional Staff

Paraeducator

Reporting to the School Leader and under the direction of the Education Specialist or other certificated employee, the Paraeducator primarily assists by performing a variety of academic and behavior support duties to individual or small groups of students within the special education classroom, regular classroom and other school settings (both in an in-person classroom setting and virtually). These duties shall be designed to complement the instructional program to maximize learning opportunities for students in a variety of educational settings. The Paraeducator also assists in the establishment and implementation of appropriate classroom and school-wide behavior and assists students to access all aspects of the educational environment of the Charter School and the community.

Qualifications, skills, and qualities:

- Completed at least two years of study at an institution of higher education - defined as completion of 48 semester hours (or equivalent trimester hours) of college coursework; or
- Obtained an associate (or higher) degree; or
- Pass the CBEST, ParaPro, or a local assessment of knowledge and skills in assisting in instruction
- Registered Behavior Technician certification is preferred, but not required.

- Paid or volunteer experience working with or serving individuals with autism or behavioral deficits is preferred
- Bilingual in languages that are a reflection of populations that the Charter School works with is preferred
- Proficient knowledge of Google Suite applications (Google Classroom, Chat, Docs, Sheets, Slides, etc.)
- Ability to learn and utilize instructional technology to support in-class and virtual learning (e.g., Zoom, Nearpod)
- A deep passion for social justice and equity for all children; believes that all students can achieve at the highest levels, regardless of demography
- Experience working with a diverse staff and students
- Excellent organizational, planning, and implementation skills
- Excellent communication and interpersonal skills
- Results-oriented team player who is dedicated to getting the job done
- Unquestioned integrity and commitment to KIPP Northern California's mission and values

Mental Health Clinicians

Reporting to the School Leader and receiving coaching from the Clinical Supervisor, the Mental Health Clinician will provide psychotherapeutic interventions, behavioral supports, and mental health treatment services including counseling, consultation, treatment, and case management for students receiving educationally related mental health services.

Qualifications, skills, and qualities:

- Master's Degree in Psychology, Social Work, Marriage and Family Therapy, or a related field
- Possession of associate level registration or counseling licensure as dictated by the California Board of Behavioral and Social Sciences
- At least one year (2+ years preferred) of post-master's experience providing mental health and substance abuse services in school-based settings
- At least one year (2+ years preferred) of post-master's experience providing mental health services in a community mental health setting
- Familiarity with community behavioral health systems of care, including the philosophy of care, levels of care for counseling services, and the delivery of such services, highly preferred
- Familiarity with local community resources/services (which may include health, mental health, substance abuse, vocational, housing, etc.) highly preferred
- Strong commitment to the philosophy, goals, and mission of KIPP Public Schools Northern California and to providing community-based, culturally competent, and client centered mental health treatment and prevention services for the school community

- Commitment to engaging in professional development activities such as trainings, continuing education seminars, case conferences, and reviewing up-to-date material, etc., as related to treatment and intervention strategies for the Charter School community
- Strong interpersonal skills and the ability to work effectively, function independently, and interact professionally with a diverse, multicultural, and interdisciplinary staff of all levels
- Knowledge of crisis intervention, strong work ethic, demonstrated flexibility, superior time management and boundary-holding skills, and a commitment to KIPP Northern California's philosophy as well as to the foundational school-wide systems at this campus
- Strong skills in self advocacy as well as for advocacy of students and families
- Commitment to systems change, equity, and justice as well as to providing services with a trauma-informed care lens
- Familiarity with socio-emotional learning competencies and restorative practices is a plus
- Must be able to effectively communicate with the student or family population
- Bilingual candidates in Spanish, Arabic or Vietnamese also a plus, though not required

Hiring Procedure

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

Prospective teachers usually teach demonstration lessons that must be student-driven and exhibit a strong command of the subject area. Each applicant undergoes formal and informal interviews to ensure that their values are aligned with the KIPP educational philosophy. The School Leader is responsible for the final hiring decision of all Charter School employees.

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

Compensation

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

In addition to salary, teachers will be offered a competitive benefits package. Salary, and as applicable other financial compensation, will be outlined in formal employment offer letters signed by KIPP Northern California and the employee. In addition, KIPP Northern California has a formalized salary scale that will be updated as necessary to adjust for cost of living standards. Standards of professional conduct are clearly explained in the employee handbook.

Teacher Professional Development and Evaluation

A Professional Teaching and Learning Environment

Strong, dedicated teachers are the backbone of any excellent school, and KIPP Northern California schools are no exception. KIPP Valiant prioritizes hiring outstanding, committed teachers familiar with the population of students the Charter School serves. Much is expected of KIPP Valiant teachers. In addition to the extended time in class, teachers are expected to be wholly focused on KIPP Valiant's mission, committed to its values, and open to collaboration and constant learning.

In return, KIPP Valiant's teachers are treated as the professionals that they are. They are supported in their professional growth with time for planning and collaboration, coaching, and resources for improving instruction. Teachers at KIPP Valiant are encouraged to regularly visit each other's classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. To continually improve instruction and the implementation of the KIPP model at KIPP Valiant, teachers have the opportunity to receive feedback from the Charter School's leadership team on the results of their students. Each teacher is also provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, and high-speed Internet access. In addition to school-site professional development budgets, teachers have the opportunity to apply for funds from KIPP Northern California to support their professional growth.

Professional Development

At KIPP Valiant, the School Leader and instructional leadership team will set the tone and develop the conditions under which staff members become the keepers of the Charter School's culture and values

and grow as teachers and learners. As a result, staff development supports the Charter School's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation before summer school, the School Leader and instructional leadership team will ensure that teachers fully understand and support the Charter School's mission, goals, and basic values, emphasizing a rigorous, standards-based college-preparatory program. This orientation will involve specific activities designed to align the staff and foster teamwork, such as learning about our community through community, student, and family panels.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. Over the course of the year, teachers may receive two weeks of professional development during which they are trained to function effectively within the parameters of the Charter School and to meet the goals outlined in the accountability plan. Teachers are encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth. Staff development also occurs through weekly observation and coaching meetings between teachers and their instructional coaches. Coaches use classroom observations, aligned to the KIPP Northern California Teaching Excellence Rubric, and student data to determine which teaching skills will be highest leverage in increasing student learning and meeting goals.

Prior to the beginning of the school year, teachers attend staff development sessions in order to provide teachers with an opportunity to design their goals, objectives, and curriculum for the summer and the upcoming school year. Also during this time, teachers continue their preparation by adapting curriculum to address the specific needs and interests of the students.

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

Staff Evaluation Plan

The School Leader is responsible for setting a clear vision for the evaluation of all teachers and support staff. Assistant Principals and other instructional coaches serve as evaluators and lead the development of Personal Development Plans with their coaches throughout the course of the year. The School Leader provides oversight and coaching to instructional leaders and participates in evaluations as appropriate or needed. A critical part of teacher evaluation and retention is based on performance outcomes,

measuring student achievement and the teacher's implementation of the curriculum. The annual performance assessment is based on those standards.

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

- Commitment to the Charter School's mission and goals
- Successful implementation of the curriculum and educational philosophy
- High level of professionalism
- High level of accomplishment
- Effective participation in the Charter School's staff and team

Tools used in the evaluation process include:

- Written evaluations based on classroom observations
- Self-evaluation completed by teacher being evaluated
- Student performance on major assessments
- Evaluation based on KIPP Northern California's Teaching Excellence Rubric

Those teachers failing to adhere to the guidelines outlined above, and/or failing to meet the specifications of the evaluation plan, will be subject to dismissal or may not have their employment renewed at the request of the School Leader. See Table 20 for a sample teacher evaluation plan.

Table 20: Sample Staff Evaluation Plan

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

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F)

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

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

Employees

Procedures for Background Checks

KIPP Valiant and KIPP Northern California comply with all provisions and procedures of Education Code Sections 44237 and 45125.1 for all employees and contractors to submit to a criminal background check and to furnish a criminal record summary. All applicants for employment must successfully complete the live scan process through the California Department of Justice for the purpose of obtaining a criminal record summary. KIPP Valiant shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Human Resources team of KIPP Northern California shall monitor compliance with this policy, and will report to the KIPP Northern California's Board as needed. The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

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

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and follow all applicable reporting laws. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated employees in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Drug Free/Alcohol Free/Smoke Free Environment

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

Workplace Violence Prevention Plan

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

Students

Immunizations and Health Screenings

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

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

Medication at School

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

Vision, Hearing, Scoliosis

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

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

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

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

Suicide Prevention Policy

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

Prevention of Human Trafficking

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

Menstrual Products

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

All Gender Restrooms

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

School Meals

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

Recess

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

California Healthy Youth Act

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

Mental Health Education

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

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall

also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

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

Blood Borne Pathogens

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

Comprehensive Discrimination and Harassment Policies and Procedures

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

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the

beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention

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

Supporting LGBTQ Students

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

SAFETY Act

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

Homicide Threats

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

Gun Safety Notice

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

Athletic Programs

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

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

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

Transportation Safety Plan

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

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

Extreme Weather Policy

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

School Safety Plan

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

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

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

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

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

Facility Safety

KIPP Valiant shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. KIPP Valiant shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances. Fire inspections at the Charter School facilities shall be conducted in compliance with all applicable laws and regulations. KIPP Valiant will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will hold emergency drills as required under Education Code Section 32001 in conjunction with the District (if at a District facility) in compliance with all applicable laws and regulations.

ELEMENT 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

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

KIPP strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people. KIPP Valiant Community Prep will strive to maintain academic results while serving a student population that is reflective of the racial, ethnic, linguistic, and special education balance of the general population residing within the Ravenswood City School District, in addition to other demographics such as Free and Reduced Price Meal percentages. KIPP Valiant Community Prep may take any of the following steps to recruit and welcome all students who are representative of East Palo Alto and Belle Haven's diverse communities:

- Partner with local community-based organizations to recruit a diverse population of students
- Visit and speak at local community based organizations serving families and youth in the Ravenswood and Belle Haven community
- Hire and develop diverse staff from the community to implement recruitment activities, including in the native language of families in the community
- Develop marketing materials in multiple languages and with appropriate cultural context
- Post materials and notices in community hubs, including local supermarkets, restaurants, businesses, churches, community centers, and apartment complexes in low-income neighborhoods
- Seek opportunities to visit prospective students and families at home to better understand the home context for individual students and to share the mission of KIPP Valiant Community Prep
- Conduct public parent information sessions to elaborate on the experience of being part of the KIPP Valiant Community Prep community
- Promote the school at community events and festivals
- Encourage referrals from students and families at other KIPP schools
- Speak at civic organizations, with a particular focus on local community populations
- Place advertisements in local newspapers and community association newsletters
- Utilize social media to advertise informational nights and school opening

KIPP Valiant Community Prep is also committed to evaluating its racial, ethnic, linguistic, and special education population balance on an annual basis and commits to adjusting recruitment practices if needed in order to build a school community that reflects the District's composition.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

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

KIPP Valiant is a tuition-free public school that is open to all residents of the State of California. KIPP Valiant will not discriminate against any student on the basis of race, ethnicity, religion, gender, gender expression, gender identity, national origin, sexual orientation, or disability of the students, parents or guardians, or any of the characteristics listed in Education Code Section 220. KIPP Valiant is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. Families' inability to pay for materials or activities will not preclude students from being admitted to the Charter School or participating in these activities.

KIPP Valiant shall admit all pupils who wish to attend the Charter School to the extent that space allows. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. KIPP Valiant complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or of their parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. KIPP Valiant will notify parents/guardians of applicant students on the application that parental involvement is not a requirement for acceptance to, or continued enrollment at, KIPP Valiant.

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

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

KIPP Valiant Community Prep will serve up to 629 students in grades transitional kindergarten through eighth grade. Formal recruitment of incoming students begins as early as fall of each calendar year for the following school year. KIPP Valiant Community Prep staff and parents will advertise open registration at the beginning of its enrollment period. KIPP Valiant Community Prep will be responsive to the needs of the community and will ensure that parents have access to translated admission information and other school-related information whenever possible. The application shall request basic student and family data, including name, date of birth, address and contact information and any other information that could qualify the student(s) for a specific admission preference should a public random drawing (“lottery”) be required. After open enrollment, interested families will be able to meet with the KIPP Valiant Community Prep staff and review the expectations of the Charter School. The Charter School’s website will include information that allows students and parents to be informed about KIPP Valiant’s operation as a charter school, its educational programs, and the academic expectations of students.

Public Random Drawing

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event applications exceed capacity, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level(s), with the exception of existing students, who are guaranteed enrollment in the following school year.

Enrollment Preferences

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

1. Students who are currently enrolled in a KIPP Northern California school
2. Siblings¹⁵ of students admitted to or attending KIPP Valiant and children of KIPP employees
3. Students who reside within the Ravenswood City School District and qualify for Free and Reduced Priced Meals
4. Students who reside outside the District and qualify for Free and Reduced Price Meals
5. Students who reside in the District
6. All other applicants

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

The Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. A public random drawing (i.e. lottery) is a random selection process by which applicants are admitted

¹⁵ Siblings given preference in the public random drawing are defined as those who share a biological parent, legal guardian or primary caregiver.

to the Charter School. The Charter School will conduct the lottery in the spring for enrollment in fall of that year. In order to be part of the lottery, a family must complete the school's application in full and submit it by the stated open enrollment deadline.

During the lottery, the pool of applicants is randomized using a random sequence generator (currently, SchoolMint Student Enrollment System) and takes into consideration the preferences as stated above. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the School Leader). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Applicants are admitted to the Charter School in the order determined by the lottery until all available spaces are filled. Applicants who are not selected for admission will be placed on a wait list according to the order determined by the lottery. A neutral third-party witness will be present to verify the fairness of the lottery.

An applicant may remain on the waitlist for the school year to which they applied until the end of that school year. Once on the waitlist, an applicant would remain in that position until they are offered a spot in the Charter School or express no further interest. Applicants are contacted in the order of the waitlist. If applicants from the waitlist are offered a position, they must accept that position within the deadline stated by the Charter School. All schools will make a reasonable attempt to contact applicants before the deadline. If the applicant declines admission or fails to respond, they may be removed from the waitlist or placed at the bottom of the waitlist. Wait lists are not maintained year over year for admission purposes. For admission to subsequent school years, applicants on the waitlist must reapply.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Parents/guardians of accepted students must complete all steps in the registration process in order to attend the Charter School. As part of this process, all applicants must submit the following registration documents to the Charter School:

- Indication of whether the student may require special education or related services, the student's home language and whether the student may be an English learner
- Authorization for the school to request and receive student records from all schools the student has previously attended or is currently attending¹⁶
- Proof of full immunization or exemption from a medical professional
- Proof of health examinations and oral examination required by the Health and Safety Code
- Proof of age
- Emergency Card
- Proof of residency

¹⁶ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

ELEMENT 9: STUDENT DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes*

disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(I).

KIPP Valiant strives to create an environment where students, staff, and community members feel positive and valued, are engaged with their surroundings, form relationships with others, ascribe meaning to what they do, and feel a sense of accomplishment. At KIPP Valiant, we believe that all students can learn. Staying true to that belief means keeping students with KIPP Valiant and supporting not only their academic success, but students' overall well-being and sense of belonging in the community.

Restorative Practices

KIPP Valiant will be focused on restorative practices and social-emotional learning as it relates to our retention and disciplinary methods. Restorative practices at KIPP Valiant focus on the needs of those affected, the offender, as well as the surrounding community. Restorative-practices in schools emphasize repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that take into account what's best for the student and the community. As much as possible, KIPP Valiant staff will seek to utilize restorative practices in response to any violations of school values. Furthermore, KIPP Valiant will be focused on reducing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost. We will also work to restore students to the Charter School community even after strong disciplinary actions such as suspensions.

KIPP Valiant will be built on an understanding of the history and context of the communities it serves and will work closely with the students, families, and community to establish practices that will instill a sense of self-awareness, community orientation, and pride in students.

Pupil Suspension and Expulsion Policy

KIPP Valiant staff are committed to providing a safe learning environment for all students. KIPP Valiant will rely on restorative practices and social emotional support to address behavioral challenges whenever possible.

However, when a student's behavior may endanger other students or staff or are excessively disruptive to the learning of other students, there may be grounds for suspension and/or recommendation for expulsion, subject to normal due process requirements described in the KIPP Northern California Pupil Suspension and Expulsion Policy and Procedures, included as Appendix 6. As much as possible, students will remain in school to continue to learn and be part of the Charter School community.

Policy

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. Although charter schools are exempt from school district procedures and process for suspensions and expulsions, in creating these procedures, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at non-charter schools may be suspended or expelled, and the procedures governing those suspensions and expulsions in order to establish its list of offenses for suspensions and expulsions. The provisions that follow are largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School will periodically review its policies and procedures surrounding suspensions, expulsions, and involuntary removals, and may modify the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures associated therewith, so long as not materially different from this charter petition.

Similarly, the procedures for suspension, expulsion, and involuntary removal may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed annually as part of the Student and Parent Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. The Charter School will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-school disciplinary actions that may include:

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

The Charter School shall implement disciplinary practices in compliance with applicable California law regarding student recess and physical activity time. Students shall not be denied required recess time except as permitted by law, and any use of detention or other disciplinary interventions during the

school day shall be scheduled in a manner that preserves students' legally required recess and does not unlawfully reduce mandated recess periods.

KIPP Valiant will not dismiss students based on poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance nor discipline issues that do not meet criteria for recommending expulsion.

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 administration of KIPP Valiant shall ensure that students and their parents/guardians¹⁷ 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.

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

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

¹⁷ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the Policy. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement.

Homework Assignments During Suspension

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

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

ELEMENT 10: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(J).

KIPP Public Schools Northern California is committed to providing the most competitive benefit package to its teachers and staff that it can afford. All KIPP Valiant Community Prep staff participate in the Federal Social Security system. At this time, KIPP NorCal employees do not participate in the State Teachers' Retirement System or the Public Employees' Retirement System. Rather, Charter School employees have the option to participate in the KIPP Public Schools Northern California' sponsored 401(k) retirement savings plan. KIPP Public Schools Northern California currently matches eligible individual contributions up to 4% of an employee's eligible compensation, with an annual maximum of \$23,000. Employees are fully vested after three years of service. Policies may change during the term of the charter. KIPP Public Schools Northern California will routinely review potential retirement options for its faculty and staff and will provide the most valuable and convenient options to its employees that the organization can sustain. The Human Resources team of KIPP Public Schools Northern California is responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees.

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT 12: EMPLOYEE RETURN RIGHTS

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

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

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

ELEMENT 13: DISPUTE RESOLUTION PROCEDURES

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

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

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

Disputes between KIPP Northern California and/or KIPP Valiant and the District

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

In the event of a dispute between KIPP Northern California and/or KIPP Valiant and RCSD, the staff, employees, and Board members of KIPP Northern California, KIPP Valiant, and the District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the School Leader of KIPP Valiant, or their respective designees, who will in turn notify KIPP Northern California. In the event that RCSD's Board of Directors believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The School Leader of KIPP Valiant, Chief Executive Officer of KIPP Northern California, and Superintendent of RCSD, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, if practicable, no more than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, the School Leader of KIPP Valiant, and the Chief Executive Officer of KIPP Northern California, or their respective designees, and attempt to resolve the dispute within fifteen (15) business

days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, Chief Executive Officer, and School Leader, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session, including whether the results are binding, shall be developed jointly by the Superintendent and the Chief Executive Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between RCSD and KIPP Valiant. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law, and nothing in the foregoing shall preclude either party from seeking injunctive or other extraordinary relief in the event of a threat of irreparable injury. All timelines in this section may be revised upon mutual written agreement of the District and KIPP Northern California.

All written notices required under this section shall be either hand delivered, sent by facsimile, or sent by US mail, postage prepaid, to the addresses as set forth below. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To KIPP Northern California and KIPP Valiant:

KIPP Public Schools Northern California
Attn: Beth Thompson, Chief Executive Officer / Michelle Verrochi, School Leader and Karsen Matos, School Leader
1 Kaiser Plaza, Suite 550
Oakland, CA 94612

To Ravenswood City School District:

Gina Sudaria, Superintendent
Ravenswood City School District
2120 Euclid Avenue
East Palo Alto, CA 94303

Internal Disputes

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

made available to stakeholders. The District shall promptly refer all disputes not related to a possible violation of the charter or law to KIPP Valiant.

ELEMENT 14: CLOSURE PROCEDURES

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

Should KIPP Valiant cease operation, KIPP Northern California shall comply with all portions of Education Code Section 47605(c)(5)(O) and Title 5, California Code of Regulations, Section 11962 regarding the closure of the Charter School. The entity responsible for conducting closure-related activities shall be KIPP Northern California. Closure of KIPP Valiant shall be documented by official action of the Board of Directors of KIPP Northern California ("Closure Action"). The Closure Action will identify the reason for closure. In the event of Charter School closure, all academic reporting will be completed in compliance with all applicable laws and regulations. The District will work cooperatively to assist KIPP Northern California in closure-related activities.

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

1. Closure of the Charter School will be documented by official action of the Board of Directors of KIPP Northern California. The Closure Action will identify the reason for closure. The Closure Action will also identify an entity and person or persons responsible for closure-related activities.
2. The Charter School will promptly notify parents and students of the Charter School, the District, the San Mateo County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
3. The Charter School will ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.
4. The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.
5. As applicable, the Charter School will provide parents/guardians, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to

their next school. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the District to determine a suitable alternative location for storage.

6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
7. As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six (6) months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.
8. The Charter School will complete and file any annual reports required pursuant to Education Code Section 47604.33.
9. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and, upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
10. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
11. As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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

MISCELLANEOUS CHARTER PROVISIONS

Financial Plan and District Impact Statement

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

Financial Position

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

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

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

Budgeting

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

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

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

Financial Reporting

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

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15 or as otherwise required by law, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and the California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District

Financial Audits

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

Potential Users of Financial Information

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

Administrative Services

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

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

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

KIPP Northern California has successfully established strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest,

signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement. KIPP Northern California has a check signing policy in place to ensure multiple levels of internal controls involving the School Leader, finance and accounting staff, and the executive team.

Tools Used for Tracking and Reporting Financial Matters

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

Attendance Accounting

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

Payroll

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

Vendor Selection and Purchasing

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

Oversight

Pursuant to California law, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section

47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. If the Charter School is able to obtain substantially rent free facilities from the District, the District may charge for the actual costs of supervisory oversight not to exceed three (3) percent of the revenue of the Charter School in accordance with Education Code Section 47613(b). Pursuant to Education Code Section 47613(f), “revenue of the charter school” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Facilities

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

KIPP Valiant Community Prep is committed to serving the Ravenswood community. In 2020, KIPP Northern California and the Ravenswood City School District entered into a 2-year Facility Use Agreement for the site of the former Willow Oaks School, located at 620 Willow Oaks Road, Menlo Park. The Facility Use Agreement was renewed for two years in 2022, extended for an additional year in 2023, and renewed in October 2024 for the current period: July 1 2025 - June 30 2027.

Potential Civil Liability Effects

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

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

KIPP Valiant shall be operated by KIPP Northern California, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. KIPP Valiant shall work diligently to assist the Ravenswood City School District in meeting any and

all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The KIPP Northern California Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees. In order to mitigate both the potential legal and fiscal liabilities of KIPP Valiant, KIPP Northern California will have in force at all times prepaid liability insurance for KIPP Valiant. The Ravenswood City School District Board of Trustees will be named as an additional insured on KIPP Valiant's general liability insurance.

The District will be furnished with certificates of insurance signed by an authorized representative of the insurance carriers. RCSD has the right to require complete certified copies of the required insurance policies. Facsimile or reproduced signatures may be acceptable upon review by the District. However, RCSD reserves the right to require certified copies of any required insurance policies.

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

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Oversight, Reporting, Revocation, and Renewal

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

No later than 120 days prior to the expiration of this charter, KIPP Northern California will present the District with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code Sections 47605, 47607, and/or 47607.2, and all applicable regulations. KIPP Valiant's charter may be renewed by the District for additional two, five, or five to seven year terms in accordance with the applicable charter renewal criteria as set forth in Education Code Sections 47607 and 47607.2.

Term of Charter

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

Scope of Charter

KIPP Northern California shall not operate under the KIPP Valiant name satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of the Ravenswood City School District.

Material Revisions and Amendments

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

Force Majeure

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

No Waiver

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

Notices

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

To KIPP Northern California and KIPP Valiant:

KIPP Public Schools Northern California

Attn: Beth Thompson, Chief Executive Officer / Michelle Verrochi, School Leader, and Karsen Matos, School Leader

1 Kaiser Plaza, Suite 550

Oakland, CA 94612

To Ravenswood City School District:

Gina Sudaria, Superintendent

Ravenswood City School District

2120 Euclid Avenue

East Palo Alto, CA 94303

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