California Department of Education

Charter Schools Division

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Attachment 19

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from KIPP Navigate College Prep (Charter #1955). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## KIPP Navigate College Prep 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | KIPP Navigate College Prep |
| School Address | 1750 South White Rd. |
| City | San Jose |
| ZIP Code | 95127 |
| Located in District | East Side High School District |
| County | Santa Clara |
| Website Address | http://navigate.kippnorcal.org/ |
| County District School (CDS) Code | 43-77149-0137315 |
| Charter Number | 1955 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | 9-12 |
| 2023–24 Enrollment | 310 |
| Instruction Type | Classroom-based |

**School Description:**

Who We Are: KIPP Navigate College Prep (grades 9-12) is a college-prep public charter high school located in San José. Mission: At KIPP Navigate, we are committed to actualizing our high school students’ potential by connecting students’ purpose, talents, and passions to their learning experiences. We are empowered agents of change and courageously lean into new challenges to positively impact the world around us. Founded in the fall of 2018, KIPP Navigate's school priorities focus on building a joyful, academically rigorous community of belonging through classrooms that center equity and strong relationships with students. Our teachers work hard to ensure that every student is seen, valued and heard in their classrooms and that all students have access to the curriculum. We celebrate student growth through grading practices that measure student mastery, and we balance traditional discipline practices with practices grounded in restorative justice and healing centered engagement. Families engage with our school community through our KIPP Family Council, the Multilingual Learner Committee and numerous family-centered events throughout the school year. Our CIRCLE values are embedded into all that we do -- Courage, Innovation, Reflection, Collaboration, Leadership, and Empathy. Students learn to embody our school values through our four-year advisory program focused on Anti Racist themes where they build and maintain healthy relationships in community with one another.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 30.6 |
| Foster Youth | 0 |
| Homeless | 3.5 |
| Socioeconomically Disadvantaged | 83.5 |
| Students with Disabilities | 14.5 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0.3 |
| American Indian | 0.3 |
| Asian | 19.4 |
| Filipino | 0.3 |
| Hispanic | 77.1 |
| Pacific Islander | 0 |
| Two or More Races | 0 |
| White | 0 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | [No Response] | No Performance Color |
| Suspension Rate | 2.8 | Green |
| English Learner Progress | 43.5 | Yellow |
| Graduation Rate | 92.1 | Green |
| College/Career | 55.6 | Yellow |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Green | Above standard | 19.5 |
| Mathematics | Orange | Below standard | 103.2 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 60.8 |
| Mathematics | 20 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

Based on California School Dashboard data, KIPP Navigate College Prep (KNCP) demonstrated significant progress across multiple indicators, with particularly strong gains in English Language Arts (ELA) achievement and targeted student group outcomes. The most substantial area of progress was in ELA performance, where we saw a remarkable 40.3-point increase overall, with even more pronounced growth among specific student populations. Notably, our Socioeconomically Disadvantaged students increased by 41.8 points, and Long Term English Learners achieved an exceptional 84.7-point gain, both surpassing state results. The second area of marked improvement was in suspension rates, which declined significantly from the previous year. The overall suspension rate decreased by 7.2% to reach a low of 2.8%, with particularly strong improvements among English Learners (12.5% decrease), Hispanic students and Long Term English Learners (10.1% decrease), and Students with Disabilities (9.2% decrease). These reductions indicate successful implementation of positive behavioral interventions and supports across student groups. The third notable area of progress is our graduation rate, which not only increased overall by 2.6% to reach 92.1% but showed remarkable improvements among our English Learner populations. English Learners demonstrated a 17.3% increase in graduation rate, while Long Term English Learners improved by 12.5%, reflecting our targeted efforts to support these student groups through to graduation. Finally, our English Learner Progress Indicator showed continued improvement with a 3.8% increase, complementing the strong academic gains made by both English Learners and Long Term English Learners in ELA achievement.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

KNCP utilizes robust internal assessment systems, though none are currently listed on the approved verified data list. The cornerstone of our assessment framework is our quarterly Curriculum Imbedded Assessments (CIAs) conducted across core subjects including ELA, Math, Social Studies, and Science. These assessments are specifically designed to measure student mastery of AP standards and serve as predictive indicators for both CAASPP and AP exam readiness. Our internal assessment system is deeply integrated with our data-driven instructional improvement process. Teachers engage in quarterly regional data analysis days to examine CIA results in detail, using this information to develop targeted reteach plans based on identified learning gaps. Instructional coaches work closely with teachers to develop and implement these improvement strategies, providing real-time coaching and classroom observation feedback to ensure effective implementation. These assessment practices align with and support our college readiness mission, which includes our school-wide goal for all students to pass a minimum of two AP exams by graduation. By providing AP course access to all students throughout high school, our internal assessment system is designed to support this college preparatory focus. While these internal assessments provide valuable data for instructional decision-making and monitoring student progress toward college readiness, we acknowledge that they are not currently included on the approved verified data list. The school continues to evaluate opportunities to incorporate verified assessments while maintaining our current successful internal assessment practices.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

Based on California School Dashboard data, mathematics achievement emerges as KIPP Navigate’s most significant area of need. Overall performance in mathematics declined by 25 points, placing our students 103.2 points below standard. This decline is particularly pronounced among our English Learner populations, with Long Term English Learners performing 192.1 points below standard and English Learners at 183.6 points below standard. The data shows that every student group either declined or maintained their previous level, with no student group demonstrating improvement in mathematics during this period.

1. How is the charter school addressing these areas of need? Include references to student groups.

KIPP Navigate has implemented a comprehensive approach to address mathematics achievement, with particular attention to supporting our English Learner populations and other student groups demonstrating the greatest needs. A co-teaching model has been established in mathematics and ELA classes, ensuring students receive differentiated support and allowing for more individualized attention during instruction. The school has developed and implemented a structured academic calendar with an intentional arc of the year, beginning with a strong start phase and systematically increasing rigor through key phases. This framework supports teacher development while maintaining clear objectives and measurable outcomes for student learning. To ensure timely response to student needs, weekly data meetings allow teachers and coaches to analyze mathematics results from interim assessments and daily exit tickets. This regular review of student performance data enables teachers to make real-time adjustments to instruction and identify students who need additional support before gaps in understanding widen.

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

State Assessments - Metrics for this goal have been met or partially met with the school exceeding state school results by over 30 points and the local district by 13.2 points for the English Language Arts. English Learner Progress exceeds the local district by 17.7 points and saw an overall 3.8% growth in the 23-24 state testing results. The results for Mathematics do not meet the local district results by 33 points, and KIPP Navigate is making the necessary curriculum and coaching adjustments to see improvement in this area. College Readiness - Metrics for this goal have been met or partially met with 100% of graduating seniors participating in AP classes and examinations, 40% higher than the schools’ MPO goal. A 29% pass rate (3+) does not currently meet the 50% goal we aspire to, and the school is making the necessary adjustments to see improvement in this key area. More promising is the college and career readiness indicator for the 23-24 school year, demonstrating 55.6% student preparedness, which exceeds the state by 10% and the local district by 7%. High School Completion - Metrics for this goal have been met, with 92.1% of students graduating, outpacing the state and local district by 5%. Of those graduating seniors, all are meeting A- G requirements, with those exempted due to IEPs. College/Career Completion - Metrics for this outcome are on track, with 95% of KNCP students moving to a BA/BS pathway (65%) or AA/CTE/Military pathway (30%).

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

The planned actions and services included in Goal 1: all students will achieve, is partially met and in progress during year 1 of the 3 year LCAP. KIPP relies on state testing results as one of many indicators in determining the level of progress towards meeting this academic outcome goal. 61% of students at KIPP were proficient in ELA and 20% were proficient in Math. ELPI results for Multilingual Learners show that 44% of students are improving their language proficiency. The College Readiness indicator on the CA Dashboard indicates 55% of students prepared, leading both the state and local district. In the newest 3-year 2024-27 LCAP cycle there are focused academic goals with improved actions and services to support more successful student outcomes, especially mathematics. These include increased and improved professional development, weekly data reviews and continued growth in the co-teaching model. The planned actions and services included in Goal 2: all students and families will be engaged with the school community, is partially met and in progress during year 1 of the 3 year LCAP. KIPP reviews multiple metrics to determine if the actions and services have been effective in meeting our engagement goal, including but not limited to pupil social-emotional engagement, family surveys, and suspensions. KIPP continues to focus on attendance data, which is being reviewed regularly to identify supports and interventions. KNCP recognizes that missed classroom learning time has a downstream impact on other important engagement indicators (suspension rates, school climate, emotional safety, etc.) and academic indicators (testing results). While chronic absence has continued to decrease (tracking 1-2% lower than this same time in the 23-24 school year), there is still a high rate of students that are not attending as regularly as is necessary to continue to make academic progress. KIPP will continue to focus on reducing chronic absence and suspensions in the 2024-27 LCAP. The planned actions and services included in Goal 3: all students will have the spaces, resources and opportunities to achieve are partially met and in progress during year 1 of the 3 year LCAP. KIPP’s largest financial investment is in the teaching staff that support our students. When teachers feel supported in their instructional practice and are aligned with the academic curriculum, teachers are retained at a higher rate and the result is more continuity for students and families year over year. KIPP has made exemplary progress and met this goal with 83% of teachers satisfied with the support of their instructional practice. The investment of regular teacher coaching and observation, increased mental health supports, and a robust benefit package have contributed to higher teacher satisfaction, which we believe will also improve retention in future school years.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

This year's Local Control and Accountability planning process at KIPP emphasizes meaningful engagement opportunities for families, students, teachers, and school leadership to refine goals and actionable steps aimed at enhancing student outcomes. Families are invited to attend various events, including LCAP meetings, Coffee with the School Leader sessions, and more, where interpreters and translated materials ensure equitable engagement. Students provide feedback through Pulse Surveys, while teachers engage through surveys, meetings, and staff development. School leadership collaborates with regional departments to inform goals and outcomes, fostering community involvement and accountability. Governance structures are made accessible through public hearings, virtual teleconferencing, and online resources, promoting transparency and engagement within the school community.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

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#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

SMS

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Sarah Sanchez |
| Job Title | Dir. Public Accountability and Compliance |
| Email Address | sarah.sanchez@kippnorcal.org |
| Phone Number | 510-394-4705 |