

Ravenswood City School District

“2027-2032 KIPP Valiant Renewal Petition”

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Executive Summary

School Overview

KIPP Valiant Community Prep (Valiant), part of the KIPP Northern California network, was established within the Ravenswood City School District (Ravenswood or District) boundaries in 2017. They are currently located at a District owned site, formerly known as “Willow Oaks”, at 620 Willow Rd, in Menlo Park. Valiant initially shared a campus with Brentwood Elementary and moved to Willow Oaks during the 2020-2021 school year.

Renewal Process

The District originally authorized a five year charter for Valiant beginning July 1, 2017 and expiring on June 30, 2022. Due to COVID, the State extended the date of renewal for all California charter schools, which extended Valiant’s authorization until June 30, 2025. The District authorized a two-year renewal term, with their current authorization due to expire on June 30, 2027.

On August 14, 2026, Valiant submitted a 726 page renewal petition (including appendices) to Ravenswood. Leading up to that submission and continuing after, District staff have worked closely with Valiant staff to develop a deep understanding of their program. This has included a site visit that involved seeing multiple instructional spaces, providing opportunities for family engagement, holding a public hearing, and additional data requests (more information is in the Appendix of this Staff Report).

The length of the renewal petition is determined in part by the applicable charter renewal criteria identified in California Education Code (EC) Section 47607. Since its last renewal, KIPP Valiant has moved from the “Low” category to the “Middle-Performing” category, based on the California Department of Education (CDE) performance category data file released in January 2026 and updated in April 2026. A charter school in the Middle category is able to be renewed for a term of five years. KIPP Valiant’s renewal petition therefore proposes a five year term beginning July 1, 2027 and expiring on June 30, 2032.

If a charter school is authorized by the District, the District has certain oversight obligations and an obligation to provide physical space for the school that is comparable to existing District facilities. The District has been meeting those obligations heretofore. Should the renewal be approved, the District would continue to meet those obligations.

Board Decision

The Board, in reviewing this petition, has two options.

Option A: Approve the Charter for Five Years

Pursuant to EC Section 47607.2(b), the chartering authority shall consider the schoolwide performance and the performance of all student groups on the state indicators on the California School Dashboard, and the school's performance on the local indicators. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a renewal.

For a charter renewed under this section, the renewal term is five years.

Option B: Deny the Charter Renewal

The Board may deny the renewal of a Middle-performing charter school only upon making written findings that

- a) the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school,
- b) closure of the charter school is in the best interest of pupils, and
- c) its decision provided greater weight to performance on measurements of academic performance.

Pursuant to EC Sections 47607.5 and 47605(k)(1)(A)(i), if the governing board of a school district does not grant a charter school's petition for renewal, the charter school may submit an appeal to the county board of education.

Renewal Criteria

Pursuant to California Education Code (EC) Section 47607(c), when considering a renewal, state Education Code (Section 47607(c)) calls for the chartering authority to consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard. The performance criteria is determined by the school's performance level on all schoolwide state indicators, the schoolwide status compared to the state average on all academic indicators, and the specific student groups that have underperformed relative to the state average.

Under this criterion, a charter school is placed into one of the three performance level categories: high, middle, or low. The determination for charter renewals for each category are as follows:

- **High:** A charter school in this category is eligible for a five-, six-, or seven-year renewal term.
- **Middle:** A charter school in this category may be renewed for a five-year term.
- **Low:** A charter school in this category may be renewed for a two-year term only if it meets the conditions under EC Section 47607.2(a)(4).

KIPP Valiant has been identified as falling under the “**Middle**” performance category. Schoolwide, their academic indicators remain below the state average on both the 2024 and 2025 Dashboards. The state indicators are ELA, Math, ELPI, Science, Chronic Absenteeism, and Suspension.

The CDE uses the following information to determine the performance category

1. Criterion 1 -
 - a. If blue/green for *all* state indicators for two years = High Performing
 - b. If red/orange for *all* state indicators for two years = Low Performing
 - c. If Criterion 1 does not apply, the CDE looks at Criterion 2
2. Criterion 2 - limited to academic indicators (ELA, Math, ELPI) with a color.
 - a. Majority of students groups with colors that are *higher* than the statewide average for that group over two years = High Performing
 - b. Majority of students groups with colors that are *lower* than the statewide average for that group over two years = Low Performing
3. Charter schools that do not meet the “High” or “Low” performing categories are placed in the Middle performing category.

KIPP Valiant does not qualify for High Performing or Low Performing under Criterion 1 or 2, therefore they have been placed in the Middle Performance Category.

Schoolwide Results	2024 Dashboard		2025 Dashboard	
	KIPP Valiant	Statewide Average	KIPP Valiant	Statewide Average
English Language Arts	65.2 points below standard Yellow	13.2 points below standard Orange	75.6 points below standard Red	8.1 points below standard Yellow
Mathematics	89.2 points below standard Yellow	47.6 points below standard Orange	94.8 points below standard Orange	42.4 points below standard Yellow
English Learner Progress	43.7% making progress Yellow	45.7% making progress Orange	37.9% making progress Orange	46.4% making progress Yellow

Data Source: California Dashboard 2024 and 2025

Renewal Rationale and Recommendation

As a Middle-performing school, KIPP Valiant is eligible for a five-year renewal, and the Board may only deny the renewal by making the written findings described above. Note that while KIPP Valiant is eligible for renewal, the Board retains its responsibility to weigh the evidence, giving greater weight to academic performance.

The District takes the granting of a charter very seriously. We have looked beyond the legal minimum for renewing the charter. To be sure, either renewing or denying the Charter has real impacts across the community. Renewing a school that does not adequately serve higher need groups - such as students with special needs, late-enrollees, recent immigrants - can shift those students to District schools, concentrating student need. Meanwhile, denying a Charter to an effective school results in a loss of quality options for the community and could result in a new loss of highly effective educators from our community.

Valiant has shown overall improvement in test scores since their last renewal, having moved from Low Performing to Middle Performing. We can see from the data that there was improvement in their results on the 2024 CA Dashboard, and then a decline in achievement on the CA Dashboard in 2025. These results were still sufficient to place the charter school in the Middle Performance Category.

In many ways their academic offering is similar to Ravenswood. They have a similarly long school year and school day. We use similar assessments and curriculum. Valiant has more of an instructional focus on the state-tested subjects including reading and mathematics, with students able to take Art, PE or Spanish during their “Excellence” block (enrichment period). Ravenswood offers a broader array of options, especially related to enrichment opportunities such as Arts, Dance, Drama, Career Technical Education (CTE), Music, other Expanded Learning Opportunities, and Bilingual Pathways (Spanish Language Immersion).

KIPP Valiant has been working with the District to develop more transparency, and balance during the enrollment processes, especially for students who are enrolling after the first day of school. The District would like these collaboration efforts to continue.

At this time, Ravenswood staff believe that upon a review of the available evidence, a five year renewal is justified.

Staff would recommend the following guidelines in consideration of the next renewal petition:

1. KIPP Valiant sustains the effective aspects of its current program
2. KIPP Valiant maintains or improves on their Middle Performing category status
3. KIPP Valiant continues to collaborate with the District on enrollment information and practices

Timeline

The timeline of major activities is:

- August 14, 2026: Renewal petition was submitted to Ravenswood City School District
- October 8, 2026: Public hearing was held during a Ravenswood board meeting
- October 20, 2026: Ravenswood staff conducted a site visit at KIPP Valiant
- October 19 & 21, 2026: Ravenswood staff held virtual open office hours for families
- October 28, 2026: Ravenswood staff report was published on the district website
- November 12, 2026: Decision hearing is held at Ravenswood board meeting

Report Overview

This report has three main sections. They each seek to present in a neutral manner the results of the analysis the Ravenswood team has undertaken in reviewing the renewal request. The chapters are as follows:

- I. Has the Charter School Presented a Sound Educational Program?
 - II. Is the Petition Reasonably Comprehensive?
 - III. Is the School Serving All Students Who Wish to Attend?
 - IV. Appendix
-

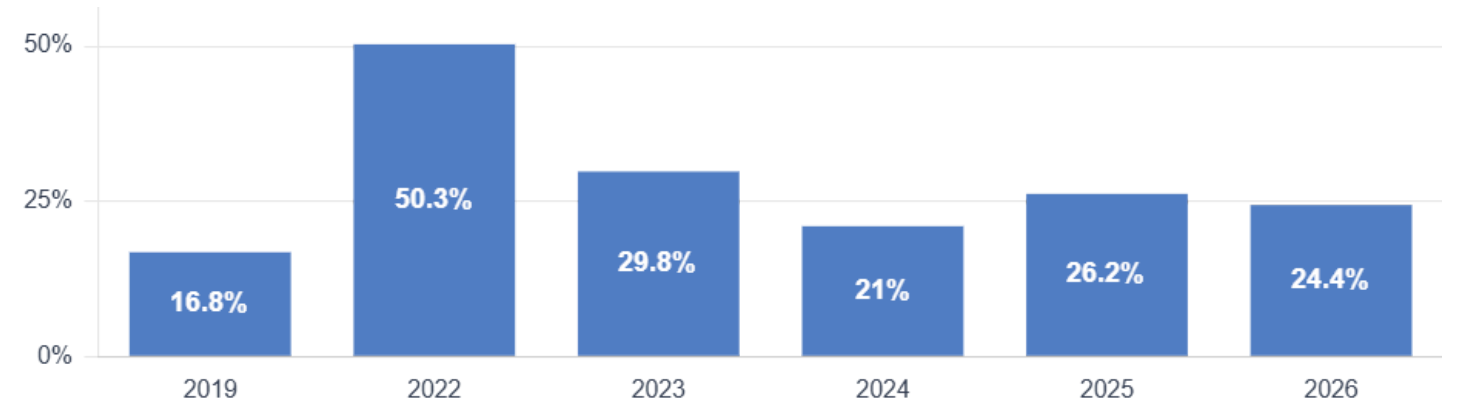
I. Has the Charter School Presented a Sound Educational Program?

Section Overview

This section seeks to understand Valiant’s attendance rates and academic performance throughout recent school years, and provides an overview of how the school is actively working to improve these metrics.

Attendance

The Chronic Absenteeism Indicator on the California Dashboard measures the percentage of students who are absent for 10% or more of their instructional days.



Data Source: California Dashboard 2025 - Chronic Absenteeism by Year for KIPP Valiant

Chronic Absenteeism	2023-24	2024-25	2025-26
KIPP Valiant	21.0%	26.2%	24.4%
State	18.6%	17.1%	16.1%

Data Source: California Dashboard Overview

The charter school renewal petition highlights that chronic absenteeism has been a persistent regional challenge for KIPP NorCal following the COVID-19 pandemic, and states that KIPP Valiant “has made notable progress in reducing it” (p. 13). The Dashboard shows the rate fell from 50.3% in 2021-22 to 21.0% in 2023-24. However, it increased by 5.3 percentage points on the 2025 Dashboard (to 26.2%), and lowered to a rate of 24.4% on the 2026 Dashboard. KIPP Valiant’s 2026 rate is lower than the Ravenswood districtwide rate, but is well above the statewide rate (16.1%).

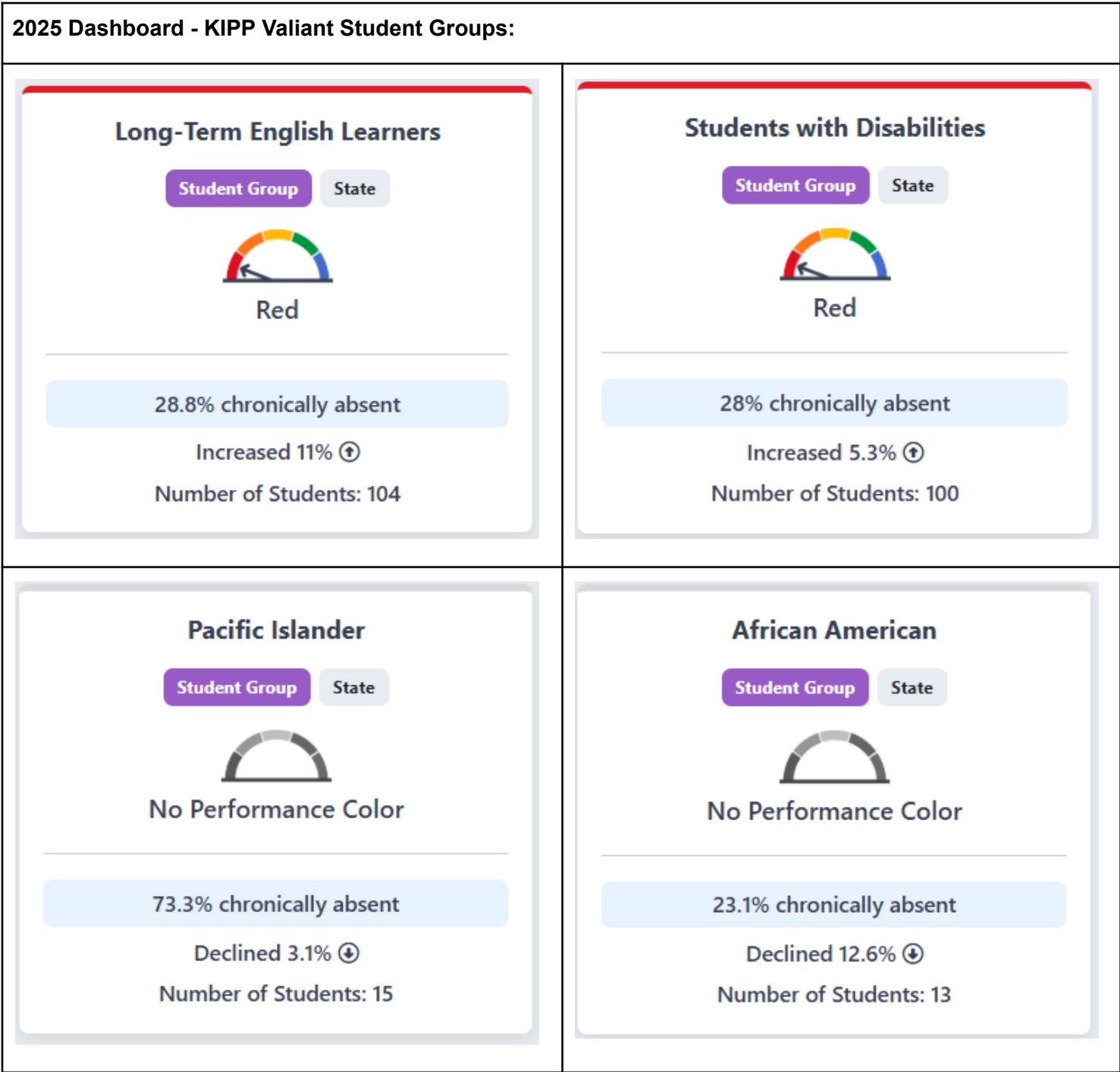
Performance Levels (or colors) for state indicators on the California Dashboard are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red. These can be schoolwide, districtwide, or for specific student groups. Some student groups do not always receive a performance color (eg. there were not enough students each year for 2 years).

KIPP Valiant is identified as “Red” on the 2025 CA Dashboard due to the combination of “status” (very high - 20.1% or higher) and “change” (increased significantly - 3 or more percentage points).
In comparison, Ravenswood is identified as “Yellow” due to the combination of “status” (very high - 20.1% or higher) and “change” (declined significantly - 3 or more percentage points).

2025 Dashboard - KIPP Valiant:	2025 Dashboard - Ravenswood Districtwide:
All Students All StudentsState  Red 26.2% chronically absent Increased 5.3% ↑ Number of Students: 602	All Students All StudentsState  Yellow 35.8% chronically absent Declined 5.4% ↓ Number of Students: 1,575

Data Source: California Dashboard 2025

When looking “Groups by Performance Level”, we can also identify specific student groups within the KIPP Valiant chronic absenteeism data some of which have higher rates than the schoolwide average:



Data Source: California Dashboard 2025 - Chronic Absenteeism Student Groups by Performance Level

All five student groups that have a performance color are Red. Notably, Long Term English Learners had chronic absenteeism rates that increased 11 percentage points, and Students with Disabilities increased (or worsened) by 5.3 percentage points. For Pacific Islander students and African American students (both without a performance color), the chronic absenteeism rates declined (improved). However, while African American students now fall under the schoolwide average, Pacific Islander students are still disproportionately absent.

Pacific Islander students make up only 2.6% of the charter school's student body, but nearly three in four (73.3%) were chronically absent, a much higher rate than for Pacific Islander students at Ravenswood (44.2%) or statewide (31.0%). The school's LCAP sets a reduction target of 8 percentage points per year for this group (petition p. 78), which indicates that the charter school is monitoring this specific concern.

Additional information about the reason for absences is available via DataQuest:

Name	Eligible Cumulative Enrollment	Count of Students with One or More Absences	Average Days Absent	Excused Absences	Unexcused Absences	Out-of-School Suspension Absences	Incomplete Independent Study Absences
KIPP Valiant Community Prep	602	588	13.0	33.2%	66.8%	0.1%	0.0%
Ravenswood City Elementary	1,565	1,540	15.7	50.6%	49.2%	0.2%	0.0%
San Mateo	79,468	74,187	10.6	64.3%	34.3%	0.5%	0.9%
Statewide	5,167,417	4,875,414	12.4	54.7%	41.7%	0.8%	2.8%

Data Source: DataQuest 2024-25 Absenteeism by Reason

As with any school-wide average, the aggregate rate cannot reflect the lived experience of all students. There are multiple ways to explore this data such as by grade level, by student group (eg. Homeless Youth, English Learners, Socio-economically Disadvantaged), or by Race/Ethnicity. Each approach can tell us something important about the potential barriers that students may be facing, and that information can be used to further consider what interventions might be most applicable for a group of students, or for specific individuals.

Ravenswood District students have a slightly higher percentage of excused absences (50.6%) than unexcused absences (49.2%). KIPP Valiant has a much bigger difference in their data with only 33.2% excused absences, and 66.8% unexcused absences.

The renewal petition describes a multi-tiered approach to attendance, including daily phone calls and attendance meetings with families, parent education workshops, integrating attendance into IEPs, family check-ins, and attendance incentives (p. 13). In 2022-23, KIPP Valiant was awarded a California Community Schools grant, which funds a Community & Collaborative Support Manager, intending to connect families to wrap-around services in an effort to remove barriers to consistent attendance.

The renewal petition would be strengthened by describing the data protocols used to interrogate their attendance data, how students at-risk of becoming chronically absent are identified early, how interventions are targeted towards specific student groups or individual needs, or how the school has evaluated the effectiveness of its strategies.

Special Mention based on the 2026 Dashboard

The 2026 CA Dashboard was not released until October 15, 2026, so KIPP Valiant was unable to fully utilize this data in their renewal petition. The schoolwide indicator for Chronic Absenteeism has improved to have the performance color Orange, and all student groups with a color have also improved to Orange. This is because all student groups with a color have shown minor improvement (the chronic absenteeism rate has decreased).

For student groups without a color, African American students are showing only 12.5% chronically absent, while Pacific Islander students have also improved significantly, showing 52% chronically absent. This is still disproportionate, compared with the rest of the student groups, but the rate has declined by 21.3 percentage points, which can indicate that the strategies in place seem to be having an effect.

2026 Dashboard - KIPP Valiant:	2026 Dashboard - Ravenswood Districtwide:
All Students All StudentsState  Orange 24.4% chronically absent Declined 1.8%⬇️ Number of Students: 565	All Students All StudentsState  Yellow 31.1% chronically absent Declined 4.7%⬇️ Number of Students: 1,571

Data Source: California Dashboard 2026

Academic Performance Data-Use Procedures

Verified Data

Pursuant to California Education Code (EC) Section 47607.2, 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. While the original provision was sunset, the budget trailer bill AB 126 (July 2026) reinstated it. Verified data is used in the charter school renewal process for schools in the “low” and “middle” performance categories. Section 47607.2(b) states that the authorizer must also consider clear and convincing evidence, based on verified data, showing either measurable increases in academic achievement (at least one year’s growth for each year of attendance), or strong postsecondary outcomes.

The following describes the data use implementation process recommended by the CDE to support comprehensive and valid analyses of “verified data”:

- **Flexibility:** There is no particular verified data source that is required to be used by either the charter school or charter authority.
 - KIPP Valiant has presented data from the 2024 and 2025 CA Dashboards, 2025-26 CAASPP (SBAC) results, and mCLASS (DIBELS 8th Edition).
- **Multiple measures:** Multiple verified data sources may be presented and considered.
 - Valiant describes the following data sources (further description of each of these sources is included in the subsequent sections of this report):
 - Early Literacy Grades K-4: mCLASS DIBELS 8th Edition “Zones of Growth”
 - Some DIBELS data for Grades 5-8 was also provided
 - ELA Grades 3-8: CAASPP, including the CDE’s Student Growth Model for Grades 4-8 (based on results for the same student in consecutive years)
 - Math Grades 3-8: CAASPP, including the CDE’s Student Growth Model for Grades 4-8 (based on results for the same student in consecutive years)
 - Some Mathematics i-Ready data was presented by request. The petition states that i-Ready is administered in grades K-8 three times per year (p. 84), and i-Ready is on the SBE list of verified data assessments.
- **Transparency:** The data relied upon for purposes of a renewal shall be shared between the charter school and charter authority in a manner that allows each to understand and verify the data.
 - This is not explicitly stated in the renewal petition, however we are making a good-faith assumption that the data would be shared if requested

- **Security:** The charter school shall affirm that the assessments were administered as intended, consistent with the test publishers' administration and test security procedures and that the assessment results were obtained by pupils, without assistance other than approved test accommodations necessary to provide the student access to the assessment program and the ability to demonstrate his/her knowledge and skills. Upon request, the charter school shall provide the authorizer with additional information about test administration and security.
 - Tests used for verified data appear to be administered in accordance with the publishers' procedures and security requirements.
- **Longitudinal progress:** The charter school shall present data based on measuring the same pupils at multiple points in time. The data from different points in time shall not be composed of a different set of pupils.
 - DIBELS Zones of Growth measure the growth of the same students from the beginning to the end of each school year, compared with a national sample of students with similar beginning-of-year scores. Some results are presented schoolwide and by grade for three years (2023-24 to 2025-26).
 - No multi-year cohort analysis was provided by the school. The Dashboard's Academic Growth measure does compare the same students' CAASPP results in consecutive years (2023-24 to 2024-25), for grades 4-8.

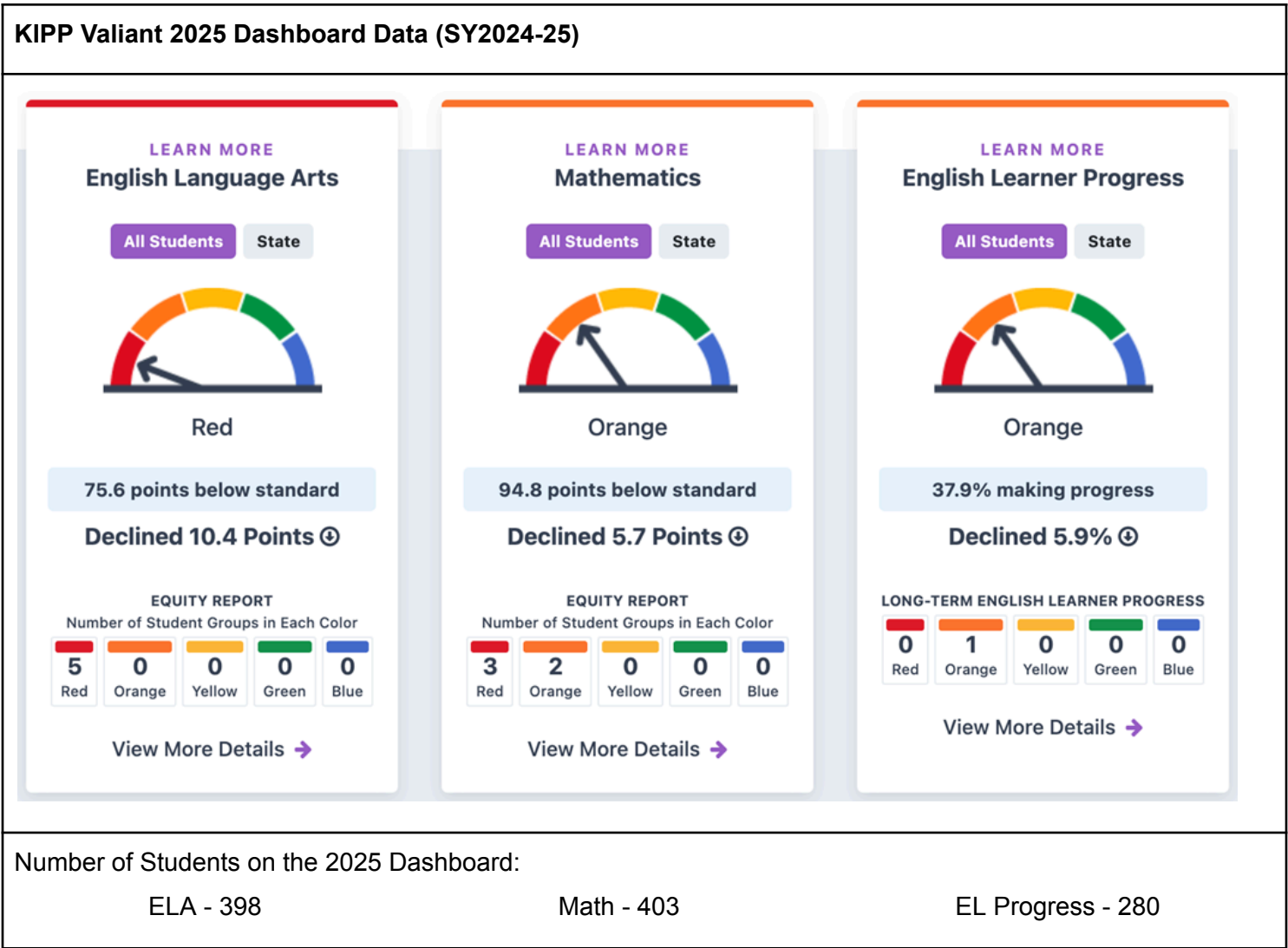
Note: For specific guidance on one year's growth, refer to published information or seek out additional guidance from the test publisher.

- mCLASS by Amplify (DIBELS) - Individual student level growth can be evaluated using the "Zones of Growth" measure; growth in the "Average" zone (40th-59th percentile) or higher is generally treated as at least one year of growth.
 - iReady - A school (groups of students) should aim to exceed 100% median progress towards Typical Growth. Typical Growth describes the growth of students at each grade and placement level. Median progress refers to the "median student" in a group (this is less skewed than the "average" when there is an outlier student achieving much higher or lower than their peers)
- **Differences from California Assessment of Student Performance and Progress (CAASPP):** The charter school shall present data for the student groups whose CAASPP performance placed the school in the "middle" or "low" performance category when appropriate data for those student groups is available. Appropriate data will meet the minimum n-size for the student group, and wherever possible, be considered in terms of student group norms.
 - English Language Arts (ELA) - The following student groups (with a performance color) scored lower than the statewide average for their respective student group: English Learner students, Hispanic students, Socio-economically Disadvantaged students, Students with Disabilities.

- Mathematics - The following student groups (with a performance color) scored lower than the statewide average for their respective student group: English Learner students, Hispanic students, Socio-economically Disadvantaged students, Students with Disabilities.
- **Comparability:** For purposes of reporting postsecondary outcomes, comparisons to similar peers may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances, such as school closures and/or evacuation orders for a portion of the academic year, to the extent such information is available.
 - This is not applicable to Valiant, as a TK-8 school.
- **CAASPP for English language arts/literacy and mathematics:** Specified CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results.
 - Valiant has reported the data in a manner consistent with the Dashboard results.
- **Pandemic/natural disaster considerations:** The charter school may present evidence of learning disruptions due to the COVID-19 pandemic and/or natural disasters, which resulted in school closures.
 - Not applicable

Analysis of Dashboard Academic Progress Indicators

This section reviews Academic Performance data for KIPP Valiant as reported on the California School Dashboard. District staff performed an extensive review of KIPP Valiant’s Renewal Petition and supporting documents, the California Accountability Dashboard, and CDE’s DataQuest reporting system.



The English Learner Progress Indicator (ELPI) represents the percentage of English learner students who are progressing towards English language proficiency. This is measured by comparing English Learner students' results from the current Summative ELPAC to the prior year's Summative ELPAC results.

Performance Levels (or colors) for state indicators are determined using current year performance (or Status) and the difference from prior year (or Change) to show growth or decline. This results in five color-coded Performance Levels for each indicator. From highest to lowest, the Performance Levels are: Blue, Green, Yellow, Orange, and Red.

KIPP Valiant's performance levels are reported as Red for English Language Arts, and Orange for Mathematics and English Learner Progress.

Results declined on all three academic indicators from 2024 to 2025:

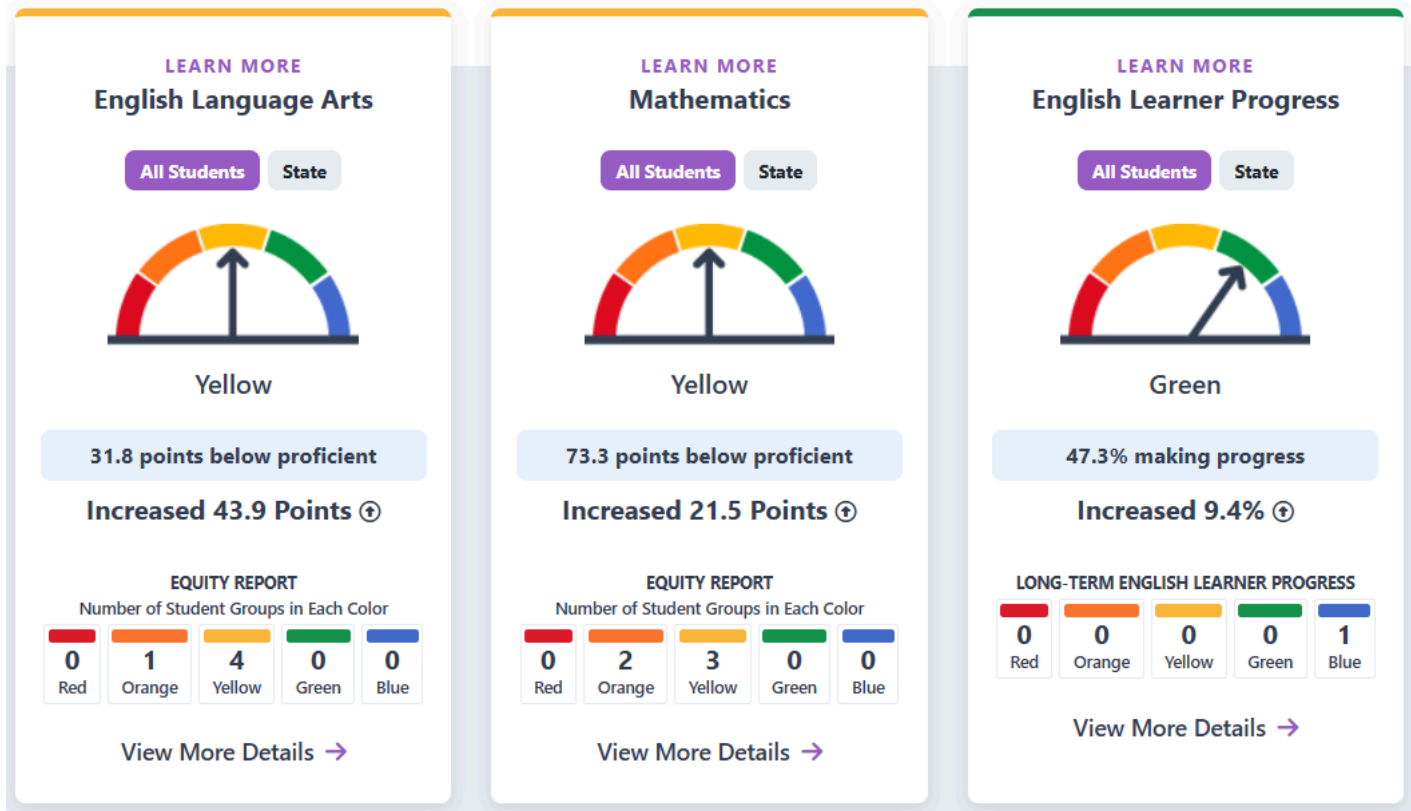
- ELA declined by 10.4 points (to 75.6 points below standard)
 - All five student groups that were assigned a performance color are Red
- Mathematics declined by 5.7 points (to 94.8 points below standard)
 - Three student groups that were assigned a performance color are Red, and two are Orange (English Learners and Long-Term English Learners)
- ELPI declined by 5.9 percentage points (to 37.9%)

Special Mention based on the 2026 Dashboard

The 2026 CA Dashboard was not released until October 15, 2026, so KIPP Valiant was unable to fully utilize this data in their renewal petition.

- The schoolwide indicator for English Language Arts has improved from Red to Yellow, with 4 student groups moving from Red to Yellow, and one moving to Orange.
- The schoolwide indicator for Mathematics has improved from Orange to Yellow, with 3 student groups placed in Yellow, and 2 in Orange.
- The schoolwide indicator for English Learner Progress has improved from Orange to Green, with the student group moving from Orange to Blue.

KIPP Valiant 2026 Dashboard Data (SY2025-26)



Number of Students on the 2026 Dashboard:

ELA - 361

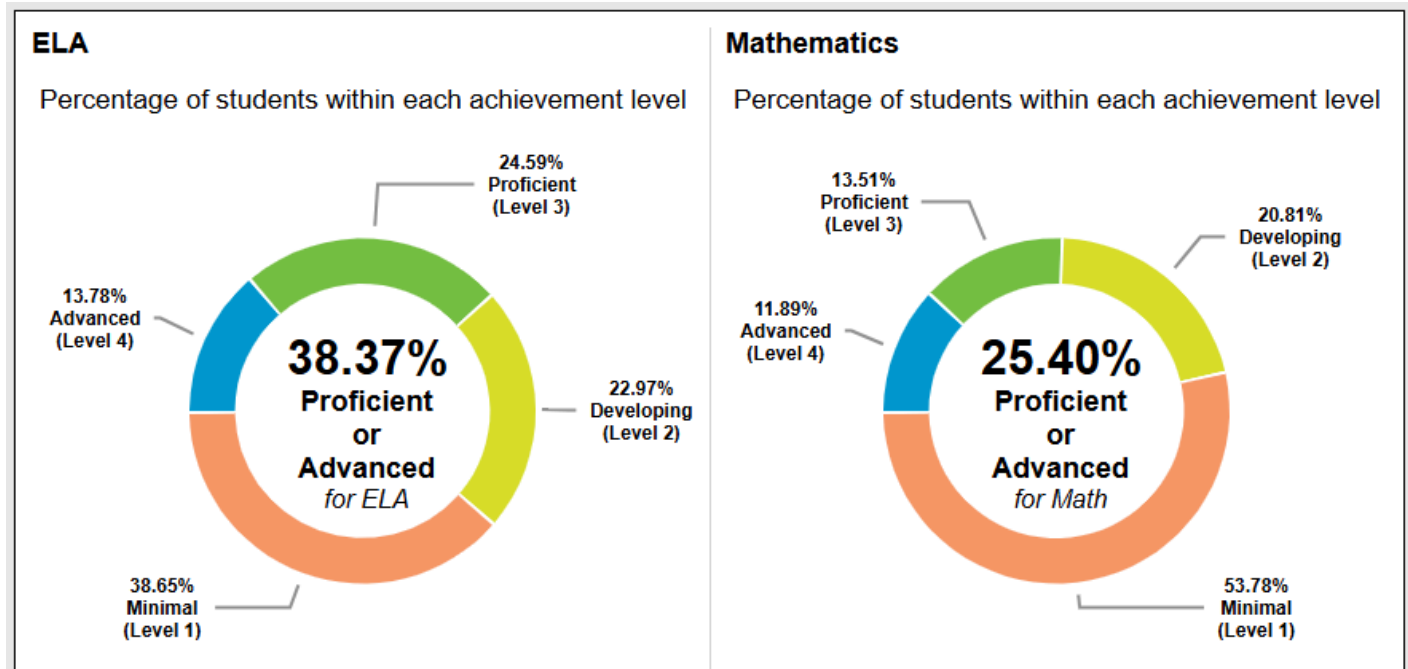
Math - 361

EL Progress - 241

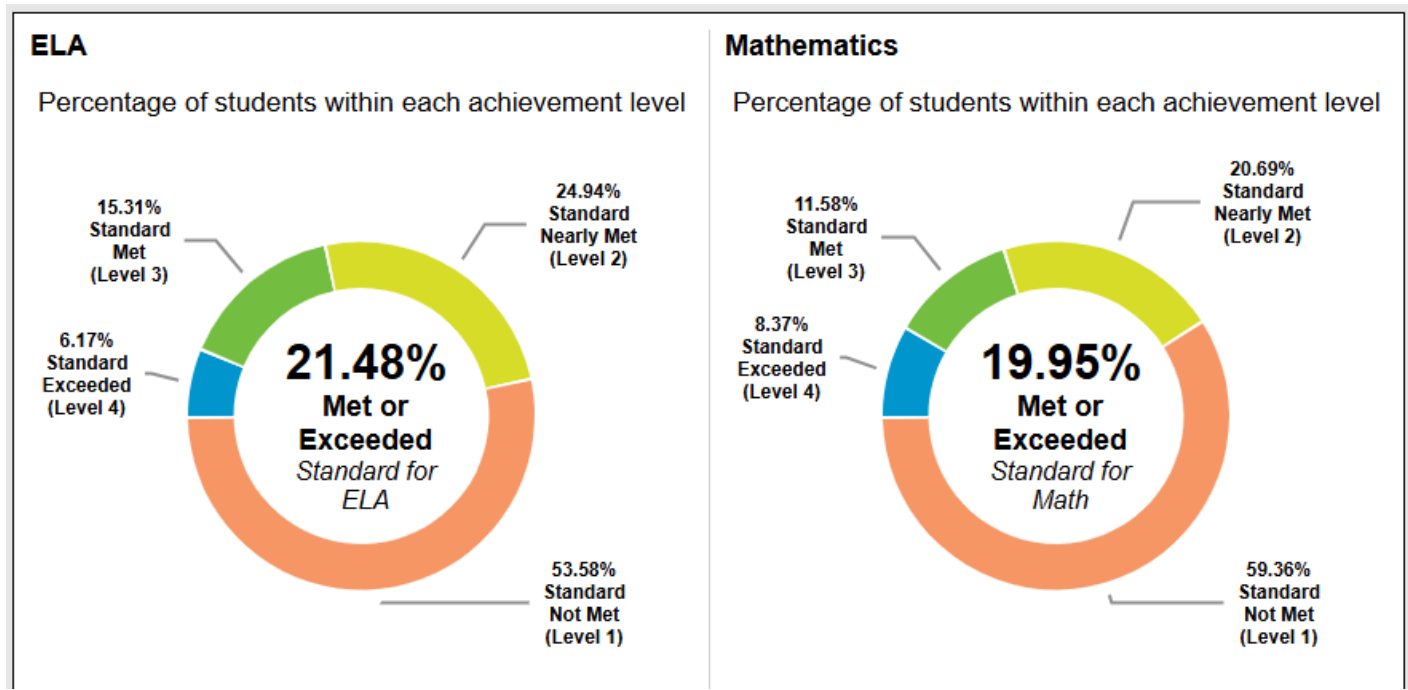
Data Source: California Dashboard 2026 - Academic Performance Overview

Below, we have provided a year-by-year comparison of students’ overall proficiency level achievements on CAASPP test results. The comparison images and data for the table were sourced from the caaspp-elpac.ets.org website, an official resource from the California Department of Education. These results are for “all students” in grades 3-8, with a test score.

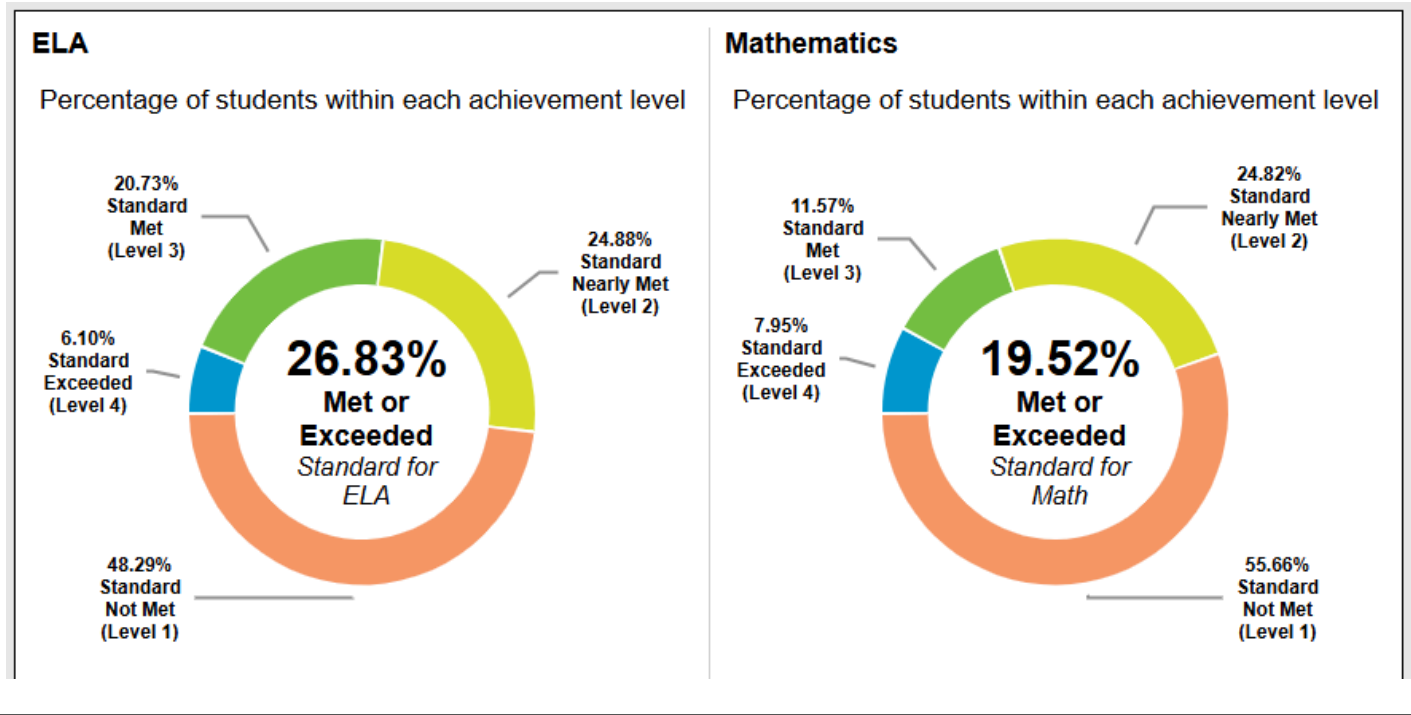
2025-26:



2024-25:



2023-24:



Data Source: caaspp-elpac.ets.org - CAASPP Overview by School Site

The table below includes the number of students that met the standard on CAASPP test results.

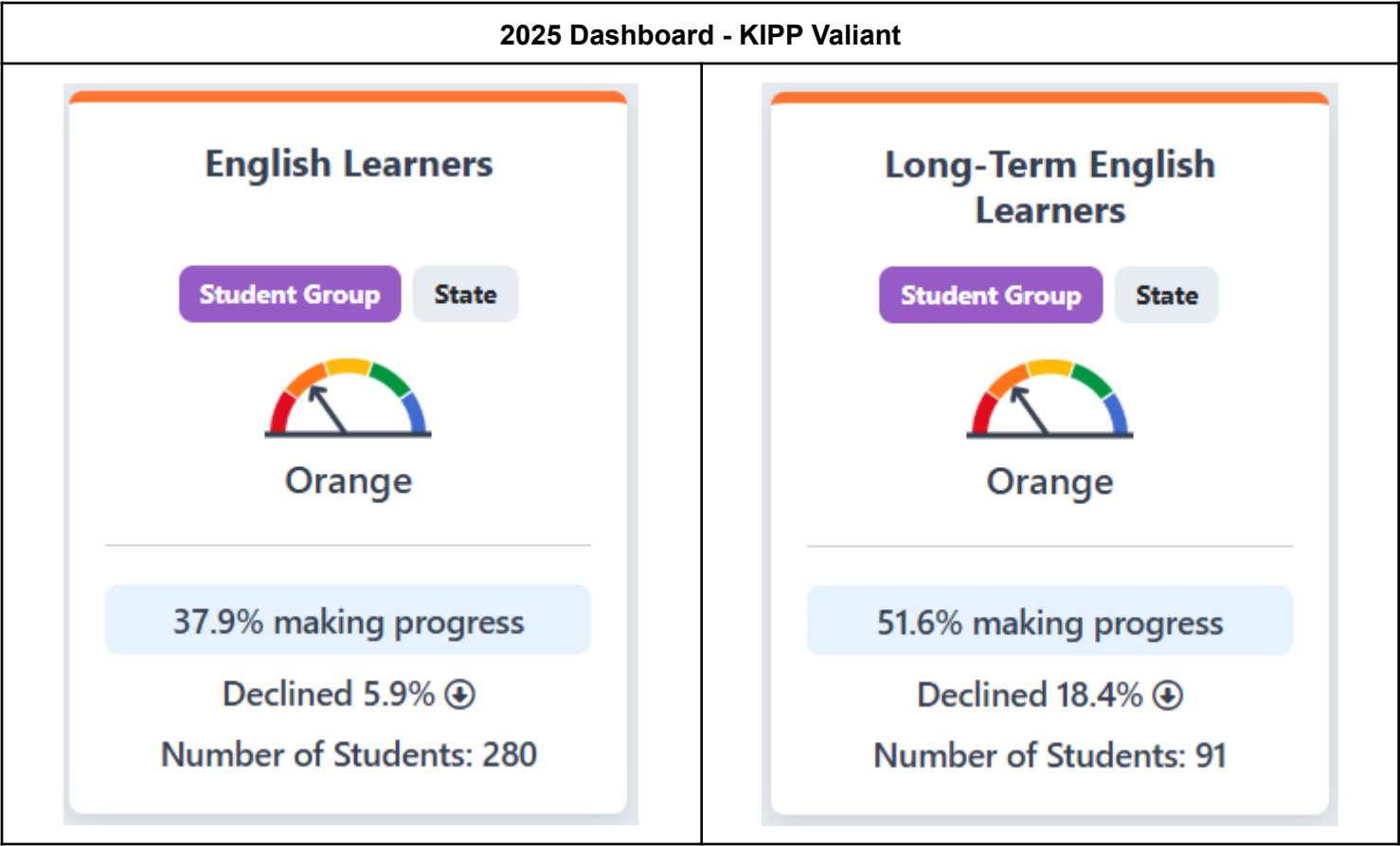
% and # of students who Met or Exceeded the Standard	2025-26:	2024-25:	2023-24:
ELA	38.37% (142 of 370 students)	21.48% (87 of 405 students)	26.83% (110 of 410 students)
Mathematics	25.40% (94 of 370 students)	19.95% (81 of 406 students)	19.52% (81 of 415 students)

Analysis of English Learner Progress Indicator

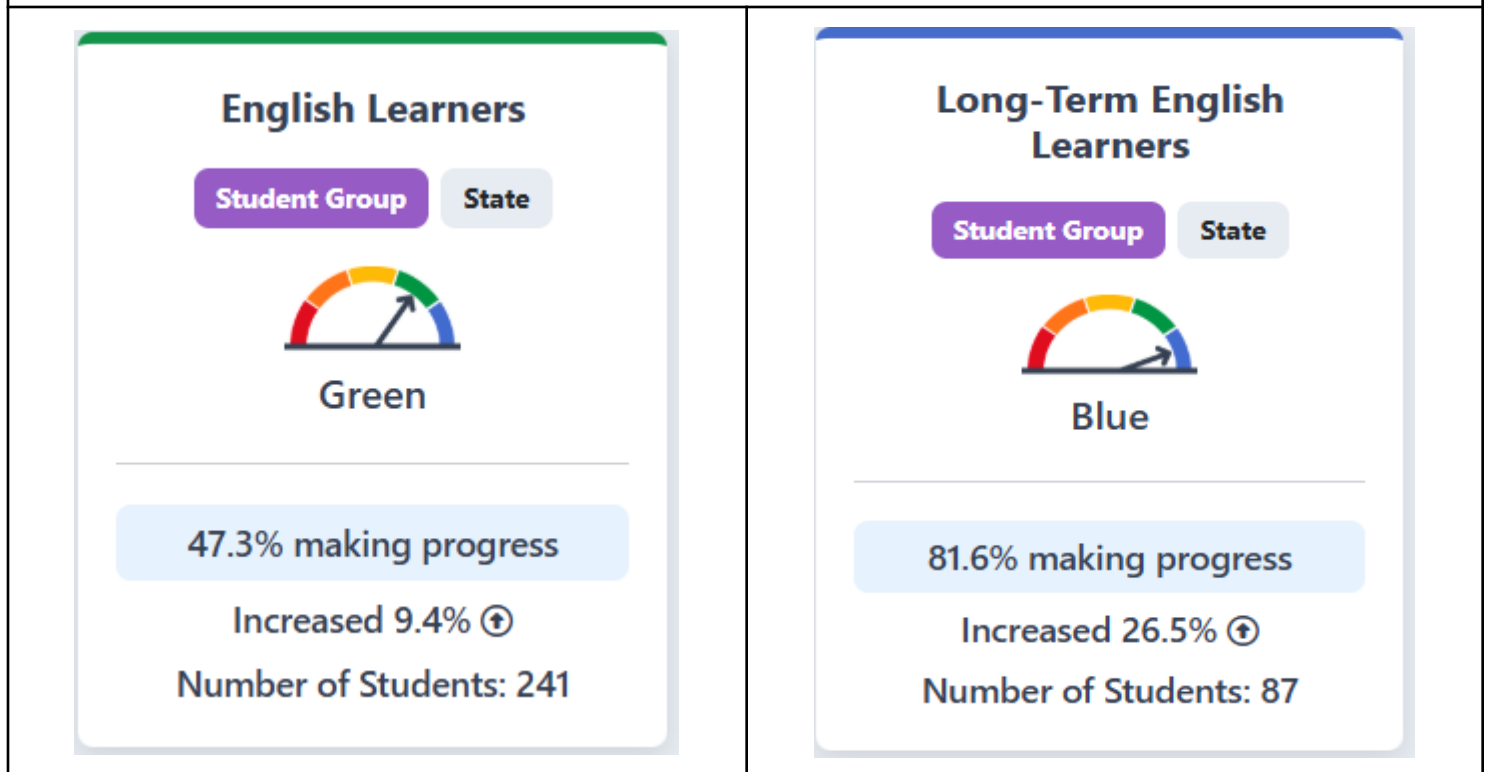
The Summative ELPAC is administered to students in grades K-12 who have been identified as an English learner based upon the results of the Initial ELPAC. The Summative ELPAC measures the progress of these students toward English language proficiency in four domains: Listening, Speaking, Reading, and Writing.

The previous renewal petition from KIPP Valiant required us to consider the 2023 CA Dashboard Data. The charter school has shown significant improvement since then.

% of students who are “making progress” towards English Language Proficiency (and Performance Color)	2023	2024	2025	2026
All English Learners	28.2% (Red) 291 students	43.7% (Yellow) 279 students	37.9% (Orange) 280 students	47.3% (Green) 241 students
Long Term English Learners (LTELs)	n/a	70.0% (Blue) 90 students	51.6% (Orange) 91 students	81.6% (Blue) 87 students



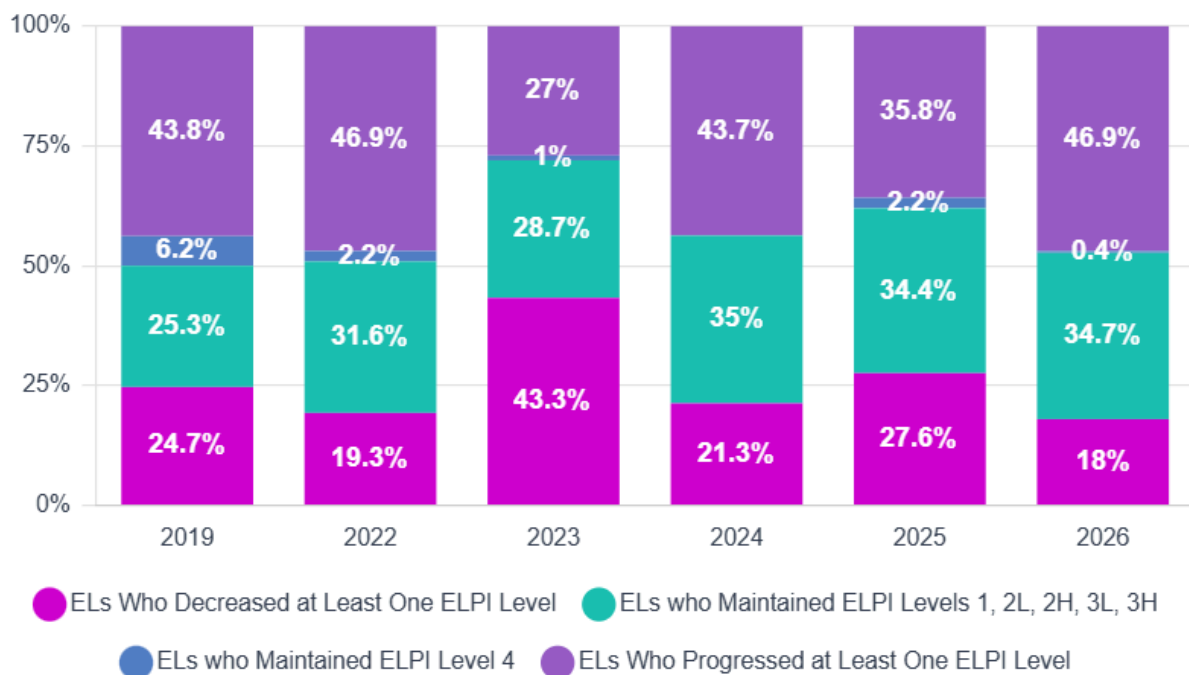
2026 Dashboard - KIPP Valiant



Data Source: California Dashboard 2025 and 2026 - English Learners by Performance Level

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Data Source: California Dashboard 2025 - English Learner Progress Indicator Acquisition Results over time

Ideally we want all students to progress at least one ELPI level, and would expect to see very few students “maintain Level 4” because those students should be meeting the requirements for reclassification.

The renewal petition attributes the slight decline in 2024-25 to instructional transitions and “limited staffing capacity” to support an English Learner population that comprised half the school’s students. In 2024-25 the charter school had one ELD teacher for the elementary school, and a vacancy for most of the year for the middle school ELD teacher. This was rectified in 2025-26, so the school now has two ELD teachers - one for elementary, and one for middle. In 2025-26 the school also introduced a daily designated-ELD block, and had an increased focus on using data more consistently. The petition also states “most of our ELs are not new to the country, and are highly proficient in social varieties of English”, which is an important student profile to be aware of, as this will impact the strategies and interventions used to accelerate student achievement in this area.

We also looked at detailed test results via the ELPAC dashboard (<https://caaspp-elpac.ets.org/>). These results (below) may show slightly different data to the California Dashboard, due to different inclusion and eligibility rules for including student data in the dataset. Notice the Level Descriptors below - students who score Level 4 are eligible for Reclassification, while students who are at Level 3 are well on the way to proficiency.

Reporting Level Descriptors

Level	Description
Level 4	Students at this level have well developed English skills. • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
Level 3	Students at this level have moderately developed English skills. • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
Level 2	Students at this level have somewhat developed English skills. • They usually need help using English to learn new things in school and to interact in social situations. • They can often use English for simple communication.
Level 1	Students at this level are beginning to develop their English skills. • They usually need substantial help using English to learn new things in school and to interact in social situations. • They may know some English words and phrases.

2025-26	All English Learners	ELs enrolled less than 12 months	At-Risk of becoming LTELs	LTELs (Long-Term English Learners)
Level 4	15.71%	6.25%	4.44%	39.62%
Level 3	25.00%	12.50%	17.78%	24.53%
Level 2	37.14%	37.5%	60.00%	33.95%
Level 1	22.14%	43.75%	17.78%	1.89%
	280 students	16 students (5.71% of ELs)	45 students (16.07% of ELs)	53 students (18.93% of ELs)

Data Source: caaspp-elpac.ets.org - Summative ELPAC Student Data

2024-25	All English Learners	ELs enrolled less than 12 months	At-Risk of becoming LTELs	LTELs (Long-Term English Learners)
Level 4	10.00%	0.00%	4.17%	10.91%
Level 3	25.63%	14.71%	25.00%	21.82%
Level 2	37.81%	23.53%	43.75%	49.09%
Level 1	26.56%	61.76%	27.08%	18.18%
	320 students	34 students (10.63% of ELs)	48 students (15% of ELs)	55 students (17.19% of ELs)

Data Source: caaspp-elpac.ets.org - Summative ELPAC Student Data

The share of all ELs scoring Level 4 and eligible for reclassification rose from 10.00% to 15.71%, and the proportion of students at Level 1 fell from 26.56% to 22.14%. Looking only at LTELs, the Level 4 performance rose from 10.91% to 39.62%, and Level 1 fell from 18.18% to 1.89%. This is consistent with the school's reported addition of a daily designated-ELD block and more consistent use of data. Students at risk of becoming LTELs are of particular concern. Only 4.44% scored Level 4, and 77.78% scored Level 1 or 2, so this group could move into LTEL status without targeted intervention.

Analysis of “One Year of Growth” Metric

This section reviews KIPP Valiant’s assertion that students are making at least one year of academic progress for every year they are in school. District staff performed a review of KIPP Valiant’s Renewal Petition and supporting documents, the California Accountability Dashboard, and CDE’s DataQuest reporting system.

In the renewal petition, the charter school provides an analysis of mCLASS by Amplify (“DIBELS”) for students in Grades K-4, to demonstrate that they have fulfilled the legal obligation of providing clear and convincing evidence showing measurable increases in academic performance, as demonstrated by verified data. The school began administering DIBELS in 2022-23, alongside LETRS training for TK-2 teachers and aides, and the CKLA foundational skills curriculum.

DIBELS is administered at the beginning, middle and end of the year. DIBELS “Zones of Growth” compare each student’s growth from the beginning to the end of the year with a nationally representative sample of students who had similar beginning-of-year scores. Students with results in the “Average”, “Above Average” or “Well Above Average” categories are identified as having made “one year of growth”. Students with results “Below Average” or “Well Below Average” are not meeting the “one year of growth” requirement.

Because Zones of Growth are norm-referenced, approximately 60% of students nationally would be expected to fall in the Average zone or higher (at or above the 40th percentile of growth). A school where 60% of students make at least average growth is therefore growing at approximately the national rate; results above 60% indicate faster-than-typical growth.

DIBELS, Grades K-4 % of students by Zone of Growth	Well Below Average	Below Average	Average	Above Average	Well Above Average	Average or above (total)
2023-24	20%	18%	19%	22%	22%	63%
	89 students		45 students	105 students		239 students
2024-25	20%	16%	23%	24%	17%	64%
	80 students		50 students	90 students		220 students
2025-26	15%	15%	21%	23%	25%	69%
	65 students		46 students	103 students		214 students

Data Source: KIPP Valiant Renewal Petition, Figures 1-3 (pp. 15-16).

DIBELS, Grades 5-8 % of students by Zone of Growth	Well Below Average	Below Average	Average	Above Average	Well Above Average	Average or above (total)
2025-26	35% (92 students)		19% (50 students)	46% (121 students)		65%

Data Source: KIPP Valiant Additional Data Request.

The data displayed here indicates that K-8 students at the charter school are making growth at or slightly above the national average overall. However, approximately one-third of students in each year did not meet the “one-year-growth” threshold.

The inclusion of the Growth by grade level provided the opportunity for further discussion of possible explanations. It is plausible that students arriving at school (particularly in Kindergarten) are arriving far below grade level, and would take some time to show “Average” growth. Looking at this through cohorted data would help to identify the accuracy of this assumption.

2025-26 End of Year Local Assessment Data	ELA/Reading (DIBELS)		Mathematics (i-Ready)	
	Number of Students At or Above Benchmark	Percentage of Students At or Above Benchmark	Number of Students At or Above Grade Level Proficiency	Percentage of Students At or Above Grade Level Proficiency
K	19	50%	17	44%
1	28	58%	5	10%
2	24	60%	5	13%
3	30	64%	13	27%
4	18	37%	12	24%
5	16	29%	12	21%
6	22	37%	25	41%
7	22	30%	12	14%
8	36	44%	13	15%

The verified data from DIBELS has several limitations when being used as evidence that students are making “one year of progress for each year in school”:

- The “Zones of Growth” describe the rate of growth relative to similar students, however they do not identify whether those students are closing the achievement gaps for students who start below grade level. The information provided in the additional data request, providing the proportion of students at or above the benchmark for grade-level-proficiency helps to address this issue.
- It is not disaggregated by student group (e.g. English Learners, Students with Disabilities, Socioeconomically Disadvantaged), so it cannot show whether the groups identified on the Dashboard as performing below the state average are making a year of growth.
- Multi-year cohort analyses (for example, following the same students from kindergarten through grade 2) would further demonstrate that the same students are actually making growth. Given that the school has a high student retention rate, we can make the assumption that the students tested in grade 2 in 2024-25 are also the same as the students tested in grade 3 in 2025-26, however an official cohort analysis would provide more integrity to the hypotheses and conclusions that are drawn.

The petition states that i-Ready, which is used for progress monitoring, is administered in grades K-8 three times per year. We would expect that the school is fully investigating all the metrics available to them to further interrogate how to accelerate student growth. For example, i-Ready provides a “typical growth” metric which refers to the “expected growth for this student in one academic year”, as well as a “stretch growth” metric - if students are meeting this “stretch growth” target, then they are closing the achievement gaps and more likely to reach or maintain grade-level proficiency.

Review of Student Group Data

This section reviews student group data from the December 2025 California Dashboard (because that was the Dashboard available at the time of the charter school's designation as "middle performing", and also the data that was publicly available at the time at which the petition was submitted). The table below compares Valiant to both the California state average and Ravenswood City School District averages. Both Ravenswood and Valiant's data demonstrates that the majority of their student achievement scores fall below the statewide average for the respective student groups. The student groups where Ravenswood is comparable to KIPP Valiant (less than 11 points between them) have been highlighted in yellow. The student groups where KIPP Valiant performs better than the state average are highlighted in green.

English Language Arts

Group	Number of KIPP Valiant Students	KIPP Valiant Distance From Standard	California State Average	Ravenswood Distance From Standard
All Students	398	75.6 Points Below Standard	8.1 Points Below Standard	105.4 Points Below Standard
English Learners	271	93.8 Points Below Standard	59.9 Points Below Standard	121.5 Points Below Standard
Current English Learners	221	115.6 Points Below Standard	--	141.5 Points Below Standard
Reclassified English Learners	50	2.4 Points Above Standard	--	46.3 Points Below Standard
English Only	43	68.1 Points Below Standard	--	75.6 Points Below Standard
Long-Term English Learners	98	86.1 Points Below Standard	104.5 Points Below Standard	125.7 Points Below Standard
Students with Disabilities	69	128.0 Points Below Standard	89.4 Points Below Standard	138 Points Below Standard
Homeless	15	119.3 Points Below Standard	68.9 Points Below Standard	121.8 Points Below Standard
Socioeconomically Disadvantaged	374	79.6 Points Below Standard	35.3 Points Below Standard	110 Points Below Standard
African American	7	<i>Not displayed for privacy*</i>	51.3 Points Below Standard	80.6 Points Below Standard
Hispanic	371	78.0 Points Below Standard	33.7 Points Below Standard	112.2 Points Below Standard
Pacific Islander	10	<i>Not displayed for privacy*</i>	29.3 Points Below Standard	89 Points Below Standard

Data Source: California Dashboard 2025 - ELA Student Group Data for KIPP Valiant

*For students fewer than 11, the Dashboard does not display the result for privacy reasons

Mathematics

Group	Number of KIPP Valiant Students	KIPP Valiant Distance From Standard	California State Average	Ravenswood Distance From Standard
All Students	403	94.8 Points Below Standard	42.4 Points Below Standard	132.1 Points Below Standard
English Learners	276	105.0 Points Below Standard	86.1 Points Below Standard	140.1 Points Below Standard
Current English Learners	226	125.3 Points Below Standard	--	151.6 Points Below Standard
Reclassified English Learners	50	12.9 Points Below Standard	--	96.7 Points Below Standard
English Only	43	99.8 Points Below Standard	--	118.4 Points Below Standard
Long-Term English Learners	98	135.6 Points Below Standard	158.9 Points Below Standard	167.2 Points Below Standard
Students with Disabilities	68	152.1 Points Below Standard	120.7 Points Below Standard	157.6 Points Below Standard
Homeless	16	109.4 Points Below Standard	102.8 Points Below Standard	142.4 Points Below Standard
Socioeconomically Disadvantaged	379	97.6 Points Below Standard	72.9 Points Below Standard	135.3 Points Below Standard
African American	7	<i>Not displayed for privacy*</i>	95.8 Points Below Standard	115.5 Points Below Standard
Hispanic	376	97.3 Points Below Standard	73.6 Points Below Standard	136.5 Points Below Standard
Pacific Islander	10	<i>Not displayed for privacy*</i>	67.5 Points Below Standard	123.4 Points Below Standard

Data Source: California Dashboard 2025 - Mathematics Student Group Data for KIPP Valiant.

*For students fewer than 11, the Dashboard does not display the result for privacy reasons

KIPP Valiant students are closer to meeting the California Standard in English Language Arts (ELA) than in Mathematics. This is the same pattern that can be seen amongst the California statewide average as well as in the Ravenswood student data. While most student groups are still performing below the state average, Long-Term English Learners (LTELs) perform better than the State-wide average for LTELs in both subjects, although this is still significantly “below standard”.

Reclassified English Learners perform better than any other group across both assessments, scoring 2.4 points *above* standard in ELA and 12.9 points below standard in Math. Because reclassification is partly based on academic performance, some of this difference is expected. Students with Disabilities are the lowest-performing group in both ELA (128.0 points below standard) and Math (152.1 points below standard). Results from African American students (7 tested) and Pacific Islander students (10 tested) are not displayed for privacy, and Homeless students (15-16 tested) are reported without a performance color. Because these groups are small, we would expect KIPP Valiant to monitor their progress closely, not just through academic and assessment data, but also through conversations with families and students.

Staffing

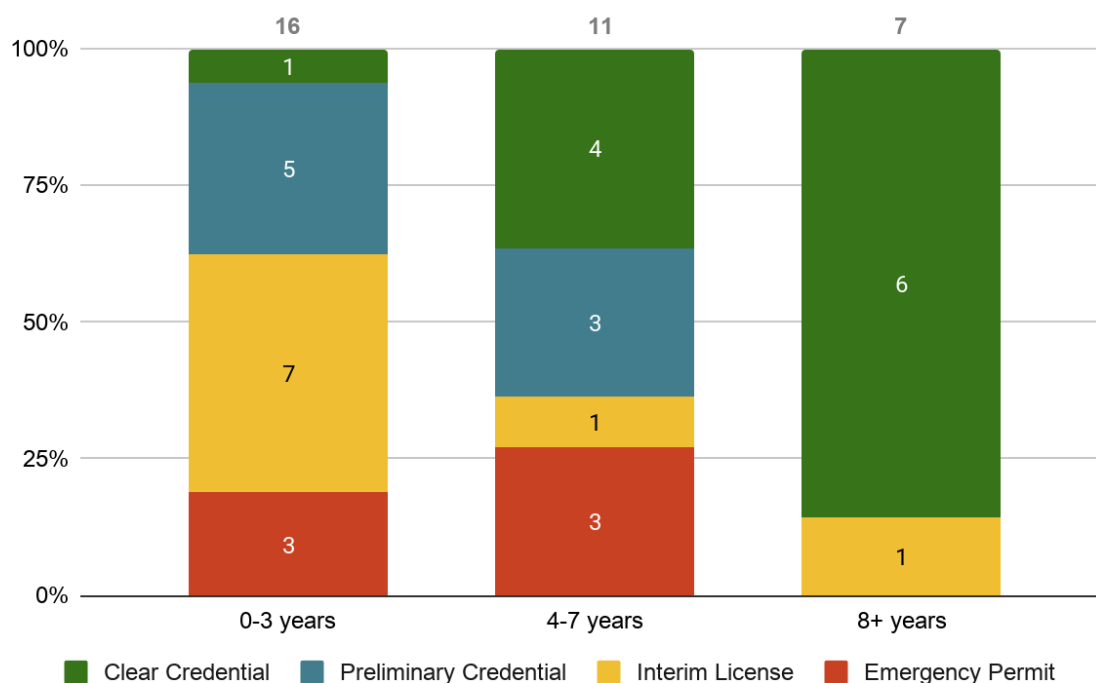
Teacher Credentialing and Years of Experience

Ravenswood District staff are still in the process of verifying and confirming the credential details provided by KIPP Valiant (presented below) for the current school year. We have displayed the data both including and excluding the APs and Principals (“Admin”). There are a variety of credential types represented in each “Years of Experience” span.

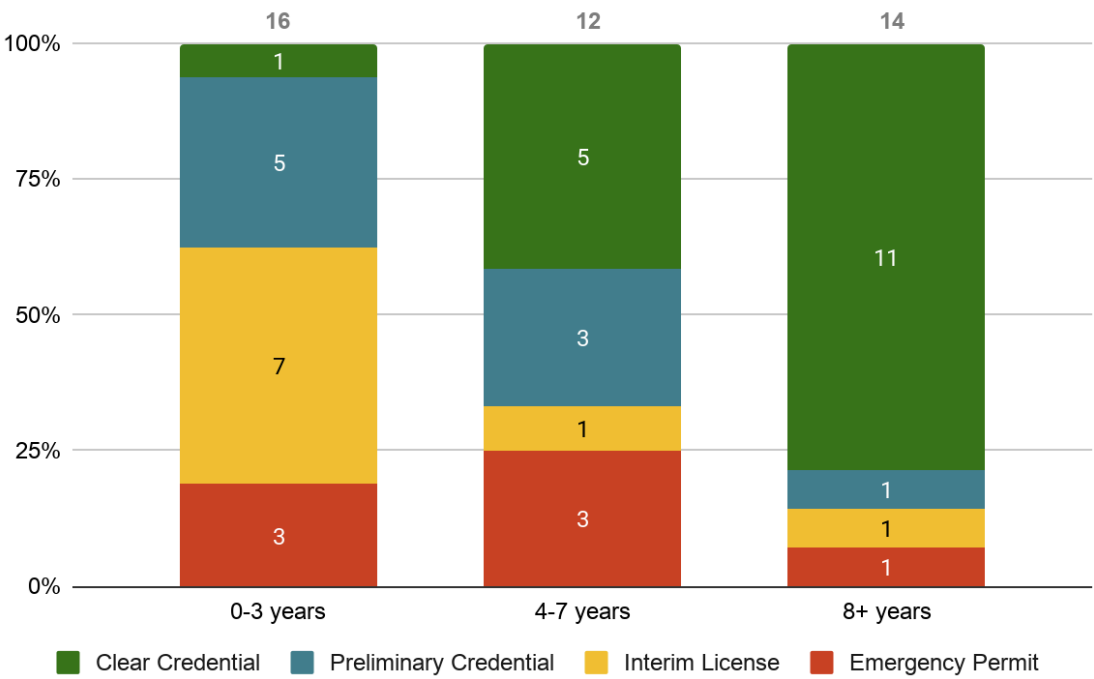
Credential Type	Inclu. Admin	Exclu. Admin
Emergency Permit	7 (16.67%)	6 (17.65%)
Interim License	9 (21.43%)	9 (26.47%)
Preliminary Credential	9 (21.43%)	8 (23.53%)
Clear Credential	17 (40.48%)	11 (32.35%)
Total	42 (100%)	34 (100%)

Years of Experience	Inclu. Admin	Exclu. Admin
0-3 Years	16 (38.10%)	16 (47.06%)
4-7 Years	12 (28.57%)	11 (32.35%)
8+ Years	14 (33.33%)	7 (20.59%)
Total	42 (100%)	34 (100%)

Credential Type by Years of Experience (Excluding Admin):



Credential Type by Years of Experience (Including Admin):



Site Visit Overview and Feedback

Ravenswood City School District employees visited KIPP Valiant Community Prep charter school on October 20, 2026. During the site visit, the Ravenswood staff were split into small groups, and each group visited approximately 6 classrooms alongside a KIPP Valiant staff member. Staff visited 9 general education classes (Math, ELA, Science), 1 OT/Sensory/STP Room, 1 Spanish class, and 1 PE lesson (outdoors). Ravenswood staff debriefed after the visit and provided observations related to strengths and areas for improvement, which were collated to identify key trends across the school.

This section highlights the areas for improvement and observed strengths. Since the information has been gathered from the notes made during observational walkthroughs and team debrief, they should be interpreted as directional evidence to support the quantitative data reviewed in this report, not a definitive judgement.

Areas of Strength and Positivity:

1. *Consistent school-wide systems:* Hand signals, classroom routines and practices, and smooth transitions appeared in nearly every observed classroom. Teachers used equity sticks, a randomizer to select students to call on, and actively worked towards 100% engagement in their lessons. This indicates a consistent and intentional approach to school culture, with deliberate efforts to ensure equitable participation and avoid unintentional bias.
2. *High expectations and rigor:* Teachers held high expectations and pushed students to explain their reasoning and answers for “why”. This was most visible in the upper-grade classes. Content was grade-level aligned, especially in foundational literacy, Mathematics and Science. In foundational literacy, classes used clear, explicit routines, such as a step-by-step decoding processes, and mirrors to practice letter sounds.
3. *Coaching culture:* Site leaders gave real-time coaching during lessons, including stepping in mid-lesson to clarify a point or model an approach. Teachers appeared receptive and adjusted their practice, even with observers present.

Areas for Growth and Improvement:

1. *Learning Objectives were not consistently posted:* Other charts and routines were posted consistently, but the standard or goal of the lesson was often not visible. Students benefit from knowing what they are learning and what success looks like (sometimes called “Criteria for Success”), so they can evaluate their own progress.

2. *High usage of call-and-response and choral reading:* Across the grade spans and content areas, observers noted that students are expected to provide a choral response to a teacher question or sentence stem. This approach can make it difficult to tell whether all students are genuinely engaged, or if surface-level compliance is masking gaps in student comprehension. Some of the teachers observed were able to use this strategy effectively, gently prompting specific students to speak up or participate without disrupting the choral reading that was happening by the class of students. Choral response is most effective when the teacher can monitor it closely, and it may be less effective for teachers who are newer to the technique. District Staff would encourage pairing it with strategies that surface individual thinking, such as written responses, or individual whiteboards, which were observed in some classes.

Connections to the Renewal Petition:

- *Student Discourse:* Turn-and-talks were observed in nearly every class. The petition (pp. 80-81) sets a goal of a 4:1 ratio of student talk time, with students taking responsibility for their own learning. Some of the building blocks for Socratic Seminars were also observed in classes, where students practiced using specific “habits of discussion” (eg. the ability to politely agree/disagree with one another, build on each other's answers, and pose questions to one another).
- *Restorative Practices:* Restorative practices were not directly observed, however students were able to clearly identify the progression of the discipline model. This moves up a ladder from “quick 1:1 chat with an adult” to “Reflection Time and participate in a restorative chat/circle”, based on the intensity of the behavior and response required. The restorative conversations are also referred to as “POD” (Processing Our Decisions).
- *Inclusion and Specialized Teaching Program:* Observers saw students in general education classes being supported by paraeducators and also visited the STP room. Middle school students in the STP room were participating in highly individualized instruction, and a range of supports and activities was offered for those in the elementary grades.
- *Small-group instruction:* The petition describes the school's intention for increased small-group learning opportunities, but Ravenswood staff mostly observed whole-class instruction. This may reflect the lessons that happened to be observed on that day rather than a more holistic view of the charter school's practices.

The overall school climate appeared generally positive, with demonstrations of students supporting each other, and positive teacher-student interactions across the campus.

II. Is the Petition Reasonably Comprehensive?

Review of the 15 Required Elements

A charter petition must contain a reasonably comprehensive description of the fifteen elements (EC Section 47605(c)(5)). This petition was reviewed using a variety of tools including the San Mateo County Office of Education Petition Tool, the FCMAT Charter School Petition Evaluation Matrix, and resources from the CCAP Charter Renewal Toolkit. CCAP (California Charter Authorizing Professionals) developed the toolkit to support California authorizers in conducting rigorous, transparent, and legally sound renewal processes.

The KIPP Valiant petition presents 14 distinct elements, with the 15th element (relating to financial audits), included in the "Miscellaneous Charter Provisions" section instead of in the order listed in EC Section 47605.

Element 1: Description of educational program

California Education Code Section 47605(c)(5)(A) requires that a charter petition describe the educational program the school will offer. This includes information about the school's mission, goals, instructional methods, and how the school will meet the needs of all students, including those who are academically low-achieving, English learners, and students with disabilities. This element must also include the annual goals for all pupil-groups and for each numerically significant student group, aligned to the state priorities, and the specific actions to achieve those goals. The purpose of this requirement is to ensure that the school provides a high-quality educational program aligned with state standards, tailored to the needs of the community, and designed to help all students succeed.

Pages 18-74:

This petition meets the requirements of this section. The petition includes the school's mission, vision and values; a description of the student community; and enrollment projections by grade (553 students in 2027-28, rising to a maximum of 629 in 2031-32). It is important to note that the maximum student enrollment projection shows that two classes per grade level is likely from TK-5, with 3 classes per level for grades 6-8, indicating that students have more opportunity to enter the school in TK/K and in 6th grade.

The charter school has included an affirmation of the required instructional minutes (36,000 for kindergarten, 50,400 for grades 1-3 and 54,000 for grades 4-8); a school calendar and bell schedule (Appendix 2); a description of Transitional Kindergarten consistent with EC Section 48000(g); a description of what it means to be an educated person in the 21st century; and a profile of the "ideal KIPP Valiant eighth grader". A curriculum matrix is provided (Figure 6, p. 39) with sample scope and sequence documents in Appendix 3.

There are separate sections describing instructional methods, instructional technology (1:1 Chromebooks) and personalized learning, supports for academically low-achieving and high-achieving students, Special Education, Section 504, and English Learners. There are also several minor internal inconsistencies which should be corrected or clarified for future renewal petitions (eg. curriculum described in the narrative section of Element 1 that differs from the information provided in the matrix or appendices).

Element 2: Measurable pupil outcomes

California Education Code Section 47605(c)(5)(B), often referred to as Element 2 in charter petitions, requires a charter school to define the measurable pupil outcomes it aims to achieve. These outcomes should clearly articulate the expectations for student performance, align with state standards, and include academic and non-academic goals for all student groups. The goal of this element is to ensure that the school is held accountable for student achievement and that progress can be tracked through objective, measurable criteria.

Pages 75-81:

The renewal petition meets the requirements of this section through the inclusion of their LCAP (Appendix 13) and a summary of LCAP goals and measurable outcomes, schoolwide (Table 12, p. 76) and by student group (Table 13, pp. 77-78). The LCAP is shared with both the Ravenswood City School District and the San Mateo County Superintendent of Schools on or before July 1st each year.

This section could be strengthened by including the baseline data / level of performance in the LCAP targets, in addition to the color. The District also recommends identifying a measurable outcome for the parental involvement goal. Data analysis protocols would be further strengthened by describing how small student group data could be considered (such as with year-over-year or cohorted growth data) to internally monitor the progress of these groups, even when the numbers are too small to be publicly reported on the dashboard.

Element 3: Methods for assessing pupil progress

California Education Code Section 47605(c)(5)(C) requires that a charter petition outline the methods by which the school will measure student outcomes. This includes how the school will assess student progress toward achieving the academic and non-academic goals specified in Element 2 (Measurable Pupil Outcomes). The methods must include the use of standardized assessments, as well as any additional assessments or evaluation tools the school will employ to gauge student learning and development.

Pages 82-92:

The renewal petition meets the requirements of this section. It lists the state assessments (CAASPP, CAST, ELPAC, CAA and the Physical Fitness Test) and local assessments (mCLASS DIBELS, i-Ready, SBAC Interim Assessment Blocks and Interim Comprehensive Assessments, curriculum unit assessments and exit tickets), with their grade levels and frequency (Table 15, p. 84). It classifies the assessment by purpose (eg. screening, diagnostic, formative etc) and gives the testing schedule by grade level. The petition describes how teachers, leaders, students and families use data, including weekly data meetings, 8-10 week interim assessment cycles, regional data days, and KIPP's "Six Essential Questions" performance indicators. Students and families are able to track their own progress and receive mastery-based report cards.

Element 4: Governance Structure

California Education Code Section 47605(c)(5)(D) requires that a charter petition describe the governance structure of the school, including the process for making decisions, the roles and responsibilities of key stakeholders, and how the school will be managed and operated. The governance structure must ensure that the school is effectively run, accountable to stakeholders, and compliant with all legal and regulatory requirements.

Pages 93-99:

The renewal petition meets the requirements of this section. KIPP Valiant is governed by the KIPP Public Schools Northern California Board of Directors, which had 20 directors in 2025-26 (the bylaws allow 15 to 27), serving three-year terms. Their Articles of Incorporation, Bylaws, and Conflict of Interest Code, a board job description and director biographies are attached as appendices. The District may appoint a representative to the Board under EC Section 47604(c). The Board approves the school's annual budget; while the School Leaders have some flexibility in vendor selection and the use of funds within budget categories (p. 146).

Parent involvement is through a school-level family council, an English Learner Advisory Committee (ELAC), Coffee with the Principal and other events, and two parents have served on the KIPP NorCal Board since 2022. The petition states that volunteering is not required for admission or continued enrollment, and that parents are notified on the application. This section could be improved by clarifying which Board members live in, or have a connection to, the communities KIPP Valiant serves, and describing how/when families are reminded that volunteering is not a requirement.

Element 5: Employee Qualifications

California Education Code Section 47605(c)(5)(E) mandates that a charter petition must describe the qualifications required of employees at the school. This includes the types of credentials and certifications that teachers and other staff members must hold, ensuring that they are qualified to fulfill their roles effectively.

Pages 100-112:

The renewal petition meets the requirements of this section. This section describes the qualifications to be met by employees (School Leader, Assistant Principals, Director of School Operations, Content Specialists, teachers, Education Specialists, paraeducators and mental health clinicians), requires teachers to hold the appropriate Commission on Teacher Credentialing document and EL authorization, and describes hiring, background checks, compensation, professional development, and a teacher evaluation plan based on KIPP's Teaching Excellence Rubric.

This section could be improved by providing an evaluation plan for non-teaching staff and school leaders, stating the proposed student-to-teacher ratio for each grade level, and providing staff retention data for the prior charter term.

Element 6: Health and Safety Procedures

California Education Code Section 47605(c)(5)(F) requires that a charter petition include a comprehensive description of the health and safety procedures that the school will implement. These procedures must ensure a safe learning environment for students and staff, adhering to all applicable state and federal health and safety regulations.

Pages 113-122:

The renewal petition meets the requirements of this section, specifically including that each employee is subject to a criminal background check, tuberculosis risk assessment and mandated reporter training, and describing the development and annual update (by March 1) of a comprehensive school safety plan (Appendix 10) which is consistent with EC Section 32282, including procedures for immigration enforcement on campus and opioid overdose. The section also addresses suicide prevention, bullying prevention, medication, health screenings, school meals, recess and other recent statutory requirements.

Element 7: Student Population Balance

California Education Code Section 47605(c)(5)(G) mandates that a charter petition must include a description of the means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils that is reflective of the community where the school is located.

Pages 123-124:

The renewal petition meets the requirements of this section. It lists outreach strategies the school “may” use (community partners, multilingual materials, home visits, information sessions, community events and social media), and commits to evaluating its population balance annually and adjusting recruitment if needed. The strategies are general, and do not identify specific target groups or benchmarks. The school’s student population is moderately comparable to the demographic distribution of Ravenswood students, with the charter school having a larger share of their student population identifying as Hispanic, so they have comparatively fewer students in other ethnic and racial groups (such as African American or Pacific Islander students).

There are also other aspects of balance that need to be considered, such as the proportion of students identified as homeless under the McKinney-Vento Act, the relative needs of students with disabilities as compared to students attending Ravenswood District schools, and the significant differences in the percentage of students enrolling throughout the school year at Ravenswood compared to Valiant. There may be more opportunities to increase outreach and opportunity to these groups.

Element 8: Admission Policies and Procedures

California Education Code Section 47605(c)(5)(H) requires that a charter petition describe the admission policies and procedures the school will use to enroll students. These policies must be non-discriminatory and ensure that all students have an equal opportunity to apply and enroll, regardless of their background. The legislation intends to ensure that charter schools are open to all students, with admissions conducted fairly and transparently.

Pages 125-128:

The renewal petition meets the requirements of this section. The petition describes the charter school’s admission policies, including the commitment to tuition-free public school education, and non-discriminatory practices, with no testing prior to enrollment, and a public random drawing (lottery) if more students apply than there are seats available. The application must state that parental involvement is not a requirement for acceptance or continued enrollment at the charter school. The petition includes the requirements of EC Section 47605(e)(4) (not discouraging enrollment, not requesting records before enrollment, and not encouraging disenrollment).

Admission preferences are consistent with Education Code Section 47605(e)(2)(B)(i)-(iv).

The admissions preference order is

- (1) students currently enrolled in a KIPP Northern California school,
- (2) siblings of students admitted to or attending KIPP Valiant and children of KIPP employees,
- (3) District residents who qualify for Free and Reduced Price Meals (FRPM),
- (4) students who reside outside the District and qualify for FRPM,
- (5) District residents, and
- (6) all other applicants.

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. This section could be improved by clarifying that students who are identified under the McKinney-Vento Homeless Assistance Act are not prohibited from participating in the random drawing due to an incomplete application.

The registration documents required after admission include proof of residency (p. 128). This section could be improved by clarifying that students who are identified under the McKinney-Vento Homeless Assistance Act will be enrolled immediately, even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation (42 U.S.C. §11432(g)(3)(C)).

Element 9: Student Discipline, Suspension, And Expulsion Procedures

California Education Code Section 47605(c)(5)(J) requires that a charter petition include a comprehensive description of the school's policies and procedures for student discipline, including suspension and expulsion. These procedures must ensure that disciplinary actions are fair, consistent, and aligned with the rights of students. The goal is to maintain a safe and productive learning environment while respecting the due process rights of students.

Pages 129-133:

The renewal petition meets the requirements of this section, with the inclusion of the Suspension and Expulsion Policy in the Appendix. The body of the petition describes the school's emphasis on restorative practices and keeping students in school, prohibits dismissal based on academic performance or attendance, provides at least five school days' written notice (in the native language of the family) before any involuntary removal with the right to a hearing, addresses homework during suspension and recess, and states that students with disabilities are accorded additional procedures required by law. The detailed grounds and procedures for suspension and expulsion are provided in Appendix 16.

Element 10: Retirement Systems

California Education Code Section 47605(c)(5)(K) requires that a charter petition include information about the retirement systems in which the school's employees will participate. This includes whether employees will participate in the State Teachers' Retirement System (STRS), the Public Employees' Retirement System (PERS), or another retirement system. The intent of this requirement is to ensure that charter school employees have access to retirement benefits that are comparable to those available to employees in traditional public schools.

Page 134:

The renewal petition meets the requirements of this section. All KIPP Valiant staff participate in federal Social Security. KIPP NorCal employees do not participate in STRS or PERS; instead, employees may participate in a KIPP NorCal 401(k) plan, with an employer match of up to 4% of eligible compensation up to an annual maximum of \$23,000. KIPP NorCal's Human Resources team is responsible for retirement arrangements. District employees who move to KIPP Valiant would therefore not continue to accrue STRS or PERS service credit through their employment at KIPP Valiant.

Element 11: Public School Attendance Alternatives

California Education Code Section 47605(c)(5)(L) requires that a charter petition include a description of the public school attendance alternatives for students residing within the school district who choose not to attend the charter school. This ensures that families are aware of their options and understand that they have the right to enroll their children in other public schools if they do not wish to attend the charter school. The intent of this requirement is to protect the educational rights of students and to ensure that all families have access to clear information about their school choices.

Page 135:

The renewal petition meets the requirements of this section. This section states that no students shall be required to attend KIPP Valiant. Additionally, charter students have no automatic rights to be admitted to any particular Ravenswood City School District program or school, except as provided by law (e.g. the student is resident within District boundaries). The petition could be strengthened by providing a sample of the admission form where this information is communicated to families.

Element 12: Employee Return Rights

California Education Code Section 47605(c)(5)(M) requires that a charter petition include a description of the rights of employees who leave traditional public schools to work at the charter school, particularly regarding their ability to return to their previous positions in the public school system. This element is designed to protect the employment rights of public school employees who choose to work at a charter school and ensure that they are fully informed about their options if they decide to return to the district.

Page 136:

The renewal petition meets the requirements of this section. District employees who leave to work at KIPP Valiant have no automatic right to return unless granted by the District through a leave of absence or other agreement. Sick or vacation leave and years of service credit will not transfer to KIPP Valiant, and the District determines whether former employees continue to earn service credit. This section could be improved by including information about how and when prospective employees are informed of this information.

Element 13: Dispute Resolution Procedures

California Education Code Section 47605(c)(5)(N) requires that a charter petition include a description of the procedures to be followed for resolving disputes between the charter school and the chartering authority, as well as disputes that may arise between the charter school and its employees, students, or parents. The goal of this requirement is to ensure that there is a clear, fair, and efficient process in place for addressing conflicts that may arise, thereby maintaining positive relationships and ensuring the smooth operation of the school.

Pages 137-139:

The renewal petition meets the requirements of this section. Disputes are to be framed in a written dispute statement, followed by an informal meeting of the Superintendent, School Leader and KIPP NorCal CEO within five business days, a meeting including two board members from each party within fifteen business days, and mediation within sixty business days, with mediation costs split equally. The petition states that the process is not a prerequisite to revocation. Internal disputes are addressed through a Uniform Complaint Policy, Title IX procedures and a parent complaint policy.

The petition states KIPP NorCal's intention "that all public commentary regarding the disputes be withheld pending full resolution" (p. 137). As a public agency, the District cannot agree to limit public comment or its obligations under the Brown Act and the Public Records Act. Staff recommend this language be removed or clarified. The equal sharing of mediation costs would also have a fiscal impact for the District.

Element 14: School Closure Procedures

California Education Code Section 47605(c)(5)(O) requires that a charter petition include a detailed description of the procedures the school will follow in the event of closure. These procedures must ensure an orderly process for winding down school operations, safeguarding student records, and handling the school's financial and legal obligations. The goal of this requirement is to protect students, staff, and public funds, ensuring that the closure process is managed responsibly and transparently.

Pages 140-142:

The renewal petition meets the requirements of this section. KIPP NorCal is the responsible entity. The section addresses notification (to families, the District, the County Office, the SELPA and CDE), transfer of student records, a final independent audit within six months, disposition of assets and liabilities (including return of District property and restricted funds), and use of the reserve fund for closure costs. The petition asks the District to store original student records upon closure.

Miscellaneous Charter Provisions

Valiant describes the additional required charter provisions on pages 143-150. Some of this information is discussed below.

Financial Plan and Position (Element 15)

California Education Code Section 47605(c)(5)(I) requires that a charter petition include provisions for an annual independent financial audit. This audit must be conducted in accordance with generally accepted accounting principles (GAAP) and the results of the audit must be reported to the chartering authority, the California Department of Education, and other relevant agencies. The purpose of this requirement is to ensure transparency, fiscal responsibility, and the proper use of public funds by the charter school.

These requirements have been met. The renewal petition states that an independent financial audit will be conducted annually, with the results forwarded to the District, County Superintendent, and California Department of Education. The independent financial audit is considered a public record that is available to the public upon request.

KIPP Valiant provided information about their financial model, business and management structure, and financial reporting. The school is designed to be financially self-sufficient from KIPP Northern California, receiving per-pupil revenue from state, local and federal sources. They also pay KIPP NorCal a management and service fee for regional services (including but not limited to compliance and reporting, technology, accounting and financial management, human resources and teacher recruitment, special education, and academic oversight). Multi-year projections, including a budget and cash flow for six years, are provided in Appendix 12. They have also provided assurances that all fiscal reporting requirements required by EC Sections 47604.33 and 47605(m) will continue to be met.

In the Appendix of this Staff Report we have included copies of the letters provided to KIPP NorCal following our review of KIPP Valiant's First Interim Financial Report for 2025-2026, their Second Interim Financial Report for 2025-2026, and their 2026-2027 Adopted Budget.

Administrative Services

KIPP NorCal provides or procures administrative services including financial management, personnel, payroll and instructional program development, either through its own staff or a qualified third-party contractor, and maintains internal controls including a check signing policy. The KIPP NorCal Board of Directors is responsible for approving KIPP Valiant's annual budget; the School Leaders have some flexibility in vendor selection and the use of funds within budget categories.

Civil Liability

Pursuant to Education Code Section 47604(d), the charter authorizer shall not be liable for the debts or obligations of the charter school, if the authority has complied with all oversight responsibilities required by law. KIPP NorCal will defend all legal proceedings brought against it, satisfy any resulting judgments, and indemnify and hold harmless the District for the Charter School's actions. The KIPP NorCal Board will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

KIPP Valiant currently operates within the geographic boundaries of the District at the site of the former Willow Oaks School, 620 Willow Road, Menlo Park.

If a charter school is authorized by the District, the District has certain oversight obligations and an additional obligation to provide physical space for the school that is comparable to existing District facilities. KIPP NorCal and the District first entered into a two-year Facility Use Agreement (FUA) for this site in 2020. The FUA was renewed for two years in 2022, extended for one year in 2023, and renewed in October 2024 for the current period of July 1, 2025 to June 30, 2027.

Should the charter renewal petition be approved, the Parties have expressed a mutual desire to

- 1) keep Valiant at their current site; and
- 2) align the facilities use agreement with the term of the charter renewal.

Authorizer Oversight Obligations

California Education Code Section 47604.32 identifies the duties of a charter authorizing entity. Specifically, the charter authorizing entity must:

- Identify at least one staff member as a contact person for the charter school.
- Visit each charter school at least annually.
- Ensure that each charter school under its authority complies with all reports required of charter schools by law.
- Monitor the fiscal condition of each charter school under its authority.
- Provide timely notification to the CDE if the charter is revoked or if the charter school will cease operation for any reason.

In addition to the oversight responsibilities described above, “supervision” can include providing the charter school with general guidance and assistance on various issues. A charter school may opt to contract with its charter authorizing entity or other sources to provide additional services such as administrative, insurance, maintenance, payroll, etc., on a fee-for-service basis. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the revenue of the Charter School. The District may charge up to 3% of the revenue of the charter school if the school is able to obtain substantially rent free facilities from the District.

Ravenswood is currently the Authorizer for the KIPP Valiant Community Prep, and the District has been meeting these obligations.

Material Revisions and Amendments

This petition may be materially revised only by mutual agreement of KIPP NorCal and the District. Material revisions will be made pursuant to the standards, criteria, and timelines in Education Code Sections 47605 and 47607. KIPP NorCal may not operate satellite sites under the KIPP Valiant name without the prior written approval of the Superintendent.

The Renewal Petition’s Appendix

The Appendices list 16 supporting documents, including the school calendar and bell schedules, curriculum scope and sequence, a letter of good standing from the San Mateo County SELPA, KIPP NorCal’s governance documents, the School Safety Plan, the 2025 audit report, multi-year financial projections, the 2026-27 LCAP, staff and family handbooks, and the Pupil Suspension and Expulsion Policy.

III. Is the School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend. This section uses student enrollment and demographic data, alongside suspension and expulsion data to review whether or not Valiant is meeting this requirement.

Students within District Boundaries

For students at KIPP Valiant in the current year, 90% (523 of 579 students) live within the boundaries of the Ravenswood City School District. Further detail has been provided in the zipcode analysis table, however it is important to note that a majority (but not all) of 94303 and 94025 are part of the Ravenswood District boundaries.

Location	Zipcode	Number of Students	Subtotal and Percent
East Palo Alto	94303	455	542 (93.61%)
Menlo Park	94025	87	
Redwood City / Woodside	94063	13	20 (3.45%)
	94061	6	
	94062	1	
Mountain View	94041	2	4 (0.69%)
	94040	1	
	94043	1	
Newark	94560	3	3 (0.52%)
San Jose	95133	2	5 (0.86%)
	95125	2	
	95127	1	
Sunnyvale	94089	1	5 (0.86%)
Union City	94587	1	
San Mateo	94401	1	
Fremont	94536	1	
San Francisco	94107	1	
		579	579

Comparison of Student Demographics

Every school will have slight differences in the types of students enrolled in the school. The table below reports the number and percentages of different student groups between KIPP Valiant and Ravenswood. This data was sourced from the 2025 California Dashboard in an effort to maintain consistency and continuity when making comparisons. Differences of more than 0.4 percentage points have been highlighted in the table below: yellow indicates that KIPP Valiant has a higher share of these students, and red indicates that Ravenswood has a higher share.

Student Group	Number of KIPP Valiant Students	Percentage of KIPP Valiant Students	Number of Ravenswood Students	Percentage of Ravenswood Students	Absolute Percentage Difference (red = Ravenswood higher, yellow = KIPP Valiant higher)
All Students	587	n/a	1,449	n/a	n/a
English Learners	340	57.9%	806	55.6%	2.3%
Foster Youth	1	0.2%	1	0.1%	0.1%
Homeless	27	4.6%	267	18.4%	13.8%
Socioeconomically Disadvantaged	540	92.0%	1,330	91.8%	0.2%
Students with Disabilities	88	15.0%	228	15.7%	0.7%
African American	13	2.2%	71	4.9%	2.7%
American Indian	0	0.0%	5	0.3%	0.3%
Asian	4	0.7%	10	0.7%	<0.1%
Filipino	0	0.0%	3	0.2%	0.2%
Hispanic	545	92.8%	1,194	82.4%	10.4%
Two or More Races	6	1.0%	29	2.0%	1.0%
Pacific Islander	15	2.6%	114	7.9%	5.3%
White	4	0.7%	22	1.5%	0.8%

Data Source: California Dashboard 2025

KIPP Valiant enrolls a significantly lower percentage of Homeless students (4.6% vs. 18.4%) and a moderately lower percentage of Pacific Islander (2.6% vs. 7.9%) and African American (2.2% vs. 4.9%) students than Ravenswood. They have a higher percentage of Hispanic students (92.8% vs. 82.4%). The percentages of English Learners, socioeconomically disadvantaged students and Students with Disabilities are similar at the two schools, differing by 2.3 points or less.

KIPP Valiant (Homeless Student Enrollment by Dwelling Type):

Academic Year	Cumulative Enrollment	Homeless Student Enrollment	Doubled-Up	Shelters	Hotels/Motels	Unsheltered	Missing/Unknown Dwelling Type
2025-26	568	28	96.4%	3.6%	0.0%	0.0%	0.0%
2024-25	611	29	93.1%	3.4%	3.4%	0.0%	0.0%
2023-24	604	23	87.0%	8.7%	4.3%	0.0%	0.0%
2022-23	634	37	100.0%	0.0%	0.0%	0.0%	0.0%
2021-22	677	74	100.0%	0.0%	0.0%	0.0%	0.0%
2020-21	633	104	100.0%	0.0%	0.0%	0.0%	0.0%
2019-20	571	104	100.0%	0.0%	0.0%	0.0%	0.0%

Data Source: DataQuest Homeless Student Enrollment by Dwelling Type, by Year

Ravenswood (Homeless Student Enrollment by Dwelling Type):

Academic Year	Cumulative Enrollment	Homeless Student Enrollment	Doubled-Up	Shelters	Hotels/Motels	Unsheltered	Missing/Unknown Dwelling Type
2025-26	1,613	339	84.7%	9.4%	2.1%	3.8%	0.0%
2024-25	1,611	813	94.7%	2.5%	0.4%	2.5%	0.0%
2023-24	1,688	831	95.7%	2.5%	0.2%	1.6%	0.0%
2022-23	1,687	786	95.5%	2.0%	0.4%	2.0%	0.0%
2021-22	1,698	747	96.8%	1.2%	0.7%	1.3%	0.0%
2020-21	1,858	789	96.8%	2.0%	0.5%	0.6%	0.0%
2019-20	2,231	728	97.5%	1.9%	0.1%	0.4%	0.0%

Data Source: DataQuest Homeless Student Enrollment by Dwelling Type, by Year

More importantly, there is still a noteworthy difference in the percentage of students identified as Homeless according to the McKinney-Vento Act. The 2025 Dashboard reports 4.6% (27 students) for KIPP Valiant, compared with 18.4% (267 students) for Ravenswood. The 2026 Dashboard reports 4.3% (23 students) for KIPP Valiant, compared with 17.5% (252 students) for Ravenswood. We can see from the more detailed report in DataQuest that Ravenswood is supporting a different demographic profile of students identified as “homeless” than the charter school. This has changed slightly in the last few years, possibly in response to the collaboration occurring between Ravenswood and KIPP Valiant to develop district-wide enrollment practices and protocols, and support increased balance and equity of student-access.

The charter school does run their primary enrollment process comparatively earlier than Ravenswood - formal recruitment of incoming students begins as early as fall of each calendar year for the following school year, with the lottery conducted in the spring. Families with a stable living situation are more likely to be able to sign up for school months in advance, than those in an unstable living situation, which could explain some of the observed difference. KIPP Valiant maintains a waitlist through the end of each school year, so students may be admitted during the year when seats become available, while Ravenswood continues to enroll students throughout the entirety of the school year, and has to make adjustments to staffing as needed, to support this.

The District would encourage KIPP Valiant to ensure that their identification of McKinney-Vento students is completed *prior* to asking for other student enrollment application documents, in order to provide the necessary support to complete the application process. The McKinney-Vento Act requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation [42 U.S.C. §11432(g)(3)(C)].

Special Education Level of Need

Students who are classified as ‘SPED’ are identified as having either ‘Mild/Moderate Support Needs’ (MMSN) or ‘Extensive Support Needs’ (ESN) in the state of California. Students who are identified as MMSN are often students with disabilities that primarily require academic support, such as learning disabilities and ADHD. Students with MMSN can often function in a general classroom with accommodations or the support of an inclusion teacher. Students with ESN typically have more significant cognitive, communication, behavioral, or multiple disabilities. They may require more intensive and sustained support, such as smaller instructional groupings, a personal aide or paraeducator, specialized or modified curriculum, or a self-contained setting. However the designation does not determine the student’s placement. Each student’s IEP team decides services and placement individually, based on the least restrictive environment requirement.

	KIPP Valiant			Ravenswood District		
	Students without IEPs	Students with IEPs	Total Students	Students without IEPs	Students with IEPs	Total Students
2025-2026	442 Students (83% of total)	88 Students (17% of total)	530 Students	1202 Students (83% of total)	242 Students (17% of total)	1444 Students
2026-2027	482 Students (84% of total)	95 Students (16% of total)	577 Students	1244 Students (81% of total)	296 Students (19% of total)	1540 Students

Data Source: CALPADS as reported by KIPP Valiant, CALPADS as reported by Ravenswood

Information from CALPADS, using the “Extensive Support Needs Tag” as the criteria:

	KIPP Valiant		Ravenswood District	
	MMSN Mild-Moderate	ESN Mod-Severe	MMSN Mild-Moderate	ESN Mod-Severe
2025-2026	77 Students (87.5% of SWD)	11 Students (12.5% of SWD)	145 Students (81% of SWD)	33 Students (19% of SWD)
2026-2027	79 Students (83% of SWD)	16 Students (17% of SWD)	183 Students (84% of SWD)	35 Students (16% of SWD)

Data Source: CALPADS as reported by KIPP Valiant, CALPADS as reported by Ravenswood

KIPP Valiant served 88 students with disabilities (15% of their student population) as reported on the 2025 Dashboard, and 83 students (15.4%) on the 2026 Dashboard. Ravenswood served 228 students with disabilities (15.7% of the student population) as reported on the 2025 Dashboard, and 242 students (16.8%) on the 2026 Dashboard. The data from CALPADS is very slightly different, because of how that system records and calculates the information as compared to the Dashboard, but it allows us to look in more detail at the Support-Needs profile of students with disabilities. KIPP Valiant’s share of students identified as having ESN has increased from 2025-26 to 2026-27.

KIPP Valiant is its own local educational agency (LEA) for special education purposes and a member of the San Mateo County SELPA (Appendix 4 provides a letter of good standing). The petition describes a comprehensive inclusion program (push-in and pull-out services, small group and one-on-one instruction, co-teaching, related services and extended school year), a commitment to a full continuum of services including special day classes, and a Specialized Teaching Program for students with moderate to severe disabilities. KIPP Valiant staff are supported by KIPP NorCal program specialists, psychologists, speech language pathologists, board certified behavior analysts and occupational therapists. The petition states that KIPP Valiant and KIPP NorCal will review IEP enrollment each year to determine staffing of education specialists, paraeducators, and related service providers.

The petition briefly addresses the discipline of students with disabilities (p. 132), and references the KIPP NorCal Pupil Suspension and Expulsion Policy (Appendix 16) for further detail. District staff have provided recommendations for areas where additional clarity around protections for students with disabilities can be added:

1. The 10-day language should distinguish services from change of placement
 - a. Concern: The current statement says students suspended for more than 10 days will receive services, but it does not explain the obligations that arise after the student has been removed for more than 10 cumulative days or when a change of placement occurs.
 - b. Recommendation: Clarify that, after the applicable 10-day threshold, the student continues to receive services necessary to participate in the general education curriculum; progress toward IEP goals; and receive behavioral support/services when appropriate.
2. IDEA and Section 504 procedures are blended together
 - a. Concern: The petition refers to IEP Team and 504 Team separately, however the appendix refers to an "IEP/504 Team" as though the IDEA and Section 504 disciplinary processes are identical. They are not.
 - b. Recommendation: Separate the procedures:
 - i. IDEA students → IDEA manifestation determination procedures.
 - ii. Section 504 students → applicable Section 504 disciplinary protections and the charter school's 504 procedures.

The petition and appendices can still explain that the charter school will coordinate the applicable process with the appropriate team.

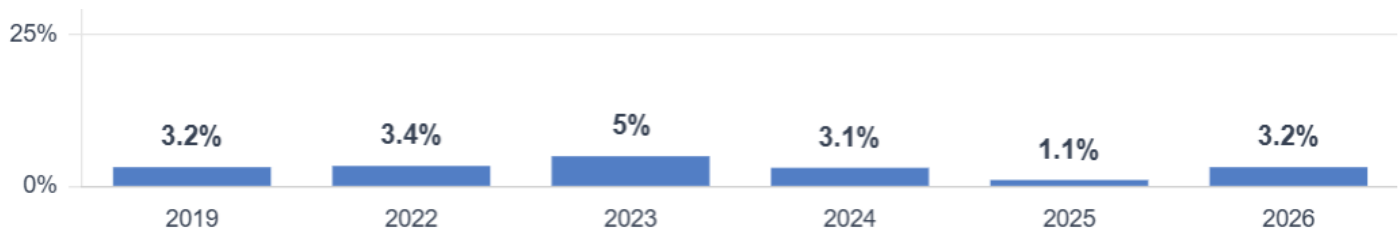
3. The timeline for the manifestation determination should be tied to the decision to change placement
 - a. Concern: The current language in section regarding student discipline says the review occurs within 10 school days of a “recommendation for expulsion or any decision to change placement.” A recommendation for expulsion does not necessarily, by itself, establish the federal trigger.
 - b. Recommendation: Use the IDEA standard: the manifestation determination must occur within 10 school days of the decision to change the student’s placement because of a violation of the student code of conduct.

4. The IAES (“interim alternative educational setting”) language should clarify who determines the setting
 - a. Concern: The petition says “the school may remove a student with a disability ... to an appropriate IAES...”
 - b. Recommendation: For IDEA students, state that the IEP Team determines the appropriate interim alternative educational setting, consistent with IDEA. The petition should also describe the educational services the student will receive in that setting.

Suspensions & Expulsion

Suspensions

The Suspension Rate data presented in the charter school renewal petition is sourced from the California Dashboard, which identifies “the percentage of students who have been suspended for at least one day”. Students who are suspended multiple times, or for multiple days are only counted once



Data Source: California Dashboard 2026 - Suspension Rate by Year

KIPP Valiant attributes its low suspension rates to a long-standing commitment to restorative practices, trauma-informed practices and social-emotional learning. When comparing the different student groups on the 2025 California Dashboard, no student group at KIPP Valiant had a suspension rate materially above the school-wide average. In 2025, all five student groups with a color are Green (with rates of 1.0% to 1.2%), and for student groups without a color - African American, Pacific Islander and Homeless students had a 0% suspension rate.

In 2026, there were two student groups with the color Red (English Learners, and Socioeconomically Disadvantaged), with the remainder in Orange (Hispanic, LTELs, and Students with Disabilities), and all groups had suspension rates ranging between 3.2%-5.9%. For student groups without a color, the rates were African American (6.3%), Pacific Islander (4%), and Homeless (0%).

Academic Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate
2025-26	568	26	18	3.2%
2024-25	611	8	8	1.3%
2023-24	604	32	23	3.8%
2022-23	634	57	35	5.5%
2021-22	677	44	23	3.4%
2020-21	633	0	0	0.0%
2019-20	571	29	25	4.4%
2018-19	409	14	13	3.2%
2017-18	231	2	2	0.9%

Data Source: DataQuest Suspension Rate by Year

We have also provided a breakdown of suspension rate by grade span in the table below. By sharing more detail, we can develop a greater understanding of what the suspension rate is between grade levels, and how those differences can impact the overall suspension rate.

	TK-3	4-6	7-8	Overall
2025-26	0.4%	4.5%	5.4%	3.2%
2024-25	0.5%	1.4%	2.2%	1.3%
2023-24	1.4%	4.5%	6.1%	3.8%

Data Source: DataQuest Suspension Rate (with School Data) by Year, by Grade-Span

Expulsions

The charter school has not had any formal expulsions. The most recent expulsion data available on DataQuest is for the year 2024-25. During the same timeframe, Ravenswood has also not conducted any expulsion proceedings.

Academic Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2024-25	611	0	0	0.0%
2023-24	604	0	0	0.0%
2022-23	634	0	0	0.0%
2021-22	677	0	0	0.0%
2020-21	633	0	0	0.0%
2019-20	571	0	0	0.0%
2018-19	409	0	0	0.0%
2017-18	231	0	0	0.0%

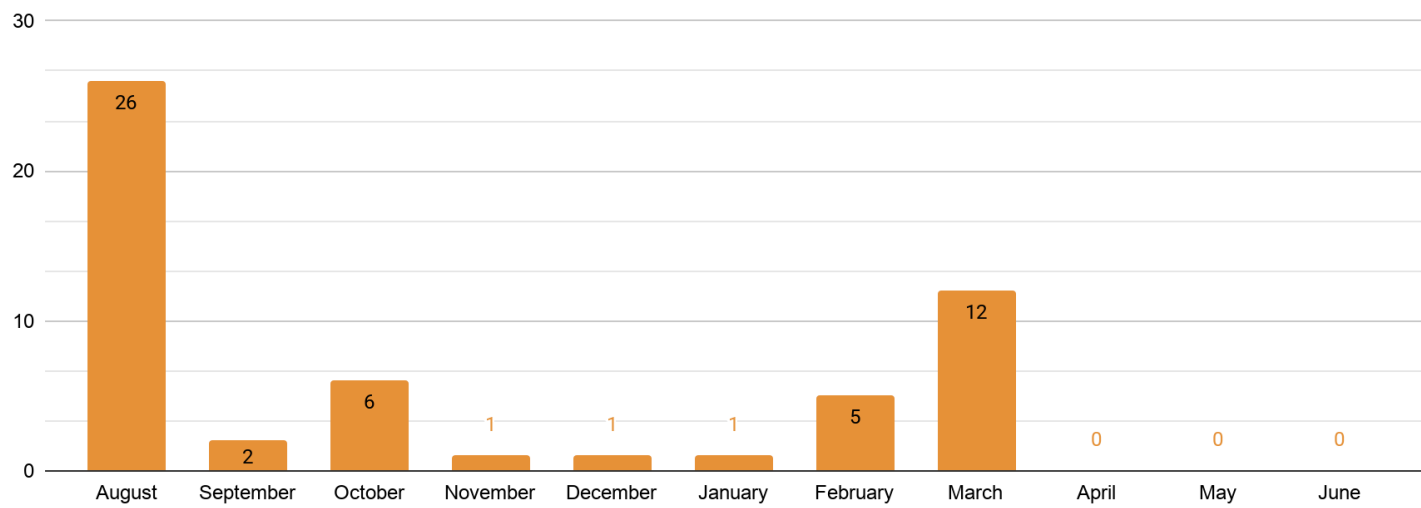
Data Source: DataQuest Multi-Year Expulsion Rate for KIPP Valiant

Admissions

The renewal petition asserts that the charter school admits all students who wish to attend, provided that there is capacity for them. They do not test or screen students prior to enrollment, and they use a public random drawing “lottery” when they have more applications than seats available. The admission preference order is discussed under Element 8. The students not selected in the lottery remain on the waitlist.

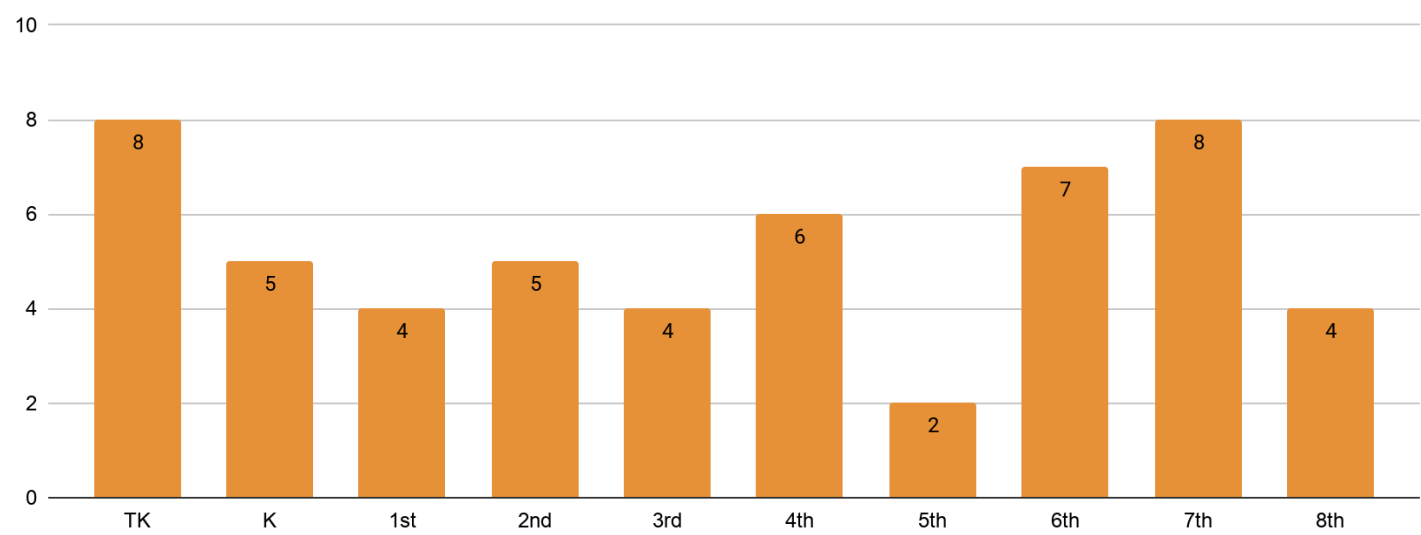
As of October 26, 2026, there are 12 students on the waitlist (9 in Kinder, 1 in TK, and 2 in Grade 4). When there are seats available, students may join the school after the first day. In the 2025-26 school year, this was an addition of 54 students overall:

Number of Students Joining the School after the First Day



August (26 students), September (2 students), October (6 students), November (1 student), December (1 student), January (1 student), February (5 students), March (12 students). No students were admitted in April, May, or June.

Number of Students Joining the School after the First Day



The total per grade level is: TK (8 students), K (5 students), 1st (4 students), 2nd (5 students), 3rd (4 students), 4th (6 students), 5th (2 students), 6th (7 students), 7th (8 students), 8th (4 students).

The petition also reports a student retention rate of 87% in 2024-25, increasing to 94% in 2025-26 (p. 8).

In 2025-26, 38 students withdrew before the last day of school. The top two reasons were

- Families moving - 26 students (68% of students who left)
- Families wanting a different educational environment - 9 students (24%)
- Unaccounted for - 3 students (8%)

IV. Appendix

1. Timeline of Authorization
 2. Summary of Family Engagement
 3. Observational Walkthrough Protocol used for the site visit
 4. Financial Report Review Letters
 - a. First Interim Financial Report for 2025-2026
 - b. Second Interim Financial Report for 2025-2026
 - c. 2026-2027 Adopted Budget
 5. Additional Information Requested by Ravenswood
 6. Community Letters of Support sent to the Ravenswood Board of Trustees
-

Timeline of Authorization

KIPP Valiant Community Prep, as part of the KIPP Public Schools Northern California network, operates a TK-8 school within the Ravenswood City School District boundaries. They are currently located at the site of the former Willow Oaks School, 620 Willow Road, in Menlo Park.

- 2015 - KIPP Valiant Community Prep charter petition first submitted to Ravenswood City School District in anticipation of a 2017 opening
 - 2017 - KIPP Valiant Community Prep opened on the “Brentwood Elementary” school site
 - 2020 - KIPP NorCal and Ravenswood entered into a Facility Use Agreement for the former Willow Oaks School site
 - 2020 - CDE provided automatic charter term extensions to all schools during the pandemic
 - 2024 - Charter renewal petition submitted to Ravenswood for reauthorization. Authorized for a two-year term under the Low Performance Category
 - 2026 - KIPP Valiant moved from the Low performance category to the Middle performance category
 - 2026 - Charter renewal petition submitted to Ravenswood for the term July 1, 2027 – June 30, 2032
-

Summary of Family Engagement

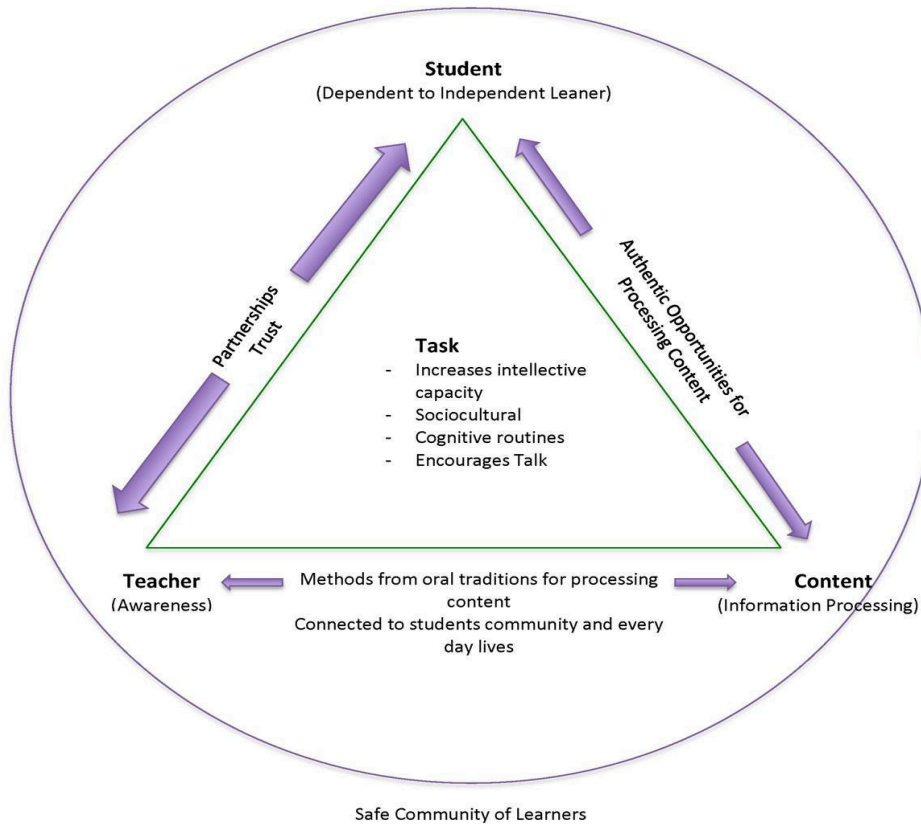
Ravenswood staff provided opportunities for KIPP Valiant families to share their opinions and voice at two different online meetings. Families were positive about the school, appreciating the kind interactions and daily greetings to both students and families from staff. The school’s early emphasis on college was also mentioned. Parents said they feel well informed about their children’s progress through conferences and being contacted if their child needed extra support, and also noted that if a student was doing “fine” academically then the parent had to take the initiative to contact the teacher for more information. Teachers were easy to access by phone or message.

Families said their children enjoy school and feel safe and supported, and named several teachers/staff members as trusted adults who support the students emotionally. Parents described a restorative approach to conflict, including mediation and reflection rather than punishment, and said the school listens to their feedback. Engagement opportunities include quarterly Family Fridays, a monthly cafecito and parent meetings, an annual open house, and parent committees/councils (if the parent has time to participate).

Observational Walkthrough Protocol used for the Site Visit

Walkthrough Protocol

Using Richard Elmore's Instructional Core and Zaretta Hammond's Ready for Rigor Framework as the lens to observe instruction, we can find patterns:



Observer Norms:

- Save conversations and questions for the time in-between classrooms
- Approach our visit with an open mind and respect differences.
- Refrain from making interpretations and/or judgmental or evaluative comments
- Focus on the evidence and be as explicit as possible

Guidelines in the Classroom:

- Observe for 8-12 minutes per class.
- Review student work samples in folders, portfolios, or displays, as appropriate.
- Talk to students and/or teachers, if appropriate (only during group work or independent work time, and not during direct instruction)
- Ensure that all class visits are for the same amount of time and that you engage in consistent activities.
- Be mindful of your body language and presence in the classroom

When talking to students, Observers might ask:

- What are you learning?
- Why do you need to know that?
- Where can you go if you need help / you get stuck?
- What do you enjoy about this class / topic?

<u>Classroom 1</u>			
Grade Level/ Subject Area:		Teacher Name:	
Subject Matter Being Taught:		Standard / Learning Objective:	

What is the task? What is the standard?	What is the relationship between the teacher and the students? Students to students? Who is doing the heavy lifting/thinking?
What are the students doing? <i>Observations of student actions, behaviors, engagement, and interactions</i>	What are the students saying? <i>Notes on student dialogue, questions, responses, and discussions</i>
What is the teacher doing? <i>Observations of teacher actions, instructional strategies, classroom management, and facilitation techniques</i>	What is the teacher saying? <i>Notes on teacher instructions, feedback, questions, explanations, and interactions with students</i>

Overall Impressions:

Classroom 1

Ravenswood Promise Focus: To what extent are teachers cultivating classroom environments where students are encouraged and guided “to approach their learning with a growth mindset”?

As you observe the classroom, please take notes on **what** is happening, not your **feelings** about what is happening. (eg. “10 of 22 students are working on a worksheet individually” vs “most students are distracted and not working on the task”)

Ravenswood Promise	Ravenswood Promise Indicators	Check off each look-for you observe in a classroom:	Strengths/Areas of Growth Related to the Ravenswood Promise
I discover and explore with an open mind.	- I engage in a variety of new experiences that may become important passions to me. - I build relationships with people who help me navigate my future. - I am preparing for future challenges and successes in my career, finances, and physical/mental health.	☐ Students tackle tough problems and understand them by asking questions, discussing, and writing about what they're learning. ☐ Students back up their ideas with evidence from the text. ☐ Most of the work involves students talking and thinking.	
I choose to approach my learning with a growth mindset.	- I set and achieve grade-level learning goals in partnership with my family, educators, and peers. - I take on new challenges and learn from my mistakes and feedback. - I communicate confidently and advocate for myself and others.	☐ Students keep trying even when it is hard. ☐ Students use feedback from classmates and teachers to improve their work. ☐ Students talk and ask questions to better understand each other's thoughts and improve their own understanding.	
I find joy in who I am and the communities I am a part of.	- I know and celebrate where I come from and who I am. - I trust adults and peers at school to help me. - I contribute to a safe and welcoming, and inclusive school environment where I feel connected.	☐ Text students are reading is culturally and instructionally rich. ☐ Students ask friends and adults for help when they're stuck. ☐ Students are kind to themselves and others.	

Financial Report Review Letters

1. First Interim Financial Report for 2025-2026
2. Second Interim Financial Report for 2025-2026
3. 2026-2027 Adopted Budget



12/8/2025

TO:

Roshad Lewis, Director of Finance
KIPP Northern California Public Schools

FROM:

Jesse Ladomirak
Ravenswood City School District

SUBJECT:

2025–26 First Interim Financial Review – KIPP Valiant Community Prep

Dear Mr. Lewis,

Ravenswood City School District has completed its review of **KIPP Valiant Community Prep's 2025–26 First Interim Financial Report**, submitted pursuant to Education Code §47604.33. This review evaluates fiscal condition, identifies material variances from the adopted budget, and assesses the school's financial sustainability for the current and subsequent fiscal years.

Summary of Financial Condition

Based on the materials submitted, KIPP Valiant Community Prep reports:

- **Total Revenues:** \$10,510,117.27
- **Total Expenditures:** \$11,723,761.89
- **Operating Surplus / (Deficit):** (\$1,213,644.62)

The school projects an **ending fund balance of \$2,853,440.08** at June 30, 2026. Based on the detail tables, this includes approximately:

- **Nonspendable Fund Balance:** ~\$249,012
- **Unrestricted Fund Balance:** ~\$2.60 million

KIPP Valiant submitted a **Positive Certification**, indicating the school anticipates meeting its financial obligations in the current and two subsequent fiscal years.



Material Variances & Budgetary Trends

Key observations from the First Interim data include:

Revenues

- First Interim projected revenues are **slightly lower than Adopted Budget revenues** (\$10.5M vs. \$10.8M), reflecting updated LCFF calculations, federal funding, state revenue adjustments, and local sources reconciled at First Interim.

Expenditures

- Expenditures increased from the Adopted Budget projection of **\$11.5 to \$11.7M** at First Interim.
- Increases appear primarily within salary/benefit categories and services/operating expenditures, based on the detailed expenditure lines in the Alternative Form.

Net Operating Result

- The school is projecting an **increased deficit from a \$0.7m deficit to \$1.2M.**

Despite the projected deficit, the school maintains a fund balance sufficient to support its Positive Certification.

Multi-Year Outlook

KIPP is forecasting near \$1m deficits in the next two years. As currently forecasted, KIPP will run out of funds at the end of the 28-29 school year. We do understand these forecasts are conservative.

Fiscal Risks & Considerations

The following items warrant continued monitoring:



1. **Structural Deficit**

The projected operating deficit of approximately **\$1.2M** indicates that expenditures currently exceed recurring revenues. Continued deficits could erode reserves to below required levels in future years. There does not appear to be a plan in place to close these deficits.

2. **Enrollment/ADA Sensitivity**

As LCFF makes up the majority of revenue, ADA fluctuations can materially affect projected surpluses or deficits.

3. **Special Education Costs**

These remain a high-growth cost area for most charter schools and should continue to be reviewed against funding streams.

Conclusion

Based on our review of the First Interim Alternative Form submission, **KIPP Valiant Community Prep remains fiscally viable**, though the school is currently projecting an operating deficit for FY 2025–26. Reserves remain sufficient to support a **Positive Certification**, and the District anticipates continued collaboration on monitoring key fiscal indicators.

If you have any questions about this review, please contact:

Ravenswood City School District

Jesse Ladomirak, Director of Finance

Email: jladomirak@ravenswoodschools.org

Phone: (650) 329-2800 ext. 60173

Thank you for your ongoing partnership and commitment to responsible fiscal stewardship.

Sincerely,

X

Jesse Ladomirak
Director of Finance

Jesse Ladomirak
Director of Finance
Ravenswood City School District



4/1/2026

TO:

Roshad Lewis, Director of Finance
KIPP Northern California Public Schools

FROM:

Jesse Ladomirak
Ravenswood City School District

SUBJECT:

2025–26 Second Interim Financial Review – KIPP Valiant Community Prep

Dear Mr. Lewis,

Ravenswood City School District has completed its review of **KIPP Valiant Community Prep's 2025–26 Second Interim Financial Report**, submitted pursuant to Education Code §47604.33. This review evaluates fiscal condition, identifies material variances from the adopted budget, and assesses the school's financial sustainability for the current and subsequent fiscal years.

Summary of Financial Condition

Based on the materials submitted, KIPP Valiant Community Prep reports:

- **Total Revenues:** \$10,286,583.20
- **Total Expenditures:** \$11,737,657.13
- **Operating Surplus / (Deficit):** (\$1,451,073.94)

The school projects an **ending fund balance of \$2,865,023.06** at June 30, 2026. Based on the detail tables, this includes approximately:

- **Nonspendable Fund Balance:** ~\$249,012
- **Unrestricted Fund Balance:** ~\$2.60 million

KIPP Valiant submitted a **Positive Certification**, indicating the school anticipates meeting its financial obligations in the current and two subsequent fiscal years.



Material Variances & Budgetary Trends

Key observations from the Second Interim data include:

Revenues

- Second Interim projected revenues are **slightly lower than First Interim revenues** (\$10.3M vs. \$10.5M), reflecting updated LCFF, federal, and state revenue adjustments.

Expenditures

- Projected expenditures increased minimally from First to Second Interim (\$13,395.24), largely driven by increase in contracted services for the after-school program.

Net Operating Result

- The school is projecting an **increased operating deficit from \$1.2m at First Interim to \$1.45m at Second Interim.**

Despite the projected deficit, the school maintains a fund balance sufficient to support its Positive Certification.

Multi-Year Outlook

KIPP is forecasting near \$1m deficits in the next two years. As currently forecasted, KIPP will run out of funds at the end of the 28-29 school year. We do understand these forecasts are conservative.

Fiscal Risks & Considerations

The following items warrant continued monitoring:

1. Structural Deficit

The projected operating deficit of approximately **\$1.45m** indicates that expenditures currently exceed recurring revenues. Continued deficits could erode reserves to below required levels in future years. KIPP is actively evaluating expenditures, including their staffing model, to identify a path to closing the structural deficit.



2. **Enrollment/ADA Sensitivity**

As LCFF makes up the majority of revenue, ADA fluctuations can materially affect projected surpluses or deficits.

3. **Special Education Costs**

These remain a high-growth cost area for most charter schools and should continue to be reviewed against funding streams.

Conclusion

Based on our review of the Second Interim Alternative Form submission, **KIPP Valiant Community Prep remains fiscally viable**, though the school is currently projecting an operating deficit for FY 2025–26. Reserves remain sufficient to support a **Positive Certification**, and the District anticipates continued collaboration on monitoring key fiscal indicators.

If you have any questions about this review, please contact:

Ravenswood City School District

Jesse Ladomirak, Director of Finance

Email: jladomirak@ravenswoodschools.org

Phone: (650) 329-2800 ext. 60173

Thank you for your ongoing partnership and commitment to responsible fiscal stewardship.

Sincerely,

X

Jesse Ladomirak
Director of Finance

Jesse Ladomirak

Director of Finance
Ravenswood City School District



7/9/2026

TO:

Roshad Lewis, Director of Finance
KIPP Northern California Public Schools

FROM:

Jesse Ladomirak
Ravenswood City School District

SUBJECT:

2026–27 Adopted Budget Financial Review – KIPP Valiant Community Prep

Dear Mr. Lewis,

Ravenswood City School District has completed its review of **KIPP Valiant Community Prep's 2026–27 Adopted Budget**, submitted pursuant to Education Code §47604.33. This review evaluates fiscal condition and assesses the school's financial sustainability for the current and subsequent fiscal years.

Summary of Financial Condition

Based on the materials submitted, KIPP Valiant Community Prep reports:

- **Total Budgeted Revenues:** \$10,574,418.05
- **Total Budgeted Expenditures:** \$11,590,619.19
- **Budgeted Operating Surplus / (Deficit):** (\$1,016,200.14)

The school projects an **ending fund balance of \$1,997,431.36** on June 30, 2027. Based on the detail tables, this includes approximately:

- **Nonspendable Fund Balance:** ~\$249,012
- **Unrestricted Fund Balance:** ~\$1.748 million

KIPP Valiant submitted a **Positive Certification**, indicating the school anticipates meeting its financial obligations in the current and two subsequent fiscal years.



Material Variances & Budgetary Trends

Key observations from the Adopted Budget include:

Revenues

- SY2026-2027 projected revenues are **slightly higher than Prior Year revenues** (\$10.575M vs. \$10.349M), reflecting LCFF and state revenue increases.

Expenditures

- SY2026-2027 Projected expenditures are slightly lower than Prior Year expenditures, primarily resulting from a decrease in contracted services.

Net Operating Result

- The school is projecting a **decreased operating deficit over the Prior Year, from \$1.3m to \$1.0m.**

Despite the projected deficit, the school is trending in a positive direction towards closing its operational deficit and maintains a fund balance sufficient to support its Positive Certification.

Multi-Year Outlook

KIPP is forecasting deficits in the next two years. However, the projected deficit decreases each year, to \$780,000 in SY28 and \$39,000 in SY29. As currently forecasted, KIPP will maintain a positive fund balance through the 28-29 school year and be on track to balance its budget.

Fiscal Risks & Considerations

The following items warrant continued monitoring:

1. Structural Deficit

Despite positive directional change, KIPP continues to project an operating deficit. With an unrestricted fund balance of only \$1.0m projected at the end of SY29, KIPP must continue to rigorously address its structural deficit to ensure it maintains sufficient financial reserves.



2. **Enrollment/ADA Sensitivity**

As LCFF makes up the majority of revenue, ADA fluctuations can materially affect projected surpluses or deficits.

3. **Special Education Costs**

These remain a high-growth cost area for most charter schools and should continue to be reviewed against funding streams.

Conclusion

Based on our review of the SY27 Adopted Budget submission, **KIPP Valiant Community Prep remains fiscally viable**, though the school is currently projecting an operating deficit for SY27. Reserves remain sufficient to support a **Positive Certification**, and the District anticipates continued collaboration on monitoring key fiscal indicators.

If you have any questions about this review, please contact:

Ravenswood City School District

Jesse Ladomirak, Chief Financial Officer

Email: jladomirak@ravenswoodschools.org

Phone: (650) 329-2800 ext. 60173

Thank you for your ongoing partnership and commitment to responsible fiscal stewardship.

Sincerely,

Jesse Ladomirak

Chief Financial Officer

Ravenswood City School District

Additional Information Requested by Ravenswood



FW: KIPP Valiant Charter Renewal Data

1 message

18 October 2026 at 16:08

From: Karsen Matos [mailto:karsen.matos@kippvaliant.org]

Sent: Friday, October 16, 2026 2:17 PM

To:

Cc:

Subject: KIPP Valiant Charter Renewal Data

Dear Members of the Ravenswood Board,

Thank you for your time and your consideration of our charter renewal last Thursday evening. I hope that my presentation and the testimonies gave you a good sense of the school and its community.

You asked a number of pertinent questions about the data in my slides - please find below the detailed figures we were unable to provide in the moment, with further information found in our renewal petition, attached.

Trustee Tavera asked for additional detail on DIBELS for grades 5-8 – 2025-26 was the first year DIBELS was fully implemented across the middle school, and the number and percentage of students making various stages of growth is set out in the table below. 65% made average or above average growth, compared to 69% of the lower school.

Total students tested in grades 5-8 in 2025-26	Number making below average growth	Number making average growth	Number making above average growth
263	92 (35%)	50 (19%)	121 (46%)

Trustee Tavera asked for further detail on reasons for students' leaving KIPP Valiant. In 2025-26, 38 students withdrew before the last day of school. The top two reasons were:

- Families moving - either to a more convenient location, or different city, state or country - which accounted for 26 students leaving (68%) in 2025-26.

- Families wanting an environment that better suited their educational or academic preferences, accounting for 9 students leaving (24%).

Trustee Tavera also asked for a breakdown of suspensions by demographics. The data from 2025-26 has just been released on the California Dashboard, as per the table below. We are committed to restorative practices, and we regularly break down our behavior data by student group, which is how we're monitoring the higher rates for students with disabilities and long-term English learners to make sure our behavior systems are applied equitably.

Student Group	Total students in that group	Number suspended	Percentage suspended
<i>All students</i>	568	18	3.2%
<i>Socio-economically disadvantaged</i>	508	18	3.5%
<i>Hispanic</i>	505	16	3.2%
<i>English learner</i>	316	13	4.1%
<i>Students with disabilities</i>	102	6	5.9%
<i>Long-term English learners</i>	89	5	5.6%

Trustee Vargese-Bloom asked what 'made progress towards English proficiency' meant in slide 12. As per the California Dashboard, it refers to those students who progressed at least one ELPI level or maintained ELPI level 4, in contrast to those who either decreased a level or maintained levels 1, 2L, 2H, 3L and 3H.

Trustee Latu asked for all percentages in the slides (also attached) to be converted into raw numbers – please see below:

Slide 5

- **Percentages:** In 2025-26, our school population was: 89.4% Latinx, 3.9% Pacific Islander, 3% Black, 3.6% other. Plus 88.9% socio-economically disadvantaged, 15.3% students with IEPs and 55.8% multilingual learners.

- **Raw figures:** see table below

Students	Black	Asian	Filipinx	Latinx	AAPI	White	Multiple	EL	SpED	SED
539	16	5	1	482	21	3	10	301	83	479

Slide 12

- **Percentages:** 48.7% of English Learners and 76.1% of Long-Term English Learners made progress towards English Language Proficiency (ELPI) in the 2025-26 school year (preliminary data)

- **Raw figures:** These figures have this week been finalized in the California Dashboard. 114 out of 241 (47.3%) English Learners, and 71 out of 87 (81.6%) Long-Term English Learners made progress towards ELPI - giving a green and a blue rating, respectively.

Slide 13

- **Percentage:** 12 percentage-point increase in SBAC ELA proficiency amongst current students with IEPs from 2024-25 to 2025-26 (preliminary data)
- **Raw figures:** 4 out of 61 (7%) students with IEPs were proficient in SBAC ELA proficiency in 2024-25 and 10 out of 54 (19%) students with IEPs were proficient in 2025-26.

Slide 15

- **Percentages:** Chronic absenteeism halved in four years. *50.3% in 2021-22 → 25% in 2025-26*
- **Raw figures:** In 2021-22, 335 out of 666 students (50.3%) were chronically absent. The 2025-26 figures have now been finalized in the California Dashboard and show that 138 out of 565 students were chronically absent last year, which actually equates to 24.4%.
- **Percentages:** Suspensions saw a 1.8 percentage-point reduction in three years. *5% in 2022-23 → 3.2% in 2025-26*
- **Raw figures:** In 2022-23, 32 out of 634 students (5%) were suspended, whereas 18 out of 568 students (3.2%) were suspended in 2025-26.
- **Percentages:** Student retention reached a record high of 94.2% in 2025-26
- **Raw figures:** Student retention data is measured from Oct 1 to Oct 1, so the number drawn for our petition and presentation was still in flux. We can now confirm that in 2025-26, 534 of our students from the previous year returned to the school, whilst 63 exited. This equates to an 88% student retention rate, which is on par with the last two years.

Slide 16

- **Percentages:** For each of the last three years, between 63% and 69% of K-4 students made at least average growth, or higher, in reading

- **Raw figures:** See table below:

School Year	Total students tested in K-4*	Number making below average growth	Number making average growth	Number making above average growth
2023-24	239	89 (37%)	45 (19%)	105 (44%)
2024-25	220	80 (36%)	50 (23%)	90 (41%)
2025-26	214	65 (30%)	46 (21%)	103 (48%)

** We aim for at least 95% of our students to complete DIBELS assessments, and usually exceed this - some students do not test due to reasons such as chronic absenteeism or severe disabilities*

Slide 17

- **Percentages:** SBAC ELA proficiency increased by 17 percentage points last year (preliminary data), with strong increases across all subgroups.

- **Raw figures:** Only students in grades 3-8 take SBAC assessments. The figures behind the percentage increases in SBAC ELA proficiency are in the table below:

	2024-25			2025-26		
	Total Tested	Proficient #	Proficiency %	Total Tested	Proficient #	Proficiency %
All Students	406	87	21%	370	142	38%
Latinx	376	79	21%	341	128	38%
EL	232	18	8%	200	37	19%
SPED	61	4	7%	54	10	19%

Slide 18

- **Percentage:** On the 2025 Dashboard, KIPP Valiant was rated as having Accelerated Math growth with 63.8% of students improving their score from the prior year

- **Raw figures:** 217 out of the 340 students (63.8%) who were tested in both years improved their SBAC Math score from 2023-24 to 2024-25.

Slide 20

- Summarizes data already discussed above

Please reach out if you have any additional questions or follow-up ahead of our decision hearing on November 12.

In collaboration,
Karsen Matos

Karsen Matos

Elementary School Leader

KIPP Valiant Community Prep

(415) 940-1221



2 attachments



KIPP Valiant Charter Renewal Petition August 2026 (1).pdf

1524K



KIPP Valiant Community Prep_ Public Hearing October 8th, 2026.pdf

6523K



KIPP Valiant Site Visit - Tuesday 20

Jenny Shaw <jenny.shaw@kippnorcal.org>

21 October 2026 at 11:54

To:

Cc:

Hi All,

As requested yesterday, I'm sending over the zip codes for our currently enrolled students - see the table below. 523 out of 579 students (90%) live within District boundaries, according to our calculations - this is most of the top two rows, but not *all* of zip code 94205 falls within Ravenswood.

Zip	Count of Students
94303	455
94025	87
94063	13
94061	6
94560	3
95133	2
94041	2
95125	2
94089	1
94587	1
94401	1
95127	1
94536	1
94107	1
94062	1
94040	1
94043	1
TOTAL	579

Do let us know if there is any more information you need, following yesterday's visit and Ms Matos' data-centered email last Friday.

When you get a moment, it would be great to see your notes from Monday and today's Zoom calls as well - I hope they've gone well.



KIPP Valiant Site Visit - Tuesday 20

Jenny Shaw <jenny.shaw@kipnocal.org>

26 October 2026 at 17:19

To:
Cc:

Hi Alison,

Please find below answers to half of your questions. I am just double-checking the answers to the final three questions with school-site colleagues, and will get back to you asap tomorrow. One of those remaining questions is about our number of students with disabilities, which Clare also emailed to our AP for SpEd, Ben Jacobs - copying Clare here so she will see our response tomorrow.

Please provide the current number of waitlisted prospective students by grade level.

Grade	Waitlist # (as of 10/26/26)
TK	1
K	9
4	2

Please provide the number of students admitted after the start of the 2025-26 school year (and in what grade level and per month if possible)

Month	# students joining each grade each month	Total # students joining that month
August	TK - 3 K - 2 1st - 2 2nd - 3 3rd - 2 4th - 2 6th - 5 7th - 5 8th - 2	26
September	TK - 2	2
October	TK - 1 1st - 1 3rd - 1 4th - 1 5th - 1 7th - 1	6
November	K - 1	1
December	2nd - 1	1
January	3rd - 1	1
February	K - 1 1st - 1 2nd - 1 4th - 1 7th - 1	5
March	TK - 3 K - 1 4th - 2 5th - 1 6th - 2 7th - 1 8th - 2	12

April	-	0
May	-	0
June	-	0

Thank you for providing the reading growth data for students in grades 5-8. Please also complete this table / provide data on the number and percentage of students who are meeting proficiency using your local assessment (DIBELS)

End of Year Local Assessment Data For 2025- 26	For ELA/Reading (DIBELS)		For Mathematics (i-Ready)	
	<i>Number of Students At or Above Benchmark</i>	<i>Percentage of Students At or Above Benchmark</i>	<i>Number of Students At or Above Grade Level Proficiency / Benchmark</i>	<i>Percentage of Students At or Above Grade Level Proficiency / Benchmark</i>
K	19	50%	17	44%
1	28	58%	5	10%
2	24	60%	5	13%
3	30	64%	13	27%
4	18	37%	12	24%
5	16	29%	12	21%
6	22	37%	25	41%
7	75	30%	12	14%
8	36	44%	13	15%

Best wishes,

Jenny Shaw

Associate Director of Policy and Advocacy

KIPP Public Schools: Northern California

1 Kaiser Plaza, Suite 550, Oakland, California 94612

www.kippnorcal.org

+1 (341) 213 8879



KIPP Valiant Site Visit - Tuesday 20

Jenny Shaw <jenny.shaw@kipnocal.org>

27 October 2026 at 10:22

To:

Cc:

Good morning Alison, All,

Responses to your other three questions below - please let us know if there's anything else you need. Otherwise, we look forward to seeing the staff report tomorrow.

Please complete this table / provide this data for Students with Disabilities:

We have slightly revised your table, just to be really clear on the total number of IEPs. As requested, all data is from CALPADS.

	Students without IEPs	Students with IEPs	MMSN Mild-Moderate	ESN Mod-Severe
2025-2026 (Total Students = 530)	442 (83% of total)	88 (17% of total)	77 Students (87.5% of SWD)	11 Students (12.5% of SWD)
2026-2027 (Total Students = 577)	482 (84% of total)	95 (16% of total)	79 Students (83% of SWD)	16 Students (17% of SWD)

On page 12 of the Petition the second bullet point says "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."

Since I believe this is referring to the 2024-25 school year, have you added more ELD teachers since then? Or was the increased student achievement only supported by the changes made to daily designated ELD?

To clarify, in 2024-25 we had one ELD teacher for the elementary school, and a vacancy for most of the year for the middle school ELD teacher. This was rectified in 2025-26, so we now have two dedicated ELD teachers - one for elementary, and one for middle. This stability in staffing has led to an improvement in results for our EL students, along with improvements to our integrated ELD using EL Achieve.

Please provide a list of teachers with their Years of Experience, and their credential type. (For TK/K, please also note that they have met the requirements for these grade levels)

For example:

Sally Smith - 2 YoE - Intern Multiple Subject Credential - Grade 3

We understand the importance of ensuring all staff meet California Education Code requirements to teach, and are committed to supporting our teachers in their licensing process. We have noted updates for teachers with emergency permits below.

Name	Grade	Credential Type	Years of Experience
Brianti Williams	TK	Professional-level Teaching License (Clear, Multiple Subject). Making progress towards CDP.	10
Ferlynn Yankiling	TK	Emergency Teaching Permit (Transitional Kindergarten; CDP). Scheduled to take the CSET exam and exploring programs.	6
Danny Mercado	K	Professional-level Teaching License (Preliminary, Multiple Subject)	2
Alan Resendiz De La Cruz	K	Interim Teaching License (Intern Y1, Multiple Subject)	0
Selina Reyes-Barbosa	K	Emergency Teaching Permit (30-Day Substitute Teaching Permit). CSET Multiple Subject retake scheduled to be taken by 12/31.	1

		Karsen Matos [Clear, Multiple Subject] serves as Teacher of Record in the interim. Upon passing, Selina will enroll in an intern program.	
Maya Gregory-Schmidt	1	Professional-level Teaching License (Preliminary, Multiple Subject)	3
Mary Xie	1	Professional-level Teaching License (Clear, Multiple Subject; Clear, Education Specialist Instruction - Mild/Moderate)	11
Lashante Foster	2	Professional-level Teaching License (Clear, Multiple Subject)	7
Ashwaria Rai	2	Interim Teaching License (Intern Y2, Multiple Subject)	1
Hannah Fiechtl	3	Emergency Teaching Permit (30-Day Substitute Teaching Permit). Applying for Intern Program. Elise Congreve [Preliminary, Multiple Subject] serves as Teacher of Record.	1
Jackson Wagner	3	Interim Teaching License (Intern Y1, Multiple Subject)	0
Janet Rodriguez	4	Interim Teaching License (Intern Y2, Multiple Subject)	2
Rebecca Smerdon	4	Professional-level Teaching License (Preliminary, Multiple Subject)	2
Robert Macaluso	TK-4	Professional-level Teaching License (Clear, Single Subject)	8
Judith Stroman	TK-4	Professional-level Teaching License (Preliminary, Single Subject)	7
Arlthe Mendoza Farias	TK-4	Professional-level Teaching License (Clear, Multiple Subject)	6
Nancy Smith	TK-4	Professional-level Teaching License (Clear, Multiple Subject; Preliminary, Education Specialist Instruction - MMSN)	4
Tre'Von Boykin	5	Emergency Teaching Permit (30-Day Substitute Teaching Permit). PIP Multiple Subject in progress.	3
Kailee Groveman	5	Professional-level Teaching License (Preliminary, Single Subject)	1
Catherine Colet	6	Interim Teaching License (Intern Y1, Single Subject)	2
Tomas Flores	6	Interim Teaching License (Intern Y1, Multiple Subject)	0
Destinee Garcia	6	Interim Teaching License (Intern Y1, Single Subject)	4
Francisco Betancourt	7	Professional-level Teaching License (Clear, Single Subject)	9
Lauren Klein	7	Professional-level Teaching License (Preliminary, Single Subject)	6
Annel Torres	7	Professional-level Teaching License (Clear, Single Subject)	13
India Chakraverty	8	Emergency Teaching Permit (STSP, Single Subject). Exploring Intern credential programs.	4
Vanessa Jimenez	8	Professional-level Teaching License (Clear, Single Subject)	3
Jesus Rodriguez	8	Professional-level Teaching License (Clear, Multiple Subject)	7
Jonathan Arellano	5-8	Professional-level Teaching License (Preliminary, Single Subject)	7
Jose Galloso	5-8	Interim Teaching License (Intern Y2, Single Subject)	17
Gloria Dorame	5-8	Emergency Teaching Permit (30-Day Substitute Teaching Permit). Taking CSET exam for English.	4
Lane Mullin	5-8	Professional-level Teaching License (Clear, Single Subject)	16
Ella Stannard	5-8	Interim Teaching License (Intern Y1, Education Specialist Instruction - MMSN)	0
Madelyn deVega	5-8	Professional-level Teaching License (Preliminary, Multiple Subject; Preliminary, Education Specialist Instruction - MMSN)	2
Elise Congreve	Multiple - AP Supports 3rd grade	Professional-level Teaching License (Preliminary, Single Subject and Multiple Subject)	18
Fernando Salazar	Multiple - AP	Emergency Teaching Permit (30-Day Substitute Teaching Permit)	9
Benjamin Jacobs	Multiple - AP	Professional-level Teaching License (Clear, Education Specialist Instruction - MMSN)	12
Edward Rosa	Multiple - AP	Professional-level Teaching License (Clear, Multiple Subject)	12
Kathleen McKeveny	Multiple - AP	Professional-level Teaching License (Clear, Multiple Subject)	7

Karsen Matos	Multiple - Principal Supports Kindergarten	Professional-level Teaching License (Clear, Single Subject; Clear Multiple Subject)	12
Michelle Verrochi	Multiple - Principal	Professional-level Teaching License (Clear, Single Subject)	16
Jasmine Waiters	Multiple - Principal	Professional-level Teaching License (Clear, Single Subject)	11

In collaboration,

Jenny Shaw

Associate Director of Policy and Advocacy

KIPP Public Schools: Northern California

1 Kaiser Plaza, Suite 550, Oakland, California 94612

www.kippnorcal.org

+1 (341) 213 8879

Community Letters of Support sent to the Ravenswood Board of Trustees

August 30, 2026

Ravenswood City Elementary School District

Board of Trustees and Superintendent

As a long-time resident of East Palo Alto I respectfully urge to approve the renewal of KIPP Valiant Community Prep's charter.

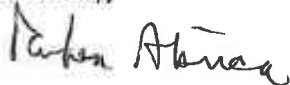
Throughout my years in public service---as councilmember in East Palo Alto, and a previous Trustee of the Ravenswood School District-- I have approached charter schools on their individual merits. Not every charter proposal deserves automatic support. I have listened to families, evaluated the schools and considered if a charter school is serving the students well. That approach has led me to oppose some charter petitions over the years, but I strongly support the renewal of KIPP Valiant.

Since opening its door, KIPP Valiant has established itself as a valued educational institution. I have watched the school evolve, strengthening its academic program and its commitment to supporting students' social and emotional development. The sustained demand for the school demonstrates that it continues to meet an important need in the community.

Like any public institution, it should be held to high expectations, and I have not hesitated to ask difficult questions when appropriate. In my experience, the school has shown a genuine willingness to listen, respond to feedback, and improve in service of its students and families. It is also my hope that opportunities for collaboration will continue to expand between KIPP Valiant and Ravenswood District. For these reasons I encourage you to give KIPP Valiant your full consideration and renew their charter.

Should you have any questions feel free to contact me at 650-924-6990 or via email rubenabrica@gmail.com

Sincerely,

A handwritten signature in dark ink, appearing to read "Ruben Abrica", written in a cursive style.

Ruben Abrica
Vice Mayor,
City of East Palo Alto



.....where seeds are planted.

August 28, 2026

Trustees of the Board of Education
Ravenswood School District
2120 Euclid Avenue, East Palo Alto, CA 94303

Dear Ravenswood City School District Board Members,

As the Executive Director of the Rosalie Rendu Center, I am writing to you to strongly recommend the renewal of the charter of one of our close partners, KIPP Valiant Community Prep.

My organization has worked with KIPP Valiant for a number of years, providing support and a sense of belonging for immigrant families in the East Palo Alto community. Throughout our partnership, the Rosalie Rendu Center has regularly participated in KIPP Valiant's family resource fairs, back-to-school events, and other community engagement opportunities, where we have connected families with immigration legal services, citizenship and naturalization resources, family support programs, and referrals to additional community services.

KIPP Valiant has consistently welcomed our staff into its school community, helping us reach families who may not otherwise be aware of the resources available to them. By creating opportunities for trusted community organizations to engage directly with parents, KIPP Valiant has strengthened the network of support available to families and reinforced its commitment to serving the needs of the whole family—not just the student.

Beyond hosting our organization at school events, KIPP Valiant has fostered a culture of collaboration with organizations such as mine, recognizing that strong family engagement and access to essential services are key contributors to student success. This collaborative approach has allowed us to build trust with families, provide timely support, and help remove barriers that can affect a child's ability to thrive both academically and personally.

In my work, I am keenly aware of immigrant parents' desire to see their children have access to educational opportunities that they could only dream of. KIPP Valiant consistently provides that excellent academic grounding, and I hope to see it continue to flourish in East Palo Alto.

I humbly ask that you vote in support of KIPP Valiant's five-year charter renewal this fall. Thank you for your consideration and support.

Sincerely,

Maria Lozano
Executive Director, Rosalie Rendu Center

2345 Pulgas Ave • East Palo Alto, CA 94303 • (650) 473-9522



Ministry Services of the Daughters of Charity
of St. Vincent de Paul

www.rosalie-rendu-center.org • contact@rosalie-rendu-center.org



August 27, 2026

*Trustees of the Board of Education
Ravenswood School District
2120 Euclid Avenue, East Palo Alto, CA 94303*

Dear Ravenswood City School District Board Members,

My name is Selina Sanchez Cristobal, and I am the Community Outreach & Crisis Response Director at Kara. We have worked with KIPP Valiant since 2024, and I am writing to strongly recommend renewing their charter with the Ravenswood City School District.

KIPP Valiant understands that students' social and emotional well-being is essential to their educational success. In addition to providing excellent academic preparation, the school partners with organizations such as mine to meet students' broader needs.

As such, during the 2025–26 school year, Kara's Journeys program provided a 10-week, school-based grief support group for KIPP Valiant students coping with the death of a loved one. Working closely with KIPP's student support team, Kara's staff facilitated weekly sessions that gave students a supportive environment to process their grief, build healthy coping skills, and strengthen connections with peers experiencing similar losses. The impact of this partnership has been invaluable, helping to create a safe and stable learning environment for students, no matter their background or life experiences.

We look forward to continuing our collaboration with KIPP Valiant and RCSD for many years to come, providing the support and stability that our local community deserves. I therefore humbly ask that you vote in support of KIPP Valiant's five-year charter renewal this fall. Thank you for your consideration and support.

Sincerely,

*Selina Sanchez Cristobal
Community Outreach & Crisis Response Director*

Staff Leadership

Jean Paul Renaud
Executive Director
Beth May
Deputy Director
Aubrey Knier
Director of Community
Forestry
Alyssa Ellis
Director of Community
Education and Green Pathways
Natalie Brubaker
Director of Strategic
Initiatives
Maika Horjus
Director of Impact
Karina Soria Mendoza
Sr. Operations Manager
Indira Selvakumaraswamy
Senior Volunteer and
Community Engagement
Manager

Board of Directors

Jeff Schmidt
Chair
Sally O'Neil
Vice Chair
Jose Talavera
Secretary
Philip Jonas
Treasurer
Michael Cappon
Dayna Chung
Gordon Clark
Newsha Firoozye
Uriel Hernandez
Peying Lee
Laura Martinez
Rob O'Connor
Claudia Olalla
April Webster

*We collaborate with
communities to grow and
sustain equitable urban forests
for all.*



August 20, 2026

Trustees of the Board of Education
Ravenswood School District
2120 Euclid Avenue, East Palo Alto, CA 94303

Dear Ravenswood City School District Board Members,

My name is Jean-Paul Renaud, the Executive Director at Canopy. Having worked with KIPP Valiant for several years, I am writing to you in support of the renewal of their charter with the Ravenswood City School District.

I have come to know the Valiant community well, and can vouch for their strong mission to help us improve the local environment, particularly through cultivation of green spaces for all to enjoy. Our invaluable partnership has enabled my organization to plant a number of trees on their grounds.

KIPP staff have also been exemplary partners in environmental education, fostering a deep appreciation for nature and regularly sharing information to encourage families to contribute to greening efforts outside of school. With their help, we are inspiring the next generation to protect the planet and engage their wider community in that endeavour. This sense of ownership towards the natural environment is critical to guarantee collective care and maintenance for decades to come.

We hope that this is just the beginning of our journey together, and we look forward to continuing our collaboration with KIPP Valiant in the future.

As such, I humbly ask that you vote in support of KIPP Valiant's five-year charter renewal this fall. Thank you for your consideration and support.

Sincerely,

Jean Paul Renaud
Executive Director
JP@Canopy.org



September 2, 2026

*Trustees of the Board of Education
Ravenswood School District
2120 Euclid Avenue, East Palo Alto, CA 94303*

Dear Ravenswood City School District Board Members,

As the *Senior Director of Career Centers*, I am writing on behalf of JobTrain to express our support for the renewal of KIPP Valiant Community Prep's charter this Fall.

KIPP Valiant staff recognize that student success is closely connected to the well-being and stability of the entire family, including parents' access to education and meaningful employment. Over the past few years, we have been honored to participate in various KIPP events, such as resource fairs, family engagement nights, and community outreach sessions. During these events, JobTrain staff have shared information about vocational training programs, GED and adult education opportunities, English language classes, digital literacy courses, job placement services, and career pathways in high-demand industries. In addition, KIPP Valiant has helped promote JobTrain's workshops, hiring events, and enrollment opportunities by distributing informational materials directly to families and making referrals where appropriate.

The school's commitment to education and life-long learning has significantly contributed to the success of our initiatives. Our ongoing collaboration has helped remove barriers to employment, increase awareness of local workforce resources, and empower parents with opportunities that strengthen family stability and, ultimately, support student success.

We would welcome the chance to continue to work with KIPP in years to come. I therefore humbly ask that you agree to KIPP Valiant's five-year charter renewal, ensuring the continuation of an excellent educational option in the area.

Sincerely,

A handwritten signature in black ink, appearing to read "Esmeralda".

*Esmeralda Cerrato
Senior Director of Career Centers, JobTrain*



Calming the Chaos of Mental Health Care

August 18, 2026

Trustees of the Board of Education

Ravenswood School District

2120 Euclid Avenue, East Palo Alto, CA 94303

Dear Ravenswood City School District Board Members,

In my role as the Director of Customer Success at Care Solace, I have come to know the KIPP Valiant community and its staff well. I am writing to you to highly recommend the renewal of their charter.

KIPP Valiant is much more than an outstanding educator - I have seen staff go above and beyond to provide support to students with a range of needs. This includes partnering with Care Solace to offer a spectrum of mental health services - from educational prevention resources to one-off counselling sessions and extended therapy courses.

Care Solace's focus is on ensuring ease of access to the right support, and our invaluable partnership with KIPP has enabled my organization to share information with students and families, so that they are both aware of what is available and know how to get the support they deserve. Valiant staff know their students well and have been adept at identifying where our services could be particularly beneficial.

KIPP Valiant's dedication to mental health support is truly commendable. Their efforts have not only provided access to regular information but have also played a pivotal role in destigmatizing support. The impact of this partnership extends far beyond the immediate community, serving as a model for how schools and organizations can work together to create resilient future generations.

We are excited about the future of our partnership and the positive changes we can achieve together. I request that you vote in support of KIPP Valiant's five-year charter renewal this fall.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Chamness".

Tyler Chamness

Director of Customer Success