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Response from KIPP Navigate College Prep

TO: State Board of Education  
 FROM: KIPP Navigate College Prep  
 RE: Annual SBE Charter Memo  
 DATE: April 26, 2019



**Based on the school’s internal benchmark assessments identify the greatest progress and greatest need:**

<b>Greatest Progress:</b>
<p>At KIPP high schools across the country, we focus on implementing CCSS, CCRS, and NGSS standards. We use ACT interim assessments to allow students to meet their ACT goals. All students take an ACT Pre-Test in the fall and a Post-Test in May to measure growth over the entire year. The goal is for students to grow 3 points from Pre-Test to Post-Test. To monitor progress throughout the year, we use Interim Assessments (IA). Students take 3 Interim Assessments (October, January, March) to practice skills they are developing in their classes. Questions are designed from CCRS outlined in pacing plans, building in complexity toward ACT-Rigor ensuring most essential CCRS are taught and assessed before 11th grade. Although we cannot compare IAs to the Pre-Test, we can see how KIPP Navigate is performing in relation to our other KIPP HS. KIPP Navigate College Prep was ranked #1 of 25 high schools on IA#2 and IA#3 composite scores and #1 in Algebra on all three IA assessments, once with over a 10% margin to the next closest school. Additionally, on IA#3, we were in the top 3 high schools for math, reading, and science.</p>
<b>Greatest Need:</b>
<p>English Language Learners are the student group who is performing the lowest on our unit assessments and ACT interim assessments. With 30 of our 97 students being EL in our founding year, we making EL a year 2 focus priority to help general education teachers have more explicit strategies to help all students, especially ELs, be successful.</p>

**Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition:**

Priority 1: Basic Services	<p>KIPP provides a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading. Regular and preventative maintenance and a strong focus on process and procedures were all effective systems in making progress towards our goal. KIPP continues to partner with the district to meet our space needs as we expand our grade levels next school year.</p>
Priority 2: Implementing CCSS	<p>All of our founding students are enrolled in pre-AP classes including Pre-AP Algebra I, Pre-AP World History, Pre-AP English 9, and Pre-AP Biology in addition to Math and English foundation classes, Computer Science, and Physical Education. The Pre-AP classes are aligned to CCSS and backwards planned from College Board Advanced Placement Classes so students are engaging in rigorous and challenging academics. Students take common unit assessments shared with high schools across our network and evaluate their mastery of the standards. For Math, KIPP Navigate had the following ranking compared to schools in the network: Unit 1 #3, Unit 2 #2, Unit 3 #1, Unit 4 #2. For English: Unit 1 #6, Unit 2 #1, Unit 3 #3, and Unit 4 #3.</p>
Priority 3: Parent Involvement	<p>KIPP measures parent involvement through our high health framework. 92% of our families agreed or strongly agreed with the statement: How likely are you to recommend KIPP to other families (7% higher than the district average). Here are the summary of other questions asked:</p> <ul style="list-style-type: none"> <li>• Are you able to access school staff in a timely manner? 77%</li> </ul>

	<ul style="list-style-type: none"> <li>• The teachers have built strong relationships with my child? 76%</li> <li>• How fairly is your child treated by staff? 76%</li> <li>• How satisfied are you with the number of opportunities your school provides for you parents to get involved in campus. 49%</li> <li>• Do you know strategies to help your child when he/she is stressed? 29%</li> </ul> <p>In our founding year, we have a number of ways for families to be involved including joining a committee (KIPP Family Association, School Site Council, or English Language Advisory Committee), coming to our quarterly College Success Nights, and all of our staff are available during and outside of school hours to help support their children be successful. We use the survey results to inform our parent engagement strategies.</p>
Priority 4: Pupil Outcomes	SBAC data for the students not available in the current year. Please see the greatest progress and greatest need above for a summary.
Priority 5: Student Engagement	KIPP Navigate has a 96.6% yearly attendance rate with October as our highest month with 98.5% and March as our lowest month with 94.4%. In order to continue to improve attendance rates, KIPP Navigate has included our revised attendance policy in our family handbook with clear procedures for parents and our leadership team will complete an attendance procedures execution plan to have immediate responses if students are not at school.
Priority 6: School Climate	KIPP Navigate currently has a 9.3% suspension rate and a 6.7% student rate from 7 incidents by 5 different students. 100% of our incidents have occurred by Hispanic/Latino students. KIPP Navigate College Prep focuses on Restorative Practices and Social Emotional Learning aligned to our school values. Students reflect on their choices and focus on repairing harm done to others or the community. Reintegration plans are initiated for suspended students which has decreased recurring offenses and have involved students, families, advisors, peers, and teachers.
Priority 7: Course Access	All students have access to a broad course of study including courses described under EC section (HS) 51220, as applicable to KIPP's required course offerings. Additionally, programs and services were developed and provided to individuals with exceptional needs, including students on an IEP. KIPP offers enrichment courses to all students, including Computer Science Discoveries, Art Expeditions (Dance, Digital Photography, Zine Making, Video Production), and Physical Education in our founding year at KIPP Navigate College Prep.
Priority 8: Other Outcomes	KIPP Navigate College Prep just received the Amazon Future Engineer Award which is dedicated to encouraging children and young adults from underserved communities to pursue careers in computer science. This award provides up to \$10,000 in funding for FIRST Teams, a total of \$10,000 to launch our AP Computer Science Principles course, and opportunities to visit Amazon fulfillment centers in person or virtually. During College Success Night on April 11th, students had their Art Expedition Showcase, displaying their photography, videos, zine, and dance production for our families. 100% of our freshmen are enrolled in Physical Education and completed the physical fitness test and the school became an associate member of the Central Coast Section (CCS) League to grow our sports programs.

**Provide a summary of progress made in meeting the schools' first Local Control and Accountability (LCAP) deadline of July 1, 2019, including information on the ongoing process and stakeholder engagement.**

KIPP operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that students succeed. By making a choice and commitment to be part of the school community, students, parents, and staff at KIPP play an integral role in the school's success. Parents are a vital part of this partnership and are critical stakeholders in the school.

This year's annual Local Control and Accountability planning process has allowed parents to engage in meaningful ways: developing, refining and reflecting on the goals and actionable steps to improve outcomes for students. Parents have been invited to attend LCAP meetings led by the School Leader throughout the year. These meetings topics included: the CA State Dashboard and LCAP alignment, the state's priorities, the specific goals for the school and the actionable steps to achieve those goals. The school has gathered input during meetings through small group exercises where families brainstormed together and shared feedback with the community and school leadership. An interpreter was present at these meetings and translated materials were made available in Spanish to create equitable engagement. Additionally, LCAP surveys have been distributed in paper and online form to collect input from students, teachers, and families. The collective information shared during the annual LCAP process and surveys are being used to update and improve the schools' priorities.