

This document was provided, as is, to the California Department of Education (CDE) by **KIPP Navigate College Prep**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).

Response from KIPP Navigate College Prep

TO: State Board of Education  
 FROM: KIPP Navigate College Prep  
 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:**

<b>Greatest Progress:</b>
<p>In the 2019-2020 school year, Data Driven Instruction was one of our school priorities. KIPP Navigate has leveraged common assessments to set a high rigor bar and progress monitor AP For All and ACT standards. The academic leadership team all engaged in Relay training and implemented Weekly Data Meetings across the school through department meetings. This practice led to a 23% increase in reteach data and ultimately resulted in our success on the KIPP Foundation common end of unit assessments. As an AP For All school, we focus on preparing students to participate and be successful in AP courses. KIPP Navigate is top three in the KIPP network for English and Math AP For All End of Unit assessments. In our second year, 100% of our sophomores are taking AP classes: AP World History, AP Computer Science Principles, and AP Spanish Language. We offer three AP courses, with 105 students taking 190 AP courses with great success. This past semester, over 57% of our students made honor roll. Our current students are also on track in developing skills to enroll in additional AP classes as upperclassmen.</p> <p>KIPP Navigate has prioritized Social Emotional Learning in laying the foundation of our school. Staff and students participate in weekly proactive circles where they are able to learn about themselves and the strengths of their community. We have leveraged our advisory system to build a positive culture of belonging, and work with teachers to create strong environments where students can thrive. We were able to leverage advisory to keep kids engaged in learning and connected with one another during school closures.</p>
<b>Greatest Need:</b>
<p>While we have established a positive culture in the first two years as a school, our goal is to proactively reduce the suspension rate (11% suspension rate and a 5.8% student rate from 18 incidents by 10 different students) by implementing strong Tier 1 systems that create predictable routines and structures to maintain the health and safety of all students. We have also hired a Dean of Culture to support teachers in strengthening implementation of restorative practices and proactive classroom management systems to create a joyful community of belonging for all students. We have achievement gaps for English Language Learners and students with IEPs and will continue to leverage our Weekly Data Meetings and disaggregate data by subgroups to be able to adjust instruction and close these gaps ongoing.</p>

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

Priority 1: Basic Services	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 at a new campus location.
Priority 2: Implementing CCSS	All of our 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

## Response from KIPP Navigate College Prep

	<p>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. 78% 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:</p> <ul style="list-style-type: none"> <li>● Are you able to access school staff in a timely manner? 55%</li> <li>● The teachers have built strong relationships with my child? 73%</li> <li>● How fairly is your child treated by staff? 91%</li> <li>● How satisfied are you with the number of opportunities your school provides for parents to get involved in campus. 67%</li> <li>● Do you know strategies to help your child when he/she is stressed? 36%</li> </ul> <p>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	<p>SBAC data for the students not available in the current year. Please see the greatest progress and greatest need above for a summary.</p>
Priority 5: Student Engagement	<p>KIPP Navigate has a 96% yearly attendance rate with August as our highest month at 97% and November as our lowest month with 95%. KIPP Navigate 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 Navigate currently has an 11% suspension rate and a 5.8% student rate from 18 incidents by 10 different 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 and have involved students, families, advisors, peers, and teachers.</p>
Priority 7: Course Access	<p>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.</p>
Priority 8: Other Outcomes	<p>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.</p>

## Response from KIPP Navigate College Prep

**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 and Mathematics: KIPP will measure learning status for ELA and Math by using MAP assessments and course specific diagnostic exams. The results of these diagnostic assessments will be used for purposes of student scheduling, course placement, and learning intervention strategies.

Measuring status for English language development: KIPP will measure the learning status of our English language learners using English Language Proficiency Assessments for California (ELPAC), MAP Assessments, and course specific diagnostic exams.

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

## Response from KIPP Navigate College Prep

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.

The English language arts strategy/approach will be tied to the Foundation's AP for All curriculum and interim assessments and will use the Accelerated Learning Guide and curricular resources to support learning at grade level. The curriculum is aligned to AP English Language and Literature courses and fully supports SBAC. Academics team members, school leaders, and department chairs will evaluate the curriculum on the year-long and unit levels to determine the most essential lessons that drive toward mastery of all unit assessments, interim assessments, the SBAC, and AP exams.

The Math strategy/approach will be tied to the Foundation's AP for All curriculum and interim assessments and will use the Accelerated Learning Guide and curricular resources to support learning at grade level. The curriculum is aligned to AP Calculus and AP Statistics courses and fully supports SBAC. Academics team members, school leaders, and department chairs will evaluate the curriculum on the year-long and unit levels to determine the most essential lessons that drive toward mastery of all unit assessments, interim assessments, the SBAC, and AP exams.

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.

### **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.