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KIPP Bayview Elementary – Academic Memorandum Response

General Information

School Address: 948 Hollister Ave., San Francisco, CA 94124

Website Address: <https://bayviewelementary.kippbayarea.org/>

County-District-School Code: 38 77131 0137307

Charter Number: 1954

Charter Term: July 1, 2018, through June 30, 2025

School Description: KIPP Bayview Elementary (KBE) is committed to developing poised and confident leaders who will use their education and life experiences to create positive change in their own lives, within their communities, and in our global society.

Grade Levels Served: Transitional Kindergarten through Grade Four

2021–22 Enrollment: 188

Site Based or Non-Site Based: Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California’s Assessments web page at <https://caaspp-elpac.ets.org/caaspp/>.

Results for All Grades and Students

KBE opened in 2018-2019 and grew to grade three in 2020-2021. As Such, no data is provided for 2016-17 through 2019-20.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School ELA	No Data	No Data	No Data	No Data	9.52%	16.42%

¹ Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.

² Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Year	2016–17	2017–18	2018–19	2019–20 ¹	2020–21 ²	2021–22
School Math	No Data	No Data	No Data	No Data	10.00%	10.29%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	17.85%	0.00%
School Math	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	12.28%	0.00%
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the Dashboard Communication Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Medium	Medium
English Learner Progress	No Data / 86.7% Making Progress	Medium / 50.3% Making Progress
Graduation Rate	Not Applicable	Medium

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
College/Career	Not Applicable	Not Reported
ELA	Very Low	Low
Math	Low	Low

Areas of Greatest Progress and Need

Based on the charter school’s internal spring and fall 2022 assessments, and the 2022 California School Dashboard (Dashboard), identify the school’s areas of greatest progress and greatest need.

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

Information regarding the verified data list is available on the California Department of Education, Verified Data Criteria and Adopted Indicators web page at <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>.

KIPP Bayview Elementary (KBE) uses a variety of assessments to gauge progress, inform professional development, and develop long-term plans. KBE uses the DIBELS/mClass Amplify system to assess all students’ phonics and phonemic awareness three times a year. This assessment is included in the state’s verified data list. Students who score “below” or “well below” on the DIBELS assessment also receive BookWorms Differentiated Instruction phonics diagnostic and/or the Heggerty Phonemic Awareness diagnostic. All students also receive regular progress monitoring using the DIBELS/mClass Amplify system.

In addition to this suite of literacy assessments, KBE uses the KIPP Foundation’s assessments for math (based on the Eureka mid and end of module assessments), Wit & Wisdom “First Read” and unit assessments, and KIPP Northern California’s internal interim assessments. Eureka and Wit & Wisdom assessments provide data around students’ mastery of the current unit of study, while interims assess cumulative mastery of the focus standards in each grade. Interim assessments are predictive of performance on the SBAC exam.

2. Identify the school’s areas of greatest progress:

Last year, KIPP Bayview Elementary grew 6.9% in proficiency on the CAASPP ELA exam. While the 2021 - 2022 proficiency rate remains far from the school’s goal, this increase shows considerable progress within one year.

In addition, 86.7% of multilingual learners showed progress.

Literacy was the school’s primary academic focus in the 2021 - 2022 school year. As a result, KBE invested in a new approach to small group reading instruction better aligned to the science of reading. KBE trained all staff in Sharon Wapole and Michael C. McKenna’s *Differentiated Reading Instruction* approach, and used reading assessment data to ensure all students

received small group reading instruction at least three times per week. This approach showed significant growth for multilingual learners in particular.

To align with this focus in Tier 2 and Tier 3 literacy instruction, KBE also invested in developing teachers' ability to model literacy skills effectively. Beginning in February 2022, all teachers participated in intensive professional development to plan and deliver effective skills modeling instruction. This work was reinforced in weekly one-on-one meetings with coaches and classroom observations. This was critical to rapidly expanding the number of students demonstrating proficiency between the winter and spring interim assessments.

On the winter interim ELA assessments, taken in January 2022, zero students were proficient. 91% scored far below, equivalent to a "1" on the CAASPP. In the spring interim assessments, 28% of students were proficient and 52% of students scored far below (a reduction of 39% in the number of students who were scoring a Level 1).

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

Each of these areas of progress come from the school's state dashboard data.

Internally, we also saw the largest growth in the school on the ELA interim assessment for multilingual learner students. Their growth from the winter to spring assessment, by proficiency band, is below. In the winter of 2022, all assessed students scored a Level 1 on KIPP's ELA interim assessment. In the spring, 14% scored a Level 4, 14% scored a Level 3, 29% scored a Level 2, and 43% scored a Level 1. Although we would like to see all students grow from Level 1 from winter to spring, the results showed significant improvement.

4. Identify the school's areas of greatest need including references to student sub-groups:

Chronic absenteeism is KBE's greatest area of need. While attendance overall has already increased about 9% over the 2021 - 2022 ADA and chronic absenteeism has reduced 20% from February 2022, students' consistent attendance is paramount to reverse the learning loss of the pandemic. We see a huge difference in outcomes on CAASPP for students with greater than 90% attendance.

Math also continues to be an area of need, given that proficiency only increased .29% year over year. KBE will also continue to prioritize literacy given its low proficiency rate (16%).

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

These data points come from KBE's California dashboard. KBE's lack of growth in math was also reflected in its internal interim assessments, where there was only a 4% increase in proficiency between winter and spring and an increase in the percentage of students scoring a "1".

It is KBE's sense that the disproportionate outcomes by ethnicity are very strongly correlated to attendance; Black student attendance in 2021 - 2022 averaged 74%. Latinx student attendance averaged 79.2% attendance. Multilingual learners - among the fastest growing population in the

school - averaged 84.6% attendance. All of our students are capable of outstanding academic achievement if they are present each day.

6. How is the school addressing these areas of need? Include references to student sub-groups.

KBE underwent a leadership transition in January 2022 and since that time has enacted a new theory of action for accelerating student achievement. These include three key priorities: Improving student attendance; ensuring a safe, joyful school; and accelerating reading achievement.

The first priority is student attendance because it is foundational to the other priorities. To improve attendance, we developed a plan that included 1) tracking and responding to data; 2) provide families with a balance of support and accountability; and 3) celebrate our students' attendance.

We have begun contacting families every day that a child is absent. We have a more in-depth call after 2 days of absences, with a written follow up after 5. Beginning at 8 absences, we have an in-person meeting to create an attendance contract. Those meetings follow an escalation sequence, with meetings with the operations team, the principal, and the principal school leader manager as absences increase.

We have also worked to increase support for families to attend. This includes coordination with a variety of community-based services to provide support during homelessness, for mental health, and when there are financial challenges. We also have coordinated with our local high school to utilize their athletics vans as a morning shuttle to serve families with transportation challenges.

Lastly, we celebrate attendance weekly with perfect attendance “badges,” certificates, pizza parties, and challenges. We include the names of students with weekly perfect attendance in each week’s family newsletter.

As a result of this work, we’ve increased attendance from 75.3% on March 1, 2022 to 84.1% on the same date this year. Chronic absenteeism has reduced from 86% of students chronically absent in 2021 - 2022 to 63% of students chronically absent now. (This 63% have missed 10% of the year so far, but may not actually be chronically absent by the end of the year if attendance improves.) We have much more work to do, but we’re hopeful to see positive change.

To accelerate literacy progress, KBE has focused on three primary levers, described in the theory of action below.

- Strengthening literacy expertise: engaging all reading teachers in the LETRs science of reading professional learning course - over 50 hours of focused professional development applicable to all tiers of instruction
- Re-launching our literacy MTSS to provide targeted instruction to all students reading below grade level in a small-group setting
- Adjusting the daily schedule to ensure all students are able to transfer phonics and comprehension skills to real texts within an independent reading or decodable reading block

To gauge whether these investments are resulting in improved student learning, KBE has begun using the mCLASS/DIBELS progress monitoring tool to assess growth at least twice a month for students in Tier 2 and Tier 3.

In math, we have worked to revise our curricula to include critical “[bridge](#)” standards that are prerequisite for grade-level work. We’ve added review days for these standards into our scope and sequence so that students have access to grade-level content. We also have launched after school tutoring for nearly half of our third and fourth graders to provide additional support around unfinished learning from previous years. We have also launched Tier 2 small group in kindergarten to ensure all students leave kindergarten mastering grade-level skills.

Summary of Performance on Measurable Pupil Outcomes

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

KIPP’s MPOs have been aligned with the schools LCAP in order to engage meaningfully with families and ensure continuity between the two critical documents.

<p>LCAP Goal 1, all students will achieve, aligned with measurable pupil outcomes and state priority 4:</p>	<p>21-22 ELA results for all students: 28% proficient, 54% SFUSD results</p> <p>21-22 ELA results for all students: 15% proficient, 46% SFUSD results</p>		<p>10% of students were reclassified as English proficient in the 22-23 school year, district results forthcoming</p> <p>87% of Multilingual learners were making progress towards English proficiency in the 21-22 school year, 55% SFUSD results</p>	
<p>LCAP Goal 2, all students and families will be engaged with the school community, aligned with measurable pupil outcomes and state priorities 3, 5 and 6:</p>	<p>72% parents or guardians respond positively on school surveys regarding participation and engagement</p>	<p>63% of students are tracking to be chronically absent, with a 20% decrease from the year prior</p>	<p>84% is the average daily attendance rate for students</p>	<p>1.5% is the suspension rate for students, SFUSD results, 1.7% SFUSD results</p>
<p>LCAP Goal 3, all students will have the spaces, resources and opportunities to achieve, aligned with measurable pupil outcomes and state priorities 1, 2 and 7:</p>	<p>Teachers are credentialed.</p>	<p>KIPP teachers reported 67% satisfaction with student’s access to rigorous academic curriculum</p>	<p>KIPP received a rating of “Good” during an annual inspection of the school’s major systems by the Facilities team</p>	<p>100% of students are enrolled in a broad course of study</p>

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school’s 2021–22 Local Control and Accountability Plan (LCAP) goals:

LCAP Goal 1, aligned with measurable pupil outcomes and state priority 4:

The planned actions and services included in **Goal 1: all students will achieve, have been implemented or partially implemented in year 2 of the 3 year LCAP.** KIPP relies on state testing results as a major indicator in determining the level of progress towards meeting this academic outcome goal. ELA results for KIPP students were rated at “Very Low.” However, last year KIPP Bayview Elementary grew 6.9% in proficiency on the CAASPP ELA exam. While the 2021 - 2022 proficiency rate remains far from the school’s goal, this increase shows considerable progress within one year. Math results for KIPP students were rated at “Low.” Math also continues to be an area of need, given that proficiency only increased .29% year over year. ELPI results for Multilingual Learners have been very promising, with 86.7% of students making progress in their language proficiency.

LCAP Goal 2, aligned with measurable pupil outcomes and state priorities 3, 5 and 6:

The planned actions and services included in **all students and families will be engaged with the school community, have been implemented or partially implemented in year 2 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. KBE 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). Chronic absenteeism continues to be an issue we address through multiple interventions, including live calls home, daily messages, teacher outreach, and personalized attendance letters.

LCAP Goal 3, aligned with measurable pupil outcomes and state priorities 1, 2 and 7:

The planned actions and services included in **Goal 3: all students will have the spaces, resources and opportunities to achieve have been implemented or partially implemented in year 2 of the 3 year LCAP.** KIPP reviews multiple metrics to determine if the actions and services have been effective in meeting our resource goal. 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. The 22-23 has been another unprecedented year of staffing shortages and challenges in California and throughout the country (hiring, transitions, COVID sickness, extended leaves, and other staff concerns). KIPP continues to make progress towards this goal but did not meet all metrics associated with teacher alignment and satisfaction in year two (2). To make progress in year three (3), this important feedback will be incorporated into instructional planning, and KBE will reassess the details within the actions and services associated with these metrics (coaching techniques, learning resources and new teacher onboarding) to ensure that we see an improvement.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school’s work to engage community members in the process:

Belief: KIPP operates under the premise that teachers, families, and students must work together as partners to create 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, families, and staff at KIPP play an integral role in the school’s success.

School Community Engagement: This year’s Local Control and Accountability planning process is allowing for engagement in meaningful ways - refining and reflecting on the goals and actionable steps to improve outcomes for students. Families and staff have been invited to attend multiple events with the School Leader where feedback and input was captured, including: a scheduled LCAP meeting, Coffee with the School Leader, public School Site Council Meetings, KIPP Family Association Meetings, and the public English Language Advisory Committee Meetings. An interpreter has been present at these meetings and translated materials were made available in the school’s most common languages to create equitable engagement. These meeting topics included but were not limited to: the CA State Dashboard and LCAP alignment, the state’s priorities, and the specific goals for the school and the actionable steps to achieve those goals. The school gathered input during meetings through small group exercises where families brainstormed together and shared feedback with the community and school leadership. Additionally, the LCAP survey (all families, teachers, students, local community), the School Culture survey (families), The New Teacher Project survey (teachers), summarized Empathy Interview feedback (families of students with IEPs), and regularly administered Pulse surveys (students) are being used to collect feedback. The School Leader is considering this collective feedback in the annual LCAP drafting process and a response to the feedback will be shared with families prior to the final board approval.

Regional Engagement: The region is actively engaging with the community and school leadership to best capture the meaningful school-level work that happens each day. This year the school continued their collaboration and consultation with various departments at the regional level to help inform goals, metrics and outcomes including but not limited to: Operations, Facilities, Data, Human Resources, Finance, Special Education (including the SELPA) and Academics. The Data Team is working to analyze years of data showing trends about family engagement, school climate, and student achievement. The Data team continues to support robust tools for tracking student progress and determining meaningful interventions as students and families recover from the impact of the COVID-19 pandemic. These tools included attendance data, grading data, assignment data and school culture survey data to help the school better understand a student’s holistic experience.

Engagement Accessibility: School level LCAP planning and engagement began in December in preparation for the updated 2021-22 CA Dashboard and included updated presentation materials that allowed families to engage more equitably (multiple languages, diverse engagement styles and practices, etc.). There was additional Advocacy and Community Engagement (ACE Team) support at meetings and events to answer questions and engage in these important discussions. This involvement and availability strengthened trust and accountability between the KIPP organization, the school, and the community.

KIPP has taken steps to make governance structures more accessible to families. The drafted LCAP is made available for a public hearing in March, in advance of the final June board meeting. Virtual teleconferencing is available for all of KIPP’s public board meetings, and

parents are notified in compliance with the Brown Act. Translation services are also available upon request. All KIPP board meeting agendas and minutes are available online at <https://kippnorcal.org/kipp-board-of-directors/>.

KBE has worked hard to solicit family and community feedback on the LCAP update. Over 50% of families participated in sharing their perspective on how we could best advance each of the school's LCAP goals. Families most commonly asked for clearer communication and expectations around attendance, as well as more 1:1 and small group support for students who are falling behind.

3. How is the school addressing learning loss from the prior school year?

KBE worked hard in the first few weeks of school to provide diagnostic assessments to all students to understand where there was unfinished learning. These unmastered standards were then woven into the scope and sequence of curricula so that students had additional instruction around priority standards. KBE has also invested in tutoring and additional differentiated online instructional resources (Lexia, Zearn, Reflex) to support student learning.

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

KBE has approved a Board adopted policy to offer independent study to students with identified, long term physical or mental health needs which may create a barrier to student access to in-person classes or coursework. KIPP offers this option only when absolutely necessary, as KIPP's program is best designed to support in-person learning, where students can learn alongside peers. At this time, KBE has not placed any students on independent study and has worked closely with families to keep students participating on campus daily.