California Department of Education
Charter Schools Division
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memo-lacb-csd-jun24item02
Attachment 19

# KIPP Bayview ElementaryAcademic Memorandum Response

## Section 1. School Information

### General Information

**School Address (Include city and zip code):** 948 Hollister

1. San Francisco, CA 94124-3710
2. **Located in District:** San Fransicso Unified School District
3. **Website Address:** http://bayviewelementary.kippnorcal.org/
4. **County-District-School (CDS) Code:** 38771310137307
5. **Charter Number:** 1954
6. **Current Charter Term Start Date (mm/dd/yyyy):** 2018
7. **Current Charter Term End Date (mm/dd/yyyy):** 2026
8. **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.
9. **Grade Levels Served:** TK-4
10. **2022–23 Enrollment:** 161
11. **Instruction Type:** Site-Based Instruction

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 15.5% | 28% |
| Foster Youth | 0% | 0.5% |
| Homeless | 2.5% | 4.3% |
| Socioeconomically Disadvantaged | 92.5% | 53.2% |
| Students with Disabilities | 9.9% | 13.3% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 55.9% | 6% |
| American Indian | 0% | 0.2% |
| Asian | 0% | 32.9% |
| Filipino | 0.6% | 3.9% |
| Hispanic | 25.5% | 31% |
| Pacific Islander | 3.1% | 0.7% |
| Two or More Races | 14.3% | 7.6% |
| White | 0.6% | 13.7% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | Yellow58.9% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | Orange3.5% suspended at least once day | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | No performance color26.7% making progress | **Yellow**48.7% making progress |
| **Graduation Rate** | NA | **Orange**86.4% graduated |
| **College/Career** | NA | **Medium**43.9% prepared |
| **English Language Arts** | Red 110.6 point below standard | **Orange**13.6 points below standard |
| **Mathematics** | Red 99.6 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at https://www.caschooldashboard.org/reports/38771310137307/2023      .

## Section 3. Areas of Greatest Progress and Need

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

Reducing chronic absenteeism has been the school’s greatest area of progress on the California School Dashboard data. In the 2021- 2022 academic year, chronic absenteeism was 86.7%. In the 2022 - 2023 school year, it was 58.9%. For the current school year, it is tracking at 38%. Additionally, KIPP Bayview Elementary had a small improvement in math proficiency in 2022 - 2023.

1. **What internal assessments (not 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?**

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. 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 “New 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.

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

ELA proficiency declined 6% in the 2022 - 2023 school year. Proficiency for all subgroups except students with IEPs declined in ELA.

Math continues to be a focus and will be the priority area for the school’s curriculum shifts (to Eureka Squared) to provide more opportunities for open-ended problem solving for students) and professional development in 2024 - 2025.

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

To address its area of need in reading, KIPP Bayview Elementary has focused intensively on:

Shifting to a new curricula based on the science of reading. This year, KBE adopted Amplify’s CKLA Skills curricula in TK - 2nd grades. This curricula focuses heavily on phonemic awareness, phonics, and the core elements of decoding.

Building the content expertise of all literacy teachers. KBE is providing online LETRs (Language Essentials for Teachers of Reading and Spelling) training to support teachers in assessing student literacy gaps and providing research-based techniques for addressing students’ needs.

Progress monitoring all students below grade level at least every other week. KBE uses the DIBELS progress monitoring and benchmarking assessment. Leadership team members meet with classroom reading teachers weekly to analyze progress monitoring data and create reteaching plans to accelerate students’ literacy growth.

Progress monitoring all third and fourth graders twice a month on priority literacy standards. In addition to the Wit & Wisdom New Read assessments and internal interim assessments, KBE is progress-monitoring all third and fourth graders on key reading and writing standards. This data is analyzed and then used to reteach students key skills.

Continuing to provide small group instruction (Tier 2) and intensive instruction (Tier 3) to all students reading below grade level. We provide small group instruction three times per week to all students below grade level. This allows KBE to accelerate the growth of all students in sub-groups who are not yet reading at or above grade level.

Increasing designated-ELD instruction sessions for all multilingual learners to build vocabulary and language skills aligned to ELD standards. We now have one teacher who is fully focused on ELD instruction and receives support from a specialist to ensure quality instruction.

As a result of these efforts, nearly half of students reading below grade level had above-average or well above-average growth on the mid-year DIBELS benchmark assessment. Additionally, we saw a 7% increase in proficiency on our winter interim assessment in third and fourth grade.

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

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

State Priority #1 (Basic Services) and #7 (Course Access). Metrics associated with this priority which have been met include teacher credentialing and access to rigorous courses. Metrics that are still in progress and are showing improvement to goal are teacher professional development. Metrics that have not been met include a rating of “poor” on the district provided facilities that KIPP Bayview Elementary leases.

State Priority #2 (Implementation of CCSS). All metrics associated with this priority have been met and include access to rigorous materials and curriculum for students.

State Priority #3 (Parental Involvement). Metrics associated with this priority which have been met include the number of family events. Metrics that are still in progress and are showing improvement to goal are family satisfaction with engagement opportunities. Metrics that have not been met include school culture index.

State Priority #4 (Student Achievement). Metrics that have not yet been met include ELA, Math and English Language Learner results for progress and reclassification. KIPP Bayview Elementary is addressing these outcomes and the actions and services intended to improve student performance in their Local Control and Accountability Plan.

State Priority #5 (Student Engagement). Metrics associated with this priority which have been met include student-teacher relationship survey results. Metrics that are still in progress and are showing improvement to goal are chronic absence (decrease of nearly 30%).

State Priority #6 (School Climate). Metrics that have not been met include suspensions. KIPP Bayview Elementary is addressing these outcomes and the actions and services intended to improve student performance in their Local Control and Accountability Plan.

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**

The planned actions and services included in Goal 1: all students will achieve, has not been implemented in year 3 of the LCAP. KIPP relies on state testing results as one of many indicators in determining the level of progress towards meeting this academic outcome goal. 10% of students at KIPP were proficient in ELA and 12% were proficient in Math. ELPI results for Multilingual Learners show that 40% of students are improving their language proficiency. In the new 3-year 2024-27 LCAP cycle this will be a “focused” academic goal with improved actions and services to support more successful student outcomes, including increased and improved professional development, and improved language acquisition supports for teachers in the classroom.

The planned actions and services included in Goal 2: all students and families will be engaged with the school community, has been implemented or partially implemented in year 3 of the 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. KIPP Bayview 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 decreased by 27%, 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 suspension 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, has been implemented or partially implemented in year 3 of the 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 met the curriculum alignment goal at 88% and made progress toward the instructional practice goal with an increase of 4% from the previous year. 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 School’s 2023–24 LCAP mid-year update that describes what the 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. **Under which student groups and state priorities did the School meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?**

The school is eligible for differentiated assistance based on the following student subgroups: Socio-Economically Disadvantaged, Pupil Achievement and School Climate.

1. **Identify the support provider the School will be working with for technical assistance with DA.**

We are partnering with the Santa Clara COE, Bay Area Geo Lead Agency and the community to identify the actions and services to improve student performance in these identified areas.

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

The school has begun the necessary engagement to address the challenges identified through differentiated assistance. Initial school-level supports have included:

Providing intensive reading intervention to students with learning disabilities to support them with better accessing instructional content, including new curricula and training for the school’s special education teacher.

Focusing on multilingual learners within the initiative of enhancing literacy through a new approach to small group reading instruction and more frequent designated English Language Development (ELD) instruction.