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Response from KIPP Bayview Elementary



**KIPP**:BAYVIEW  
ELEMENTARY

TO: State Board of Education  
 FROM: KIPP Bayview Elementary  
 RE: Annual SBE Charter Memo and Learning Continuity Plan  
 DATE: September 30, 2020

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

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| Greatest Progress:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- Focus on early literacy skills throughout the course of the school year                             <ul style="list-style-type: none"> <li>- Implementation of new phonics program - Foundations</li> <li>- Implementation of new phonological awareness program in Kindergarten and 1st grade - Heggerty</li> <li>- Systems for teaching, reinforcing, and progress-monitoring letter names and sounds and high-frequency words</li> </ul> </li> <li>- Addition of content specialist to the leadership team allowed the school to implement tier 2 academic interventions and supports throughout the school year</li> <li>- Implementation of weekly data meetings for teachers to build their capacity in gathering data to monitor instruction and analyzing the data consistently to adjust instruction</li> </ul> |
| Greatest Need:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>- Continuing to support teachers in the strong execution of small-group guided reading lessons through consistent professional development, and then observation and feedback cycles to follow-up and progress-monitor</li> <li>- Continuing to build teachers’ capacity to plan and implement effective student engagement strategies</li> <li>- Strengthening vision for tier 2 math interventions and supports</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |

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

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| 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.</p>                                                                                                                                                                                                                                                                                                 |
| Priority 2: Implementing CCSS | <p>KIPP Bayview Elementary implements common-core standards-aligned curriculum for all content areas.</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>- Eureka Math</li> <li>- Cognitively Guided Instruction Problem-Solving Block</li> </ul> <p><b>Literacy - balanced literacy approach</b></p> <ul style="list-style-type: none"> <li>- Center for Collaborative Classroom which includes read aloud, shared reading, small-group reading, and writing components</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Amplify Science</li> </ul> <p><b>Social Studies</b></p> |

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|                                | <ul style="list-style-type: none"> <li>- Social Studies Alive!</li> </ul> <p>We also use the following personalized learning programs to support student differentiation and mastery of standards:</p> <ul style="list-style-type: none"> <li>- Zearn</li> <li>- Lexia Core 5</li> <li>- RAZ-Kids</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Priority 3: Parent Involvement | <p>KIPP measures parent involvement through our high health framework. 76% of our families agreed or strongly agreed with the statement: How likely are you to recommend KIPP to other families? Here are the summary of other questions asked (% of families who responded positively/in agreement with the statement):</p> <ul style="list-style-type: none"> <li>● Are you able to access school staff in a timely manner? 84%</li> <li>● The teachers have built strong relationships with my child? 83%</li> <li>● How fairly is your child treated by staff? 90%</li> <li>● Overall, how safe does your child feel at school? 84%</li> <li>● How satisfied are you with the number of opportunities your school provides for parents to get involved in campus. 82%</li> <li>● Do you know strategies to help your child when he/she is stressed? 60%</li> </ul> <p>We have a number of ways for families to be involved including joining a committee (KIPP Family Association, School Site Council), coming to Showcase events (winter and spring), attending parent/teacher conferences (at the end of trimester 1 and trimester 2) and all of our staff are available during and outside of school hours to help support their children to 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 | <p>KIPP Bayview Elementary has a 92% yearly attendance rate with August as our highest month with 94% and December as our lowest month with 88%. This is an increase of 1% since the prior school year. In order to continue to improve attendance rates while school was in session, KIPP Bayview Elementary called each absent family daily to check in and convey the importance of attending school every day, implemented classroom attendance incentives, and met with families of chronically absent students to discuss barriers to coming to school and support with an action plan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Priority 6: School Climate     | <p>KIPP Bayview Elementary currently has a 7.6% suspension rate and a 3.4% student rate from 8 incidents by 4 different students. KIPP Bayview Elementary 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Priority 7: Course Access      | <p>All students have access to a broad course of study including courses described under EC section (ES) 51210/(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 creative arts and physical education. Our after-school program partner, the Bayview YMCA, also provides students with cooking, Spanish, and science enrichment classes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Priority 8: Other Outcomes | 100% of students at KIPP Bayview Elementary participate in two PE classes each week. |
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**Alignment with Learning Continuity and Attendance Plan:****A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.**

Based on the latest available health and safety data in our communities and state, we will begin instruction in August with 100% of students engaged in distance learning. When the data and conditions allow, we will assess the possibility of moving into our hybrid instructional model where both in-person and distance learning will take place concurrently.

Through both synchronous and asynchronous instruction, and in accordance with distance learning requirements, KIPP intends to meet or exceed the number of daily instructional minutes required for students. KIPP will prioritize excellent resources and provide teachers and students with the supplies, online learning tools and technology needed far in advance of the first day of instruction, to ensure they are ready to engage with the curriculum through in-person or distance learning. The curriculum being taught through both distance learning and our hybrid in-person model will be continuous and designed with flexibility in mind to support any possible interruptions due to COVID-19 related closures or transitions.

During our distance learning phase, limited in-person instruction may be offered for our highest needs students, identified as struggling most with distance learning, including students: failing multiple classes/subjects, not completing assignments, not engaging in synchronous or asynchronous work, not logging into to any personalized online learning tools, and having additional support needs such as English learners, homeless, foster youth and unduplicated students will be prioritized for limited (small cohort) in-person instruction when health and safety conditions allow.

**A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.**

A personal learning device is an essential resource for continuity of learning. KIPP is committed to continuing access to technology for our students. Every KIPP student will receive a Chromebook to use for distance learning at home. In order to learn more about technology and access needs in the new school year, KIPP families have been surveyed about personal devices, access to the internet, and comfort with navigating technology. All KIPP families that do not have access to internet service will receive a KIPP wifi hotspot. Families will also receive training materials to help them gain comfort with their technology and distance learning programs and tools. Any devices that are damaged or are no longer effective in supporting distance learning will be replaced by the school as quickly as possible and exchanged at the school for a viable device.

**A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.**

This year, following a prolonged absence at school and a start in distance learning, we believe it is important to find a balance in our instructions that ensures that the right content/curriculum is being taught; that the content/curriculum doesn’t lower the bar for our students; that it sets students up for success in future academic years, and; is responsive to the needs of our students and the foundational skills they may be missing as a result of school closures in the spring.

Measuring status for English language arts: KIPP will measure the learning status for ELA by using Strategic Teaching and Evaluation of Progress (STEP) assessments for grades TK-2 and Fountas and Pinnell (F and P) for grade 3, which will help teachers/staff determine students’ proficiency in early literacy skills, identify students who struggle the most with reading, and develop Response to Intervention (RTI) groups.

Measuring status for English language development: KIPP will measure the learning status of our English language

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learners using English Language Proficiency Assessments for California (ELPAC) and individual reading levels using Fountas and Pinnell.

Measuring learning status for Mathematics: KIPP will measure the learning status for Mathematics by using modular pre-diagnostic assessments to help teachers/staff determine gaps in concepts and skills. This approach will support teachers to better understand the gaps in student learning and apply strategies and approaches to address those gaps within the curricular sequence. Teachers use this data and active monitoring in class to create experiences that give students access to the grade-level content. Sometimes that looks like building in one (or more) fluency activity, or relevant Do Now, or a task that accesses students' prior knowledge about relevant concepts. If it's major work of the grade and data shows students have significant struggles, that may look like building in a lesson or two before or during the unit.

KIPP will make every effort to support student growth and address learning loss during the COVID-19 crisis.

- Students will have multiple opportunities for assignments and multiple opportunities to complete incomplete assignments during distance learning.
- Students will be given opportunities to increase grades which reflect mastery scores following reteaching opportunities or intervention.
- Schools will use appropriate grading scales to not overly penalize students for missing assignments.

Students will not be penalized through grading for missing synchronous or other time-bound learning opportunities. Teachers will make every attempt to record synchronous instruction and post lessons to KIPP's website so that students can view missed lessons.

For English Language Arts, our teachers will prioritize focusing instruction on building content knowledge along with continuing to support students with skills in reading, speaking, listening, and writing. In TK-2, we will continue to support early readers in developing foundational reading skills with an emphasis on phonemic awareness. In grade 3, teachers will prioritize providing appropriate levels of support for all students to access complex grade level anchor texts while focusing on delivering remedial instruction on foundational skills development for struggling or early readers.

For our English language learners, we will emphasize synchronous learning opportunities so that teachers can model language and processes in real time and provide necessary background information. Teachers will design activities for students to collaborate online virtually both synchronously and asynchronously and provide students with opportunities to discuss topics in depth using the following academic language functions: cause and effect, compare and contrast, explain and describe, proposition and support, and sequence. Additionally, teachers will focus on explicit instruction of content ("brick") and functional ("mortar") language throughout instruction so that students have opportunities to practice using the target language.

For Mathematics, our teachers will prioritize teaching on-grade-level content while providing context-specific conceptual math remediation to ensure readiness for the upcoming grade-level. To account for greater than usual unfinished learning, as well as the likelihood that students will enter school with greater knowledge gaps due to an extended school closure and varied participation in distance learning at the end of the 19-20 school year, we have made adjustments to the Eureka sequence that are captured in our 20-21 Eureka Standards and Pacing Calendar. Some of these changes include removing repetitive or less critical lessons to ensure that key content can be focused on coherently in each grade level. Teachers will also leverage pre-diagnostic data to make additional adjustments to their sequence and integrated prior-grade-level lessons that support grade-level content. Weekly Friday "flex" days are built into the sequence to allow teachers to review prerequisite content from previous grade levels or reteach grade-level lessons to students in virtual small groups.

**A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.**

Social and emotional well-being focus and monitoring: KIPP recognizes that students, families, and team members are continuing to experience traumatic and inequitable effects of the pandemic. KIPP will continue to prioritize socio-emotional support to our students and families through specific curriculum, peer circles and advisory meetings.

KIPP will monitor students through regular one-on-one check-ins, as well as through participation in synchronous social and emotional lessons or activities. Dedicated time provides students with a daily, reliable, and predictable place and time where they can be recognized, respected, and invited to participate. This supports KIPP's goal to foster a positive sense of identity, community, and belonging. Belonging is ensuring that students feel comfortable, safe, and confident in the community in which they are a part. With a whole child lens, KIPP will support students' sense of belonging by building and deepening developmental relationships and using a multi-tiered system of support.

**Restorative Practices:** Teachers and staff will build developmental relationships with students and lead restorative practices in both the distance learning model and hybrid instructional model (when students can safely return to campus). Teachers will create space for proactive restorative circles on a weekly basis and intentionally build relationships with all students using individual, small group, and whole group settings.

**Mental Health:** Students who are facing challenges that impede their academic progress are eligible to access mental health services. Services offered are individual counseling, group counseling and parental support. Mental Health Clinicians will also provide consultation and training for teaching staff. The focus of mental health support is for students to have a safe emotional space to process their lived experiences and address concerns that are past and present. These services will be offered in either virtual or live contexts (when students can safely return to campus) and may be offered individually or in small group sessions.

**Building a culture of safety:** KIPP is committed to building positive healthy cultures and leveraging a restorative approach to the culture we foster. As a result KIPP will be focused on not being punitive when supporting students, while also focusing on holding to structures and expectations that keep all members of our school community safe. In order to ensure staff, students, and families follow the health and safety guidelines, all school community members must understand the precautions and rationale and share a commitment to a culture of safety. This requires explicit communication, training, and reminders about the importance of physical distancing, wearing face coverings, daily health screenings, and reporting symptoms and illness.

**Resources for staff:** KIPP's School Culture team has curated adult-facing weekly mindfulness and wellness resources and has prioritized professional development addressing mental health and wellness issues as a result of COVID-19 and the building of relationships and strong student-staff connections in a virtual setting.