

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).



TO: Charter Schools Division  
 FROM: Michelle Verrochi, KIPP Navigate School Leader  
 Sarah Sanchez, Associate Director of Operations  
 DATE: October 25, 2021  
 RE: **2020-21 KIPP Navigate Academic Memo**

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

For our school’s internal assessments, we administered KIPP Foundation Unit Assessments, English Interim Assessments, and Mock AP Exams. In a regular year, we have comparative data for our Unit Assessments with KIPP schools across the country. This school year, a majority of schools were unable to submit their data. For the ‘21-’22 school year we are using four curricular interim assessments (CIAs) in English and Math for our prioritized high impact standards. Here were our KIPP Mock Exam Results in March for our KIPP AP For All subject areas, Navigate was in the top 3 for all subject areas compared to all our KIPP HS across the country:

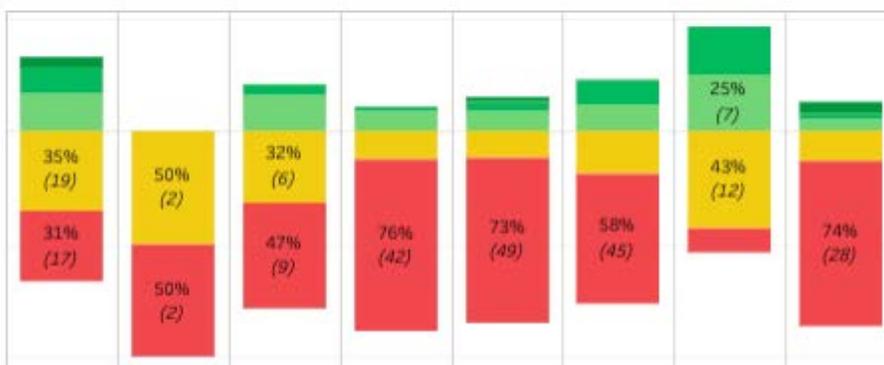
Subject	1	2	3	4	5
Calculus AB	12	6	1	1	0
English Lit	28	13	8	2	5
US History	87	11	1	0	0
World History	69	16	7	3	0

Here are our College Board Advanced Placement results for the 2020-2021 school year compared to the 2019-2020 school year. We increased the number of AP courses offered from 3 to 8 and increased AP participation rates from 164 students taking AP exams in ‘19-’20 to 343 students. Our passage rates declined significantly as our students were greatly impacted by taking college level classes in the distance learning setting through our AP For All Program.

Response from KIPP Navigate College Prep

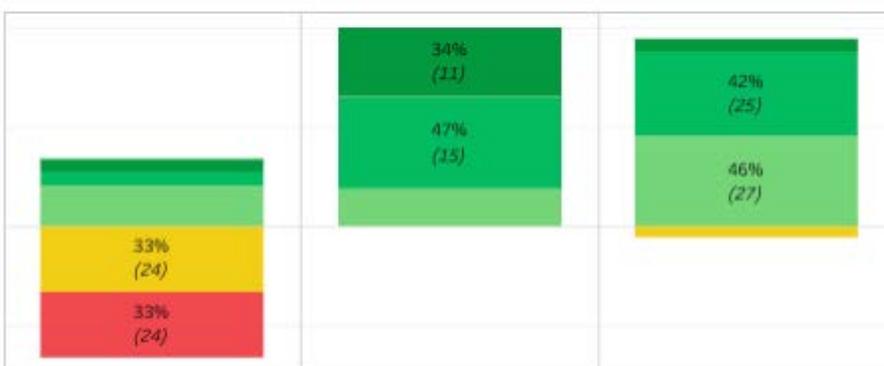
**AP Exam Results**

	ELA	Math	Science		Social Science		Language	Other
	English La..	Calculus AB	Chemistry	Comp. Sci A	US History	World Hist..	Spanish La..	Computer ..
	Navigate	Navigate	Navigate	Navigate	Navigate	Navigate	Navigate	Navigate
	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
# of Students Test..	54	4	19	55	67	78	28	38
# of Exams Passed	18	0	4	6	10	18	13	5
Exam Pass Rate	33%	0%	21%	11%	15%	23%	46%	13%
PPT Δ vs YA								



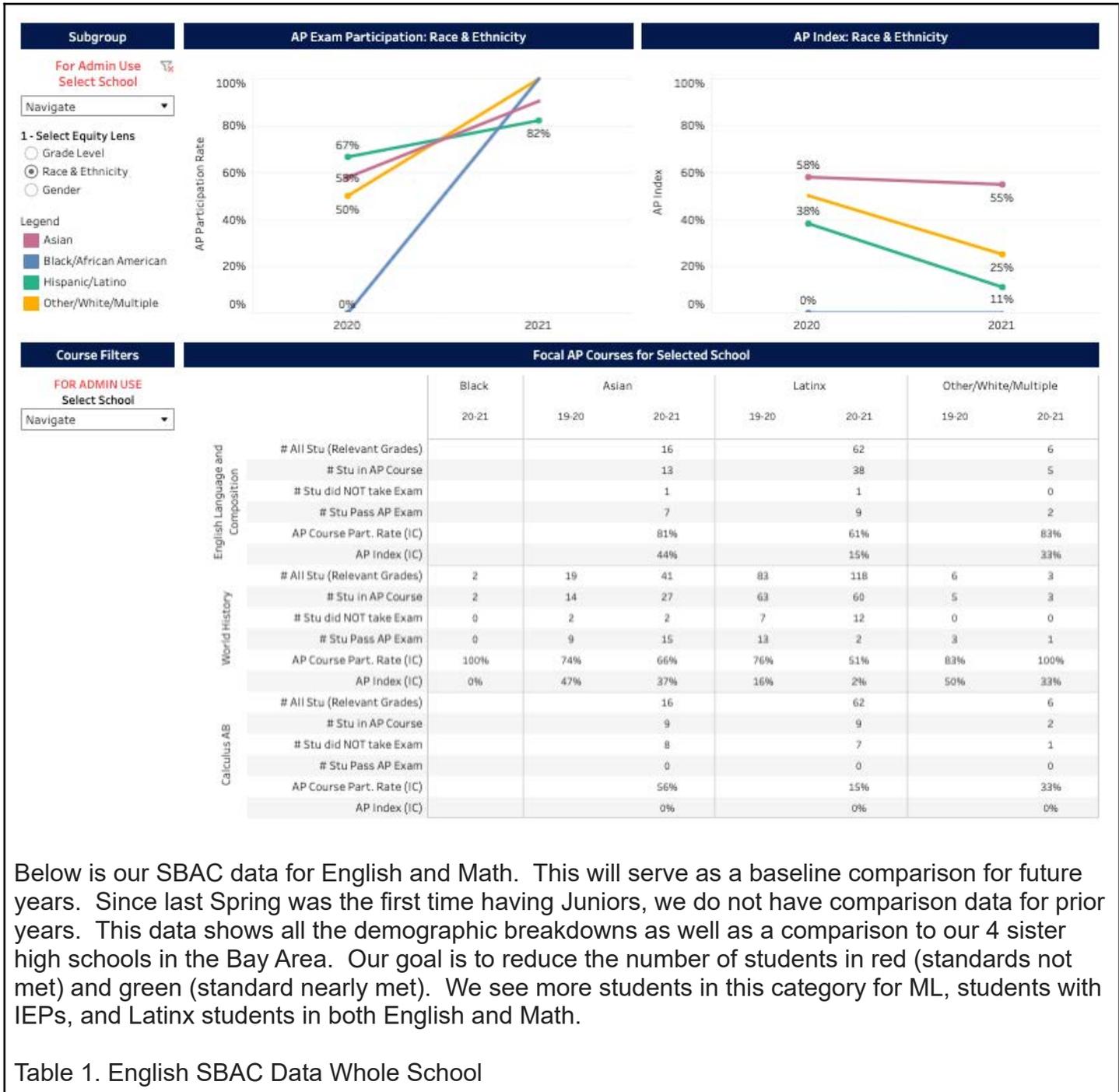
**AP Exam Results**

	Social Science	Language	Other
	World History	Spanish Lang & Culture	Computer Science Principles
	Navigate	Navigate	Navigate
	2019-20	2019-20	2019-20
# of Students Test..	73	32	59
# of Exams Passed	25	32	56
Exam Pass Rate	34%	100%	95%
PPT Δ vs YA			



Here is an additional breakdown of subgroup data for AP Participation and Passage rates:

Response from KIPP Navigate College Prep



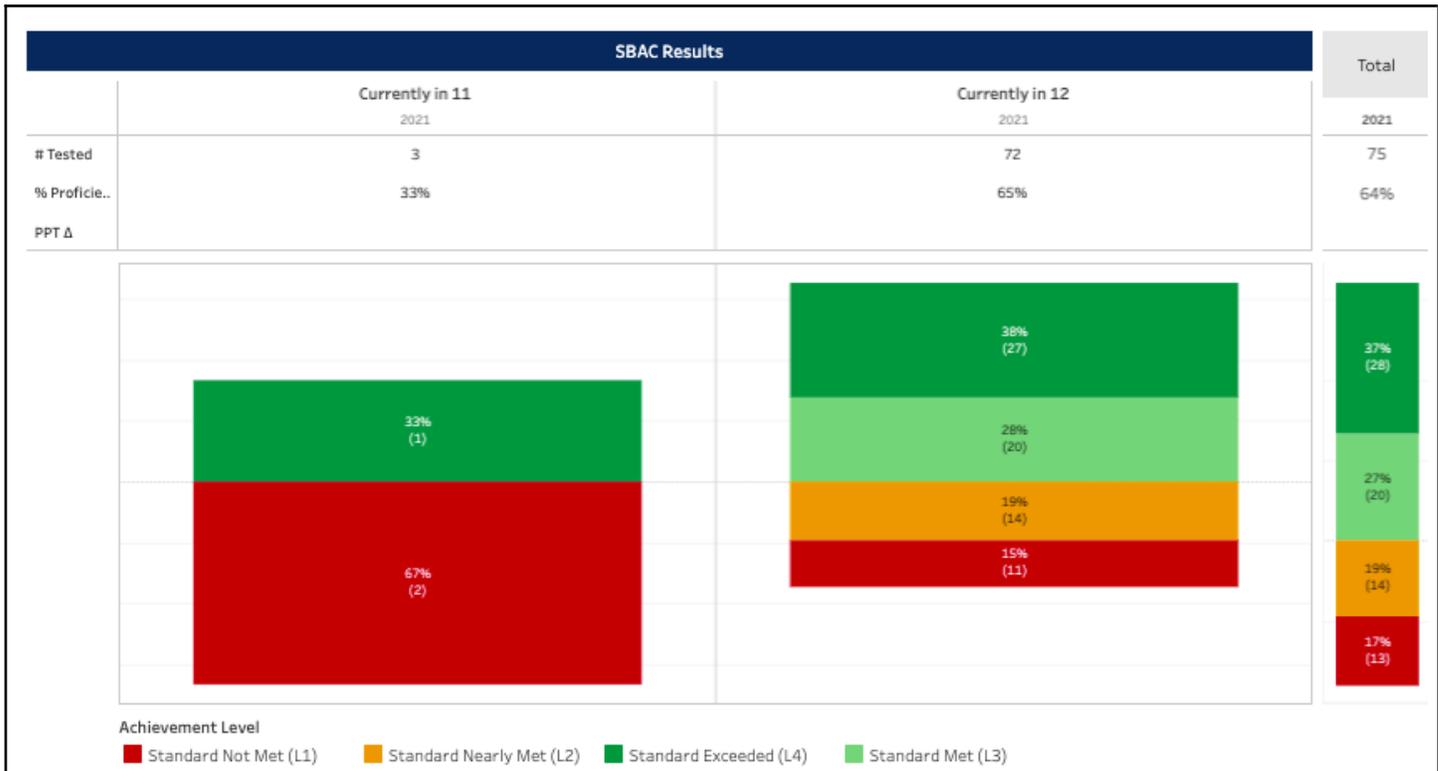


Table 2: English SBAC Data by Race/Ethnicity

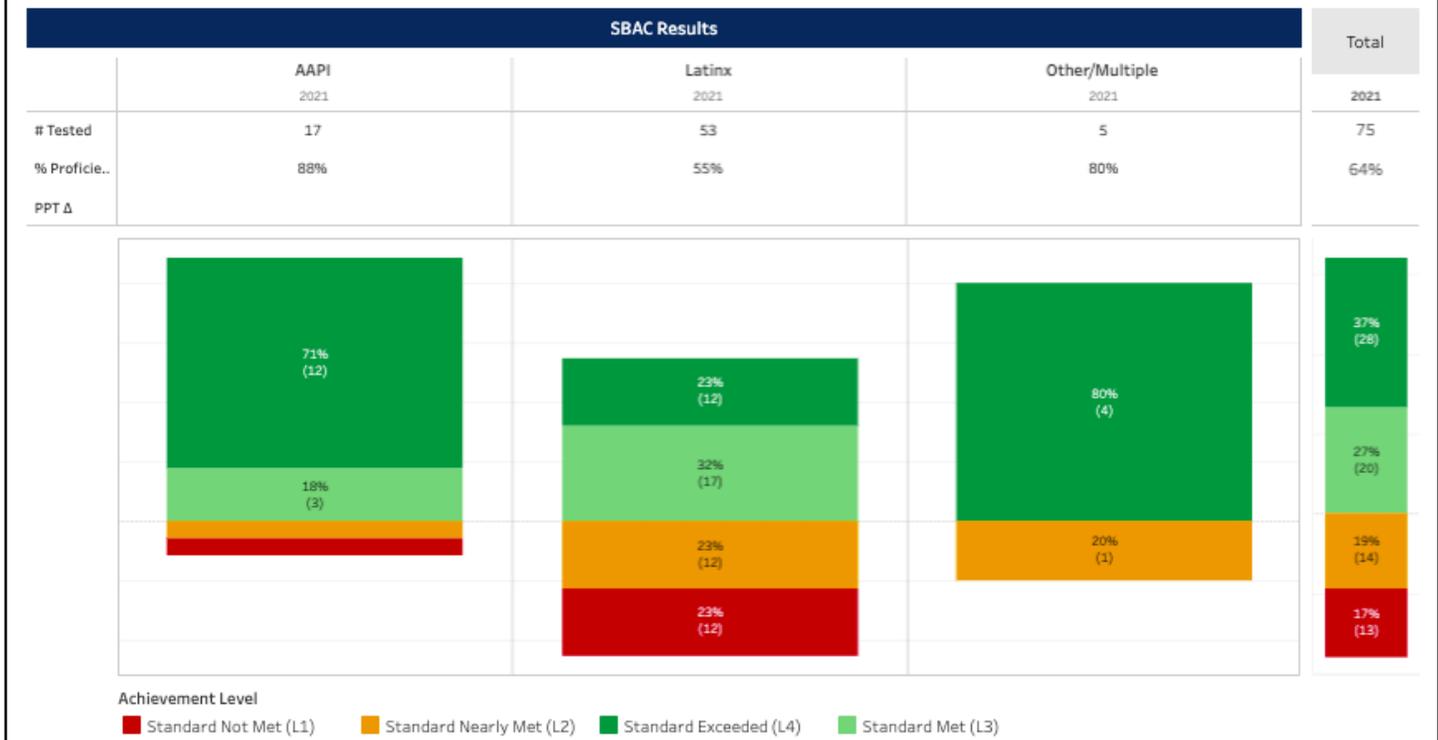


Table 3: English SBAC Data by Socio-Economically Disadvantaged (as defined by FRL)

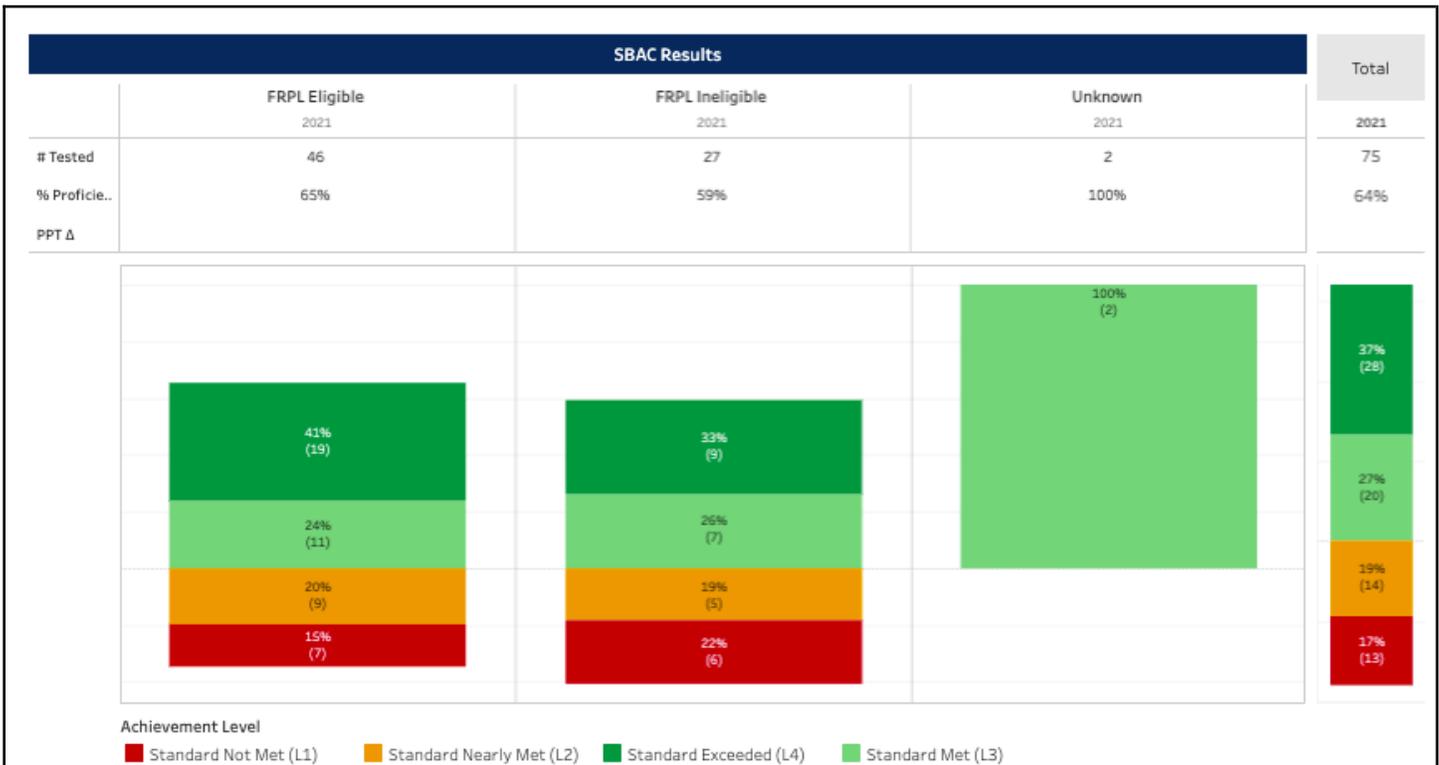
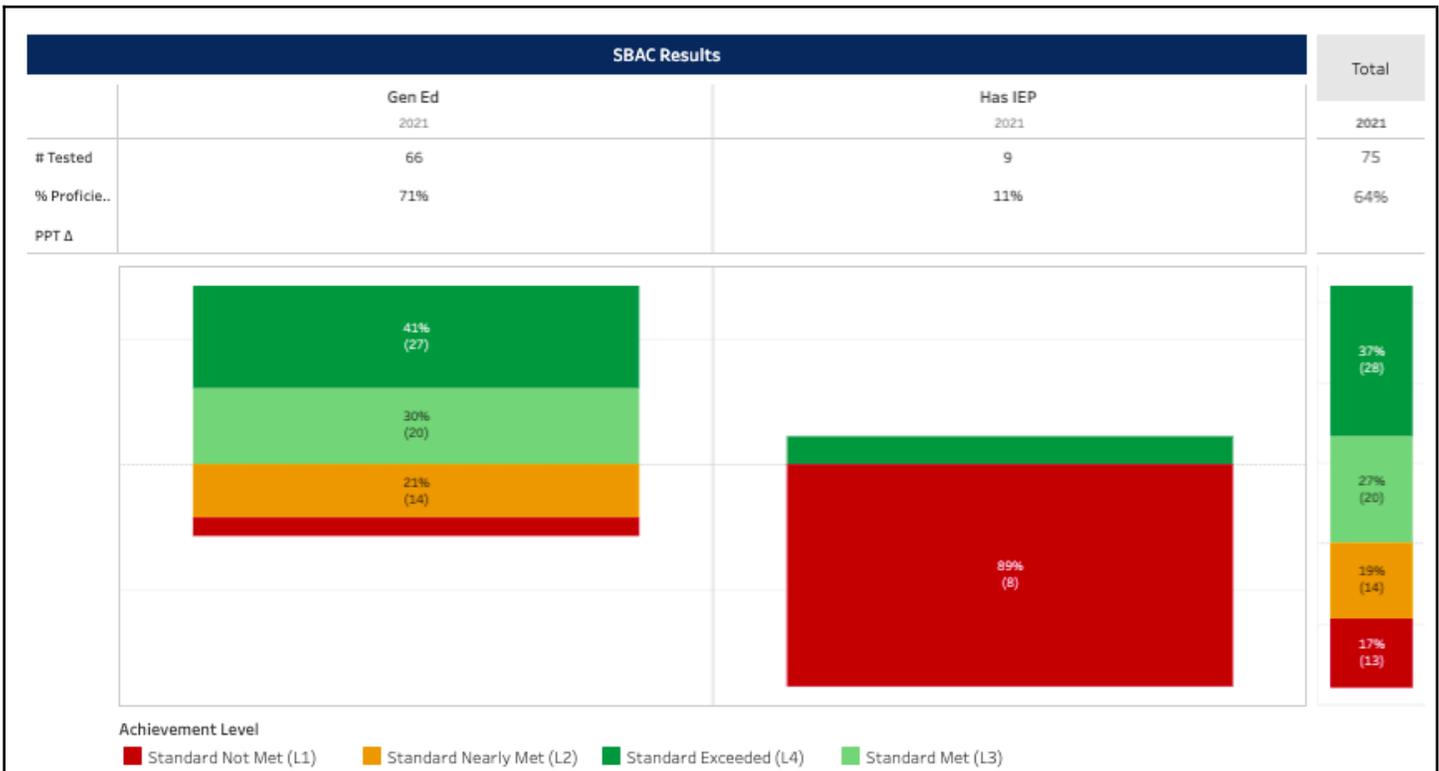


Table 4. English SBAC Data by ELLs



Table 5. English SBAC Data by General Education vs. Special Education



Math SBAC Data

Table 1. Math SBAC Data Whole School

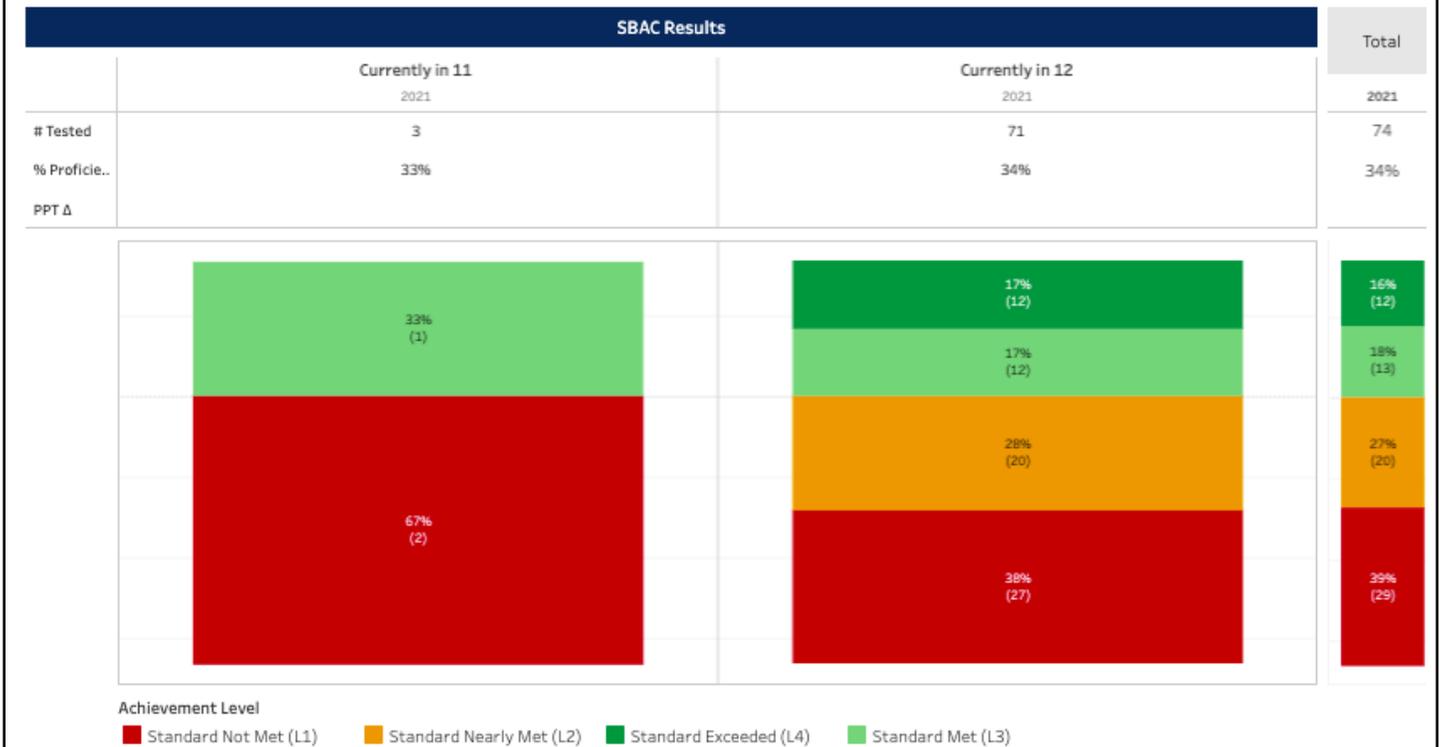


Table 2: Math SBAC Data by Race/Ethnicity

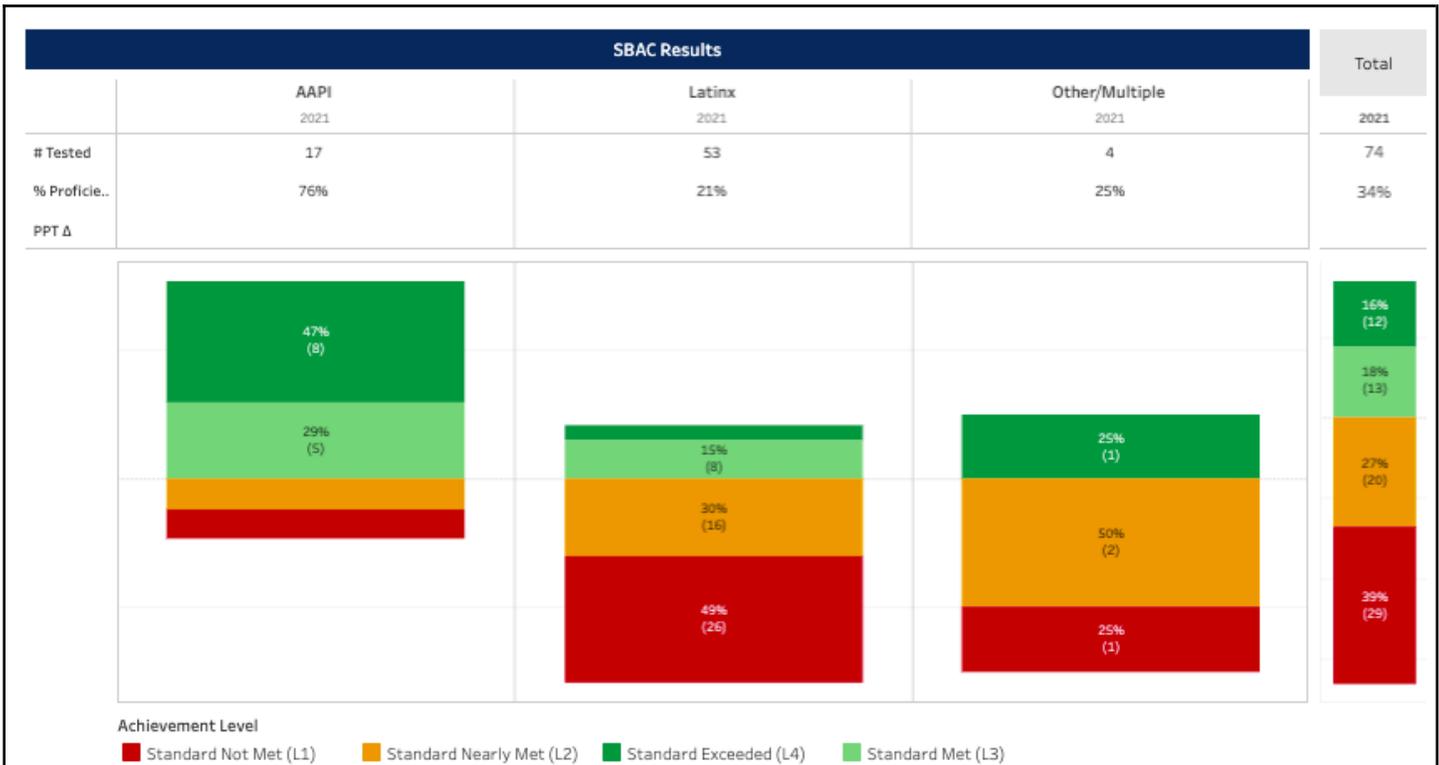


Table 3. Math SBAC Data by Socio-Economically Disadvantaged (as defined by FRL)

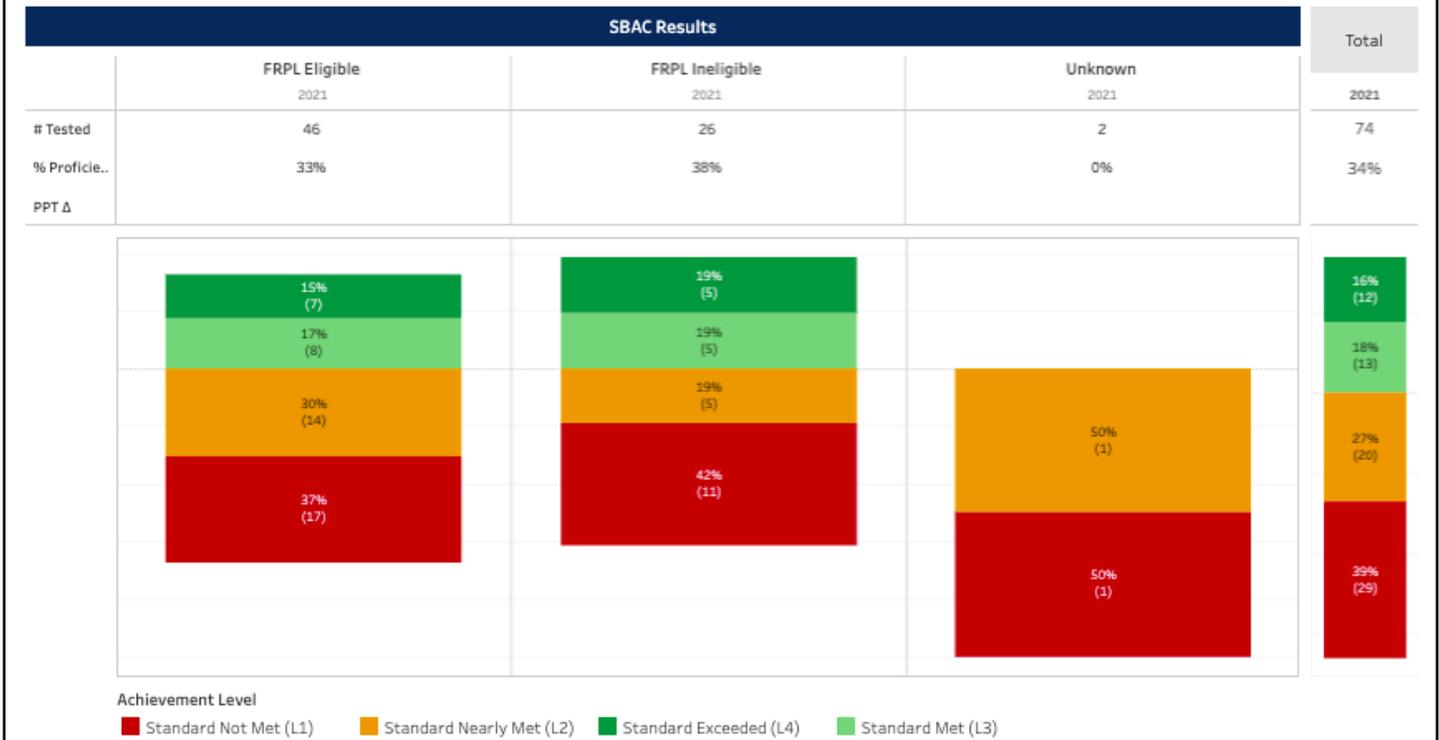


Table 4. Math SBAC Data by ELLs

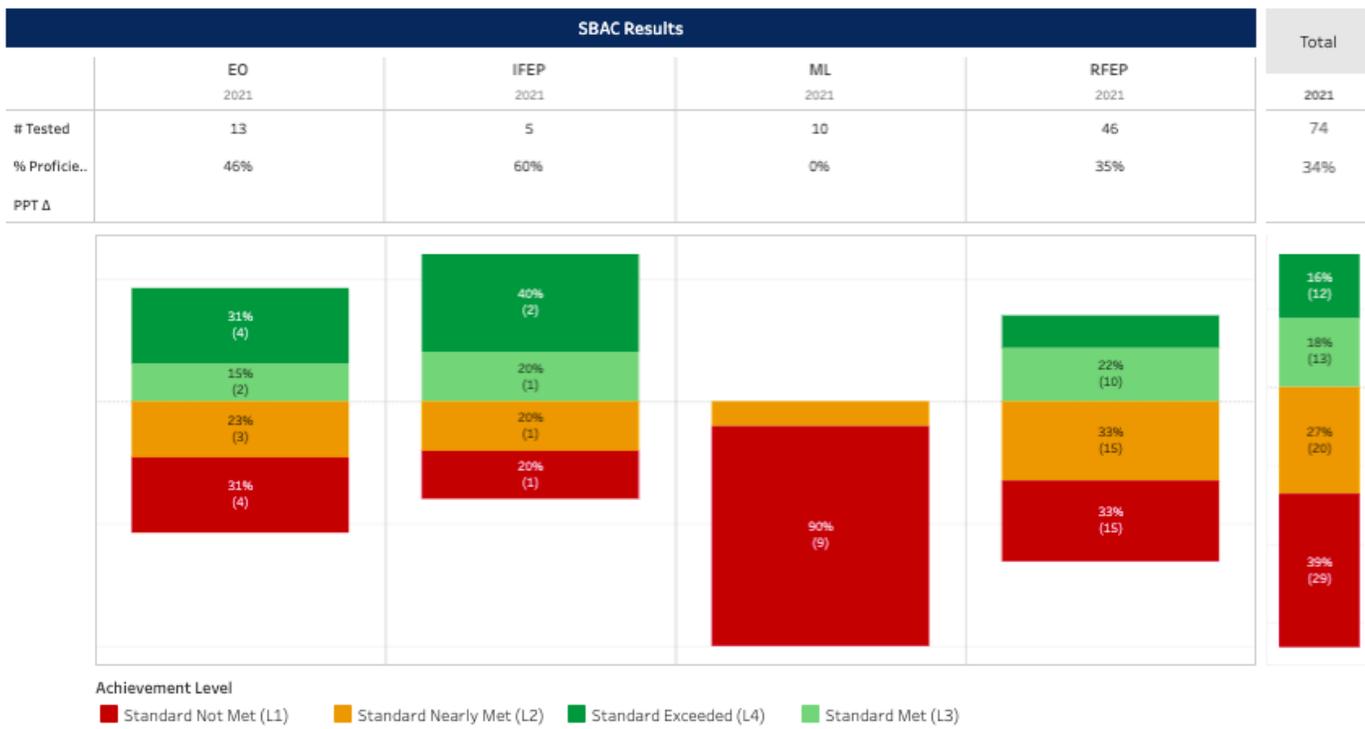
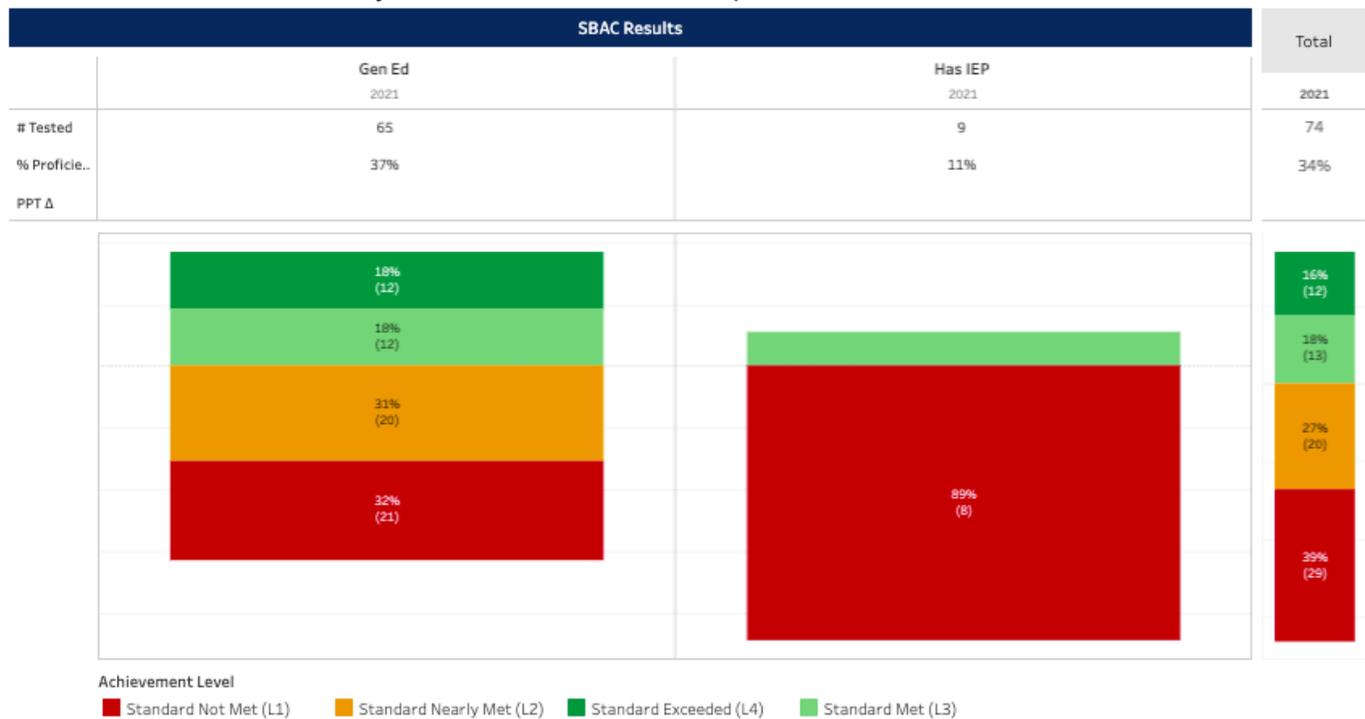


Table 5. Math SBAC Data by General Education vs. Special Education



We are glad to have students back in person to be able to see stronger passage rates for students given the number of supports built into classes, longer days with students, and strong learning environments. We are taking a number of steps to get students back on track and to address the declines. We have created an intervention block during the school day where students who need additional support can meet with their teachers. Teachers plan this time to respond to data. We have switched to a mastery based grading system, so teachers are reteaching to students who have not yet mastered high impact standards. With this new grading system, students also have

transparency on how they are progressing in their classes and advocate for the help they need. We also have strategic professional development to engage teachers in data analysis protocols and weekly data meetings to prepare strong reteach lessons to support our diverse learners. Additionally, we are focused on creating a joyful, healing centered school and focused on supporting students' social emotional health as well as academics.

**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. The 21-22 school year will see the first class of graduating seniors and measurable outcomes related to graduation rate and college persistence can be addressed.

**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.**

Reflecting on the first half of the 19-20 school year, the school was seeing growth and improvement in student outcomes. We saw a reduction in chronic absence, higher average daily attendance, and more opportunities for family and parent engagement. With our attendance engagement and family engagement work off to a strong start, KIPP was better positioned when the state went into mandatory shutdown and students began accessing instruction through distance learning.

However, this sudden shift exposed gaps for our families. KIPP's student population comprises a majority of students that qualify as low-income. Our families were more likely to experience the impacts of COVID, including job loss, food insecurity, and housing insecurity. KIPP had to respond quickly to these needs that included access to technology, access to reliable internet, and access to nutritious food. These most basic needs had to be met in order for students to be able to engage and learn each day.

When KIPP launched the 20-21 school year in distance learning, there was a continued focus on these basic needs with an increased focus on strong social-emotional support. Due to KIPP's prior year's focus on integrated social-emotional supports, KIPP leveraged the existing tools and shifted them to a distance learning model. Through mental health counselors, leadership, and teaching staff, KIPP maintained this critical initiative all year long -- integrating the whole healthy child development structure into our academic program.

As the school prepared the LCAP for the 21-22 full, in-person school year, there has been a focus on supporting students return to campus with strong, consistent systems that keep students and staff healthy and safe, a re-launch of our attendance and engagement systems with families, and mitigating the learning loss that comes from a year of distance learning through targeted supports and additional learning opportunities.

KIPP Navigate is focusing on high impact/priority standards for each course and moved to a mastery based grading system to allow students to see their mastery over time on these standards. The school has created a Tiger Time block in the school schedule where all students have a choice

in their school day between study hall, intervention, office hours, or passion projects. Teachers will create intervention rosters based on data for their high impact standards.

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.**

Based on initial surveys administered to families, 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.