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KIPP Navigate College Prep – Academic Memorandum Response

General Information

School Address: 1750 S. White Road San Jose, CA 95127

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

County-District-School Code: 43 77149 0137315

Charter Number: 1955

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

School Description: KIPP Navigate College Prep (KNCP) is committed to actualizing every student's potential by connecting students' purpose, talents, and passions to their learning experiences. KNCP students are empowered agents of change and courageously lean into new challenges to positively impact the world around us.

Grade Levels Served: Grade Nine through Grade Twelve

2021–22 Enrollment: 356

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

KIPP Navigate opened in 2018. As such, no data is provided for 2016-17 through 2018-19

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	64.00%	55.85%
School Math	No Data	No Data	No Data	No Data	33.79%	37.66%
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	6.25%	No Data	10 or fewer students tested	44.44%	10 or fewer students tested
School Math	0.00%	No Data	10 or fewer students tested	26.67%	10 or fewer students tested
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/dashboard toolkit.asp>. The following information was obtained from the Dashboard website at <https://www.caschooldashboard.org/>.

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.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Not Reported	Very High
Suspension Rate	High	Medium
English Learner Progress	Medium	Medium
Graduation Rate	High	Medium
College/Career	Not Reported	Not Reported
ELA	Medium	Low
Math	Medium	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 Navigate College Prep (KNCP) is an AP for All School which means that 100% of students enroll in AP courses throughout their four years of high school. KNCP’s ultimate goal is for 100% of students to earn a passing score on at least two AP exams by the time they graduate; that they may enter college with AP credit, if they choose to pursue a postsecondary pathway. Therefore, KNCP implements the AP for All curriculum, designed by the KIPP Foundation, in all AP and pre-AP courses offered at KIPP Navigate in order to ensure that all students receive academically rigorous instruction aligned to AP standards. To track students’ progress towards success on AP Exams, KNCP administers internal assessments, also designed by the KIPP Foundation, known as the Curriculum-embedded Interim Assessments or CIAs. These exams are administered quarterly and serve as midterm and final exams for these courses. Teachers are taught to score CIA exams using AP rubrics and they analyze CIA data using a Data Analysis Protocol. This data reveals students’ progress towards mastering AP standards and empowers teachers to adjust instruction in order to address unfinished learning among their students. In addition, each school’s CIA data is shared among all KIPP high schools in order to identify bright spots and celebrate growth.

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

KNCP was in its second year when the pandemic occurred and California schools went into school closure in March of 2020. Despite the challenges of distance learning, students continued to achieve academically as evidenced by SBAC scores and AP passage rates.

In 2020-21, during the pandemic year, the first class of KIPP Navigate 11th grade students took the SBAC. In both Math and ELA, our SBAC scores were in the medium range. In 2021-22 ELA, 56% of our students scored as proficient, 7% lower than the average student in our authorizing district. In Math our students matched the average district student's scores at 38% proficient. In addition, we met the goal for English Learner Progress.

In that same year, 99% of students were enrolled in AP classes and 63% of 12th grade students earned a 3 or more on an AP exam, exceeding our goal of 50%. The College Career Indicator was not calculated and/or released on the CA Dashboard in the 21-22 school year due to the COVID pandemic.

On June 8, 2022, 92.6% of student KIPP Founders were celebrated at KNCP's first graduation and the school is proud to report a 0% dropout rate among our first graduating class.

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

21- 22 SBAC and CA Dashboard Results

- ELA 56% met or exceeded, Medium per the CA Dashboard
- Mathematics 38% met or exceeded, Medium per the CA Dashboard

21-22 Advanced Placement

- 99% of 12th grade students enrolled in at least 1 AP class
- 63% of 12th grade students earned a three (3) or more on an AP exam

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

Overall students are meeting SBAC and internal assessment targets, but disaggregated SBAC data reveals that Latinx students are scoring two levels below their peers in ELA and one level below in Math. In addition, our Socio-Economically Disadvantaged students also scored low in both areas. This is consistent with internal assessment data which also reveals a large gap between Latinx students who make up 70% of KNCP's student population and the Asian students who make up 20%. KNCP continuously strives to close this gap through protocols and coaching practices grounded in equity and research.

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

21- 22 SBAC and CA Dashboard Results for Latinx

- ELA 40% met or exceeded, Very Low per the CA Dashboard
- Mathematics 19% met or exceeded, Very Low per the CA Dashboard

21- 22 SBAC and CA Dashboard Results for Socioeconomically Disadvantaged

- ELA 44% met or exceeded, Low per the CA Dashboard
- Mathematics 27% met or exceeded, Low per the CA Dashboard

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

KNCP upholds KIPP’s commitment to Data-Driven Instruction (DDI). Teachers engage in robust data analysis practices under the guidance and support of an Instructional Coach during weekly one-on-one meetings and biweekly department meetings. Using Weekly Data Meeting (WDM) protocol, teachers analyze student work to identify gaps in student learning and work with their coach to develop reteach plans that support students in closing these gaps and achieving greater mastery on our high-priority course standards as measured by exit ticket and other formative assessment data. Student data is disaggregated to identify subgroups in need of additional support or interventions such as small-group instruction, mandatory office hours, or individual tutoring.

In 2021-22, through funding from the Bill and Melinda Gates Foundation, KNCP’s Special Education Team partnered with Marshall Street to engage in a Continuous Improvement Project in service of students with IEPs who make up 12% of the school community, 83% of whom are Latinx and 78% who are SED. This work has resulted in the development of a robust co-teaching structure whereby Math and ELA teachers meet weekly with an Education Specialist to co-internalize AP for All curriculum and co-plan upcoming lessons. During these co-planning meetings, GenEd and SpEd teachers work together to write exemplars for exit tickets, accommodate assessments, and scaffold lessons in response to student data. The aim for this collaboration is that by June 15th, 2023, 75% of 9th and 10th grade students with disabilities will pass their English classes and 85% will pass their Math classes, allowing them to be on track to graduate and pursue the postsecondary path they choose: college, career, and beyond. Data collected in January of 2023 revealed that KNCP has slightly exceeded our goal in both Math (87%) and ELA (86%) and in fact, our students with IEPs are outperforming their GenEd peers who are averaging a 78% and an 81% passage rate in Math and ELA respectively. This collaborative has been so successful that KNCP is currently working to replicate this work among the emerging Multi-Language Learner team in order to achieve similar results with Multi-Language Learners, who make up 25% of our student population.

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.

LCAP Goal 1, **all students will achieve**, aligned with measurable pupil outcomes and state priority 4:

- 21-22 ELA results for all students: 56% proficient, 63% East Side results

- 21-22 ELA results for all students: 38% proficient, 38% East Side results
- 7% of students were reclassified as English proficient in the 22-23 school year, district results forthcoming
- 53% of Multilingual learners were making progress towards English proficiency in the 21-22 school year, 43% East Side results
- 99% or greater of students participated in AP classes and took at least one exam in the 21-22 school year
- 63% of 12th grade students participating in AP testing scored a three (3) or better on at least one AP exam in the 21-22 school year

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:

- 68% parents or guardians respond positively on school surveys regarding participation and engagement
- 18% of students are tracking to be chronically absent, 21% East Side results
- 94% is the average daily attendance rate for students in the current school year
- 7.3% is the suspension rate for students in the 21-22 school year, 3.4% East Side results
- 92.6% of overall
- students graduated in the 21-22 school year, 90% East Side results

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:

- Teachers are credentialed
- KIPP teachers reported 63% satisfaction with student's access to rigorous academic curriculum
- KIPP received a rating of "Good" during an annual inspection of the school's major systems by the Facilities team
- 100% of students are enrolled in a broad course of study and 81% of courses are A-G approved

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 "Medium," with a proficiency rate of 56%. Math results for KIPP students were rated at "Medium," with a proficiency rate of 38%. ELPI results for Multilingual Learners have been promising, with 54% 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. 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). 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://kipnocal.org/kip-board-of-directors/>.

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

KNCP's most recent SBAC scores reveal that student outcomes are on par with student outcomes in our authorizing district in Math and 7% below the average in ELA. In order to address these outcomes and increase SBAC proficiency percentages, KIPP Navigate teachers and instructional leaders will engage in professional development opportunities that strengthen our DDI practice and improve instructional practices. Through this work, teachers will design academic interventions under the guidance of their instructional leaders to target specific students in need of additional support. Two subgroups we will focus on are our students with IEPs and our Multi-Language Learners.

Under a full inclusion model, Special Education Teachers will continue to meet weekly with General Education Math and ELA teachers to co-plan lessons and Education Specialists push

in to classes to work individually and in small groups with students with IEPs to complete assignments and demonstrate mastery on formative assessments.

Similarly, Instructional Aides support ML Learners in Math and ELA courses and an EL specialist will meet with teachers regularly to analyze student work and identify interventions. Through a partnership with E.L. Achieve, teachers will participate in quarterly professional development in English Language Development and work with their coach to implement integrated ELD strategies in the classroom.

Most importantly, teachers will internalize and adapt AP for All curriculum to ensure that it is accessible to all students. Regional leaders will meet with on-site instructional leaders weekly to support alignment of internalization coaching across all teachers. KNCP believes that when teachers fully internalize their lesson plans and develop student work exemplars, they are empowered to implement lessons that support students in meeting the AP rigor bar. This manifests in an academically rigorous learning environment where teachers are monitoring student practice, based on their own student work exemplar, and address misconceptions in the moment in order to maximize student mastery of high-stakes standards during each lesson. A teacher's exemplar work further empowers teachers to differentiate instruction in order to meet the academic needs of o students with IEPs and our ML Learners. The goal is that as teachers strengthen their internalization and implementation practices, student academic outcomes improve and all students benefit from teachers' intellectual preparation.

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:

KNCP 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, KNCP has not placed any students on independent study and has worked closely with families to keep students participating on campus daily.