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TO: Charter Schools Division
 FROM: Jasmine Johnson, KIPP Bayview Elementary School Leader
 Sarah Sanchez, Associate Director of Operations
 DATE: September 15, 2021
 RE: **2020-21 KIPP Bayview Elementary Academic Memo**

Based on the school's internal spring 2021 assessments, identify the greatest progress and greatest need.

Area of Growth:

- Bridging gen ed and sped services so students are receiving similar instruction across adults
- Foundational literacy skills for all students
- Identifying an assessment that aligns with the literacy curriculum
- Planning for reteach/teach small group learning for math to address unmastered skills and missing foundational skills

Strengths:

- SPED services and differentiated support for tier 3 students
- Literacy interventions

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

Elements in the charter's measurable pupil outcomes are in progress as the school is growing and is now in its first year of full enrollment. Measurable pupil outcomes are in alignment with the schools LCAP goals and address all state priorities.

Areas of strength included our new and more spacious facility to serve students, and strong parental involvement in all school planning and goal setting.

Areas of growth included chronic absence as students struggled to attend classes regularly. Families were given technology and access materials to participate, but still often found it challenging to attend virtual classes with consistency, resulting in lower than anticipated attendance. The school made all efforts to regularly reach out and connect with families and in the new school year have re-launched strong attendance systems. However, this continues to be challenging as students are forced to quarantine for health and safety reasons related to COVID.

Provide a summary of progress made in meeting the school's 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process,

community member engagement, and how the school is addressing learning loss from the prior school year.

The school was successful in implementing the actions outlined in the learning continuity plan. However, when the plan was drafted in the fall of 2020, the school had anticipated going back to school in-person sooner than was possible due to the pandemic. Despite those setbacks, the school launched a distance learning program, and eventually launched an in-person program in April of 2021.

This insight into supporting in-person learning better prepared the school for the tough realities of educating students while keeping them safe as we launched the 21-22 school year. Actions and services related to campus routines, cleanliness and facilities were included in the LCAP to account for the increased focus on health and safety. Additionally, many actions related to mitigating learning loss, such as a small group reading focus, mental health supports, targeted professional development for teachers and regular data meetings to quickly address student academic needs were included in the LCAP.

The school continues to engage the school community through family meetings, SSC, ELAC and public board meetings to gather feedback and input on continued planning.

Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.

We have no immediate plans to offer a long-term independent study program (exceeding 14 days). However, we would like to keep the flexibility to offer a long-term Independent Study Program in the case that health and safety conditions change.

KIPP may offer short-term independent study (14 days or fewer) as we navigate the increased complexities of required quarantine based on CDC guidance. We anticipate that ADA would be well below any threshold that may trigger a change in funding determination.

On August 5th, KIPP NorCal Public Schools (“KIPP”) approved an AB130 compliant Independent Study Policy at a scheduled board meeting.

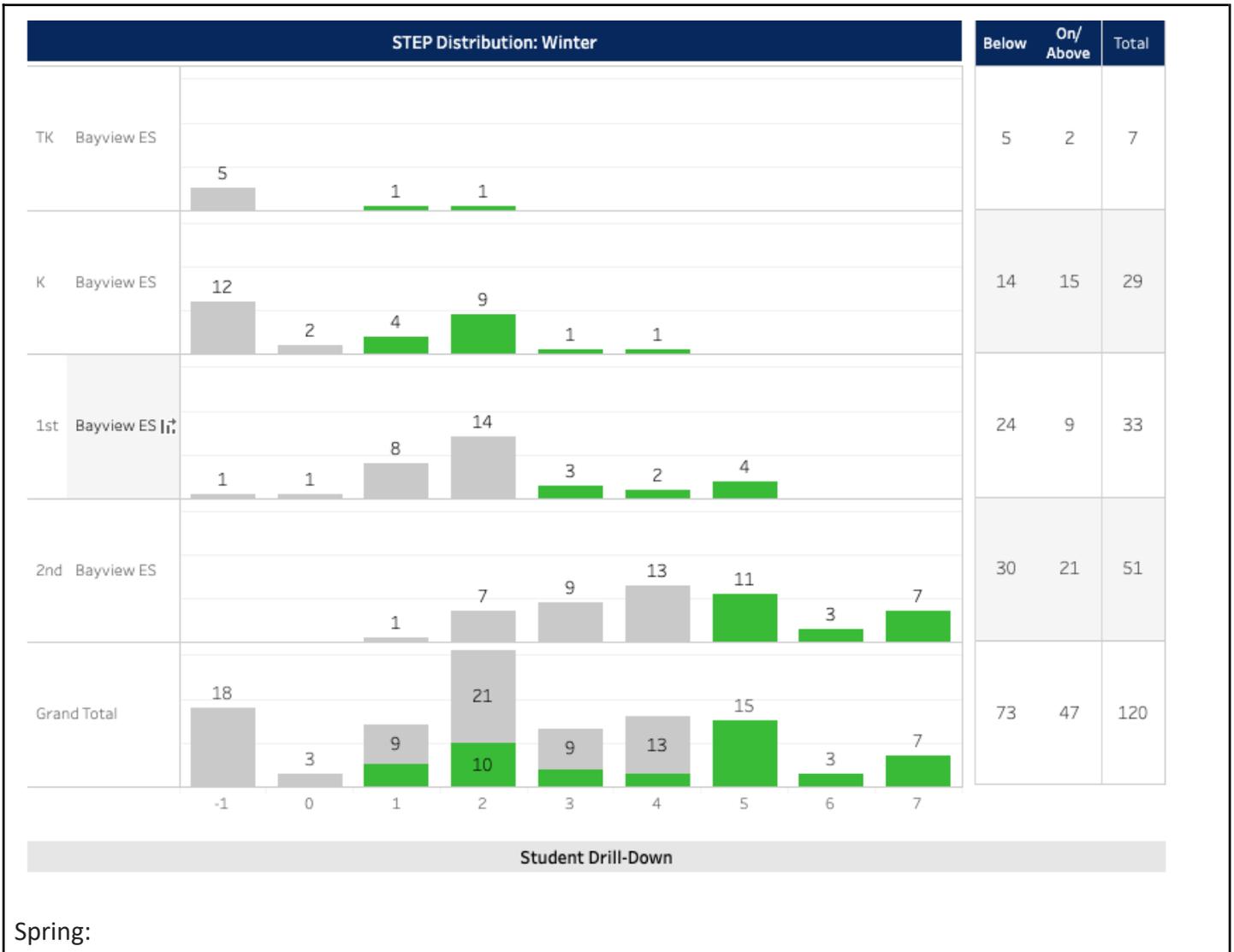
Add any comparison data for the data you originally submitted in both ELA and Math (this could be comparative data from the last two years or comparative data from Fall to Spring of 2020/2021)

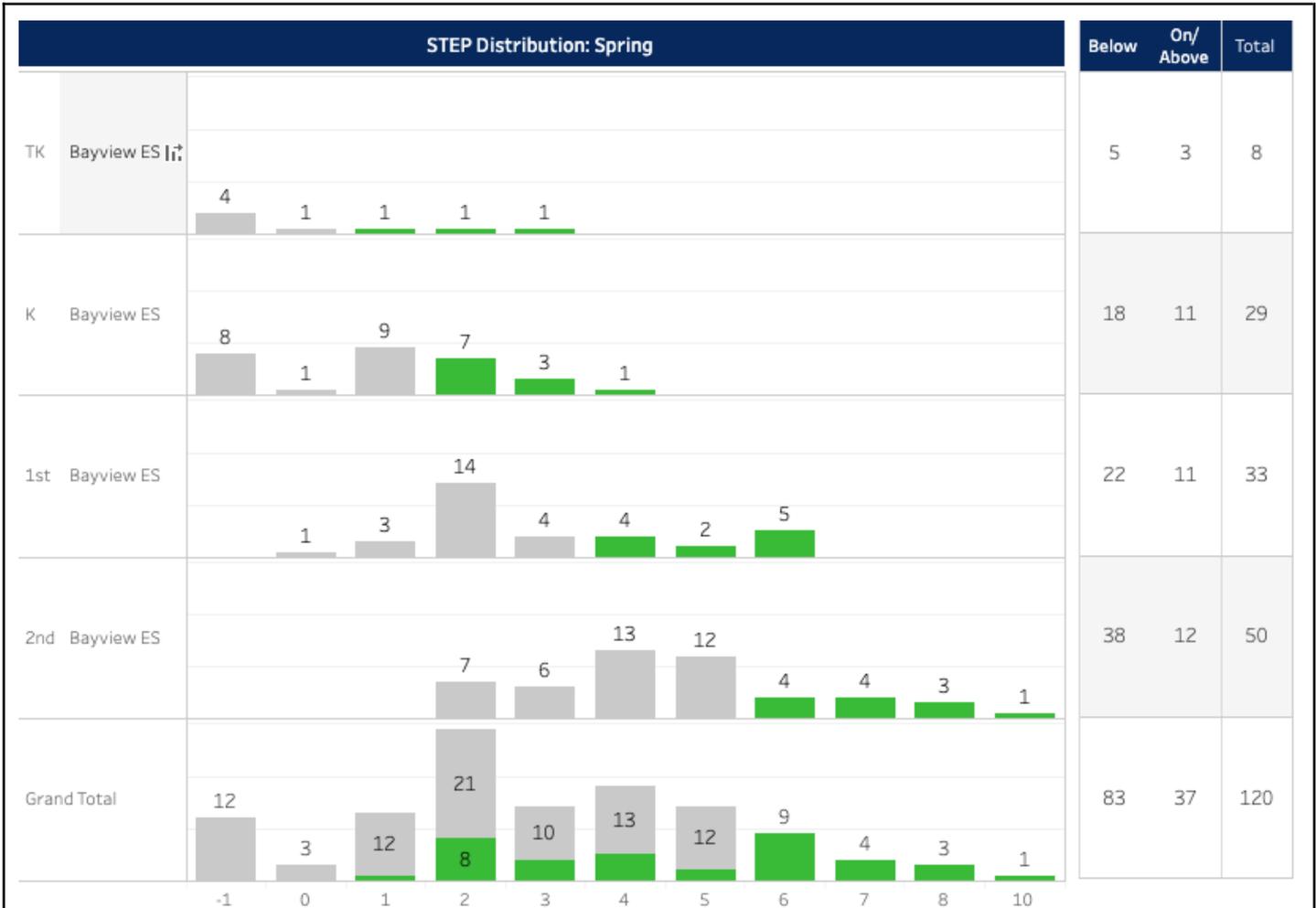
KIPP Bayview Elementary has provided STEP scores to compare fall, winter and spring progress for students in the 20-21 school year.

STEP Data
BOY









The school cannot provide SBAC data to compare YoY because they took the state test for the first time in the 20-21 school year (due to their established year, 2018, and grade levels served).

Attach or embed the ELA and Math data you are referring to:

Response from KIPP Bayview Elementary



An explanation of any declines or areas of concern; share your school’s plan to address the declines and areas of concern.

- TK/K students had the lowest attendance during distance learning

Areas of concern: Foundational literacy skills for all students

Assessment shift from STEP to DIBELS for our TK-2 literacy assessment: Through our learning in the 20-21 school year with LIT we have identified gaps in our STEP assessment and have an opportunity to shift to DIBELS, a criterion-referenced assessment that screens for phonemic awareness and allows us to benchmark progress towards grade level goals.

Collaborative structures: Committing to monthly meetings with SLs, AP/CSs, SLMs facilitated by Academics AD and SLM will allow us to build our knowledge together, share lessons learned, problem solve and make decisions on our regional early literacy blueprint.

Learning together with LETRS: Building shared knowledge across teachers and leaders about the science of

reading will allow us to 1. respond to teachers' desire to learn and 2. draft and implement our regional early literacy blueprint.

Include all subgroup data;

Summary:

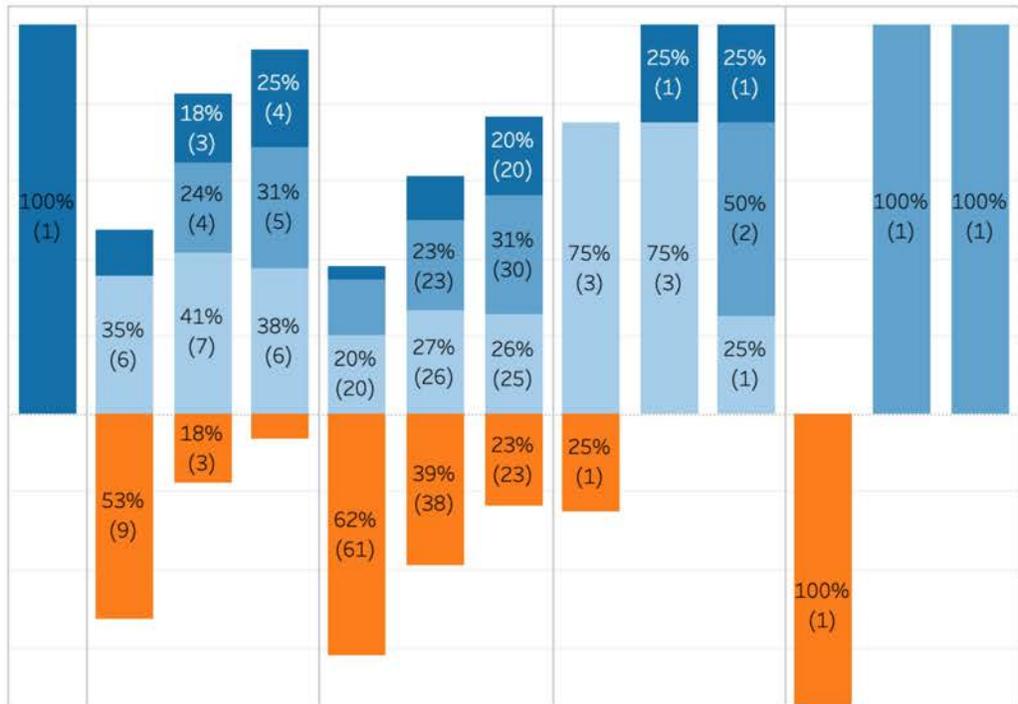
- **Students with IEPs, on average achieved more growth than Gen Ed students;**
- **EL, IFEP, and RFEP students achieved more growth than EO students.**
- **Multi-racial/white students grew 2.5% compared to 1.8% for Latinx students and 1.4 for Black students**
 - **This is an area of concern considering our largest racial group are Black students.**

Possible reason - Attendance

- **Average attendance was 88% whole school**
- **Students with IEPs attended school an average of 90.8%**
- **Multi Language learners attendance was 94.4%**
- **Attendance across racial groups was the same at 88%.**

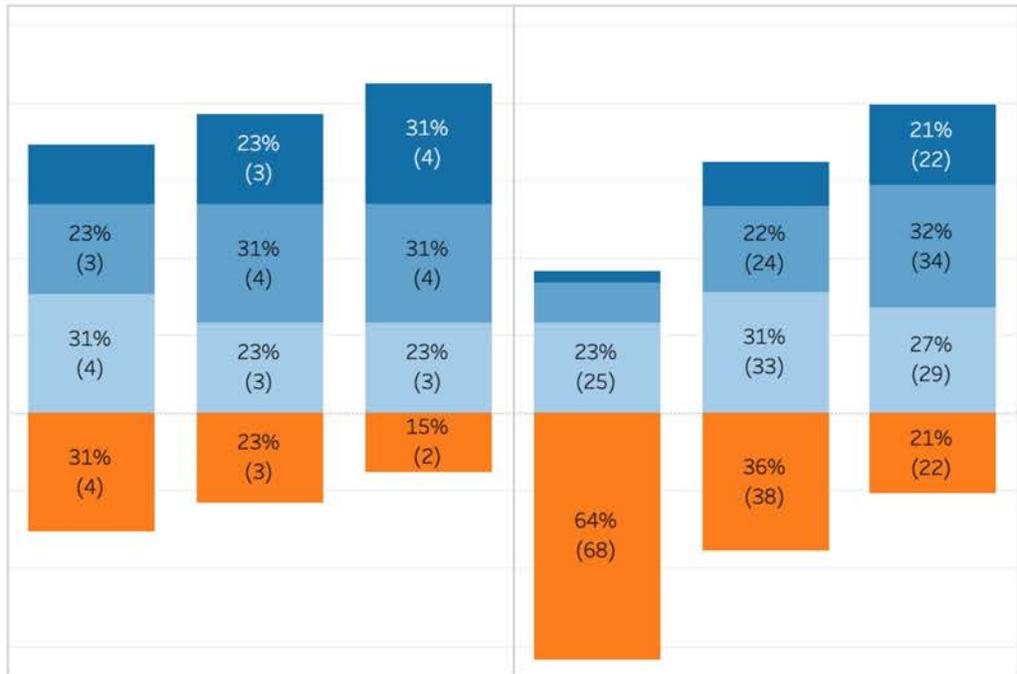
Growth: ELL Status

	----	EL			EO			IFEP			RFEP		
	Spri..	Fall	Wint..	Spri..									
Avg. # STEP Levels Grown since BOY	5.0	0.7	1.5	2.0	0.6	1.1	1.6	0.8	1.5	2.0	0.0	2.0	2.0
% Students Grew 1 STEP Level since Last Cycle	100%	47%	71%	31%	39%	43%	37%	75%	25%	50%	0%	100%	0%
# Students (Total)	1	17	17	16	98	98	98	4	4	4	1	1	1



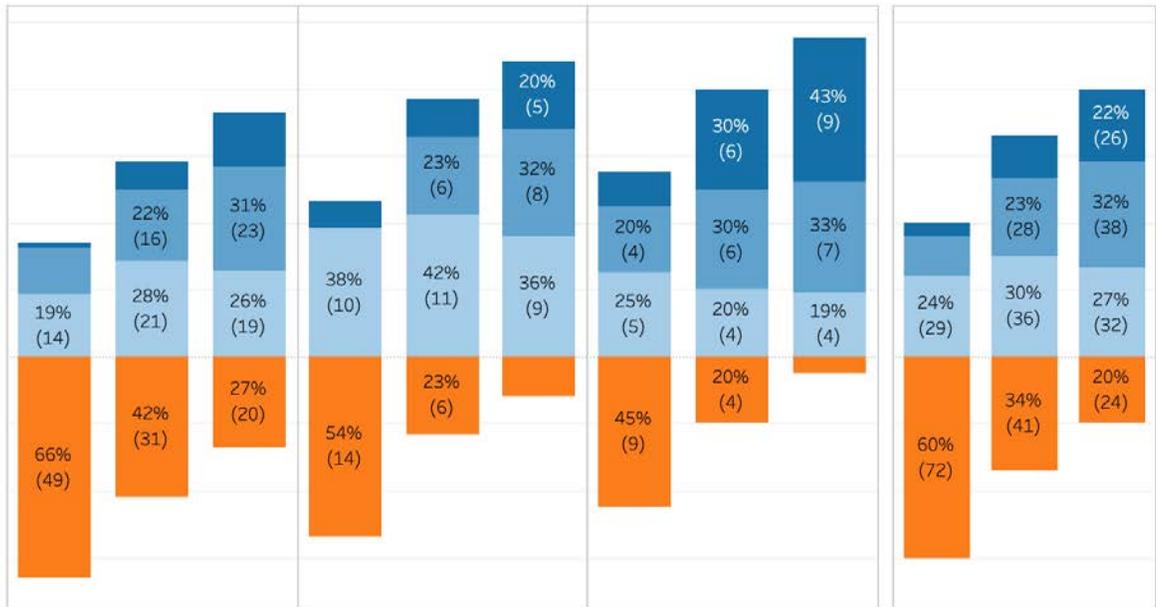
Growth: IEP Status

	Has IEP			GenEd		
	Fall	Winter	Spring	Fall	Winter	Spring
Avg. # STEP Levels Grown since BOY	1.2	1.7	2.1	0.5	1.1	1.6
% Students Grew 1 STEP Level since Last Cycle	69%	38%	31%	37%	48%	37%
# Students (Total)	13	13	13	107	107	107



Response from KIPP Bayview Elementary

Growth: Race/Ethnicity										Overall Growth		
	Black			Latinx			White/Other/Multiple			Fall	Winter	Spring
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Avg. # STEP Levels Grown since BOY	0.5	1.0	1.4	0.6	1.3	1.8	1.0	1.8	2.5	0.6	1.2	1.7
% Students Grew 1 STEP Level since Last Cycle	34%	41%	35%	46%	54%	32%	60%	60%	48%	41%	47%	37%
# Students (Total)	74	74	74	26	26	25	20	20	21	120	120	120



Math Data End of Unit Assessment Data

TK/K

Module 1 Mastery	Module 2	Module 3	Module 4
Mid Module: 92.3%	- No Data	EOM - 87.5%	EOM - 100%
End of Module: 91.4%			

1st Grade

Module 1	Module 2	Module 3	Module 4
Mid Module - 52%	Mid Module- 44%	End of Module - 63.2%	End of Module 45.5%
End of Module - 52%			

2nd Grade

Module 1	Module 2	Module 3	Module 4	Module 5
End of Module - 30.2%	End of Module - 11.6%	Mid Module - 34.9% End of Module - 11.6%	End of Module - 46.3%	- MM - 42.5% - EOD - 30%

3rd Grade

Module 1	Module 2	Module 3	Module 4
Mid-Module - 37.5%	Mid Module - 18.8%	Mid-Module 12.5%	Mid-Module 17.6
End of Module - 3%	End of Module - 0%		

Grade 2 and 3 have the largest academic gaps and the most students with IEPs and/or Behavior plans.
For math - these students received and are still receiving small group intervention to address foundational skill gaps