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Response from KIPP Bayview Elementary



**KIPP** BAYVIEW  
ELEMENTARY

TO: State Board of Education  
FROM: KIPP Bayview Elementary  
RE: Annual SBE Charter Memo  
DATE: April 26, 2019

**Based on the school’s internal benchmark assessments identify the greatest progress and greatest need:**

Greatest Progress:
<p>KIPP Bayview Elementary has made great progress in building family investment. Prior to opening, the school leadership team conducted home visits with founding families. During the summer, the school put on monthly events (ice cream social, picnic, orientation) for families to better get to know school staff and each other. Throughout the course of the school year, all school staff has made themselves available to partner with families to provide their children with what they need to be successful inside and outside of the classroom. 81% of families attended parent/teacher conferences in November and 86% of families attending parent/teacher conferences in March. The school also includes families in Student Success Team meetings to provide additional academic and behavioral interventions to students.</p>
Greatest Need:
<p>KIPP Bayview Elementary needs to continue to accelerate reading growth for its first graders. 0% of first graders started the year reading at grade-level. 67% of first graders started the year at a before pre-reader or pre-reader reading level (equivalent to 1 year below grade-level). As of the spring STEP reading test administration, although 87% of students are on track to make more than 1 years’ worth of reading growth, the school must continue to provide targeted reading intervention in order to accelerate closing reading gaps.</p> <p>KIPP Bayview Elementary also needs to continue to strengthen tier 1 behavior management systems and improve tier 2 and tier 3 behavioral supports, particularly for the school’s African American boys, in order to decrease the amount of unsafe physical incidents and suspensions.</p>

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

Priority 1: Basic Services	<p>KIPP provides a safe and clean environment in which teachers can focus on teaching, students can focus on learning, and school leaders can focus on leading. Regular and preventative maintenance and a strong focus on process and procedures were all effective systems in making progress towards our goal. KIPP continues to partner with the district to meet our space needs as we expand our grade levels next school year.</p>
Priority 2: Implementing CCSS	<p>KIPP Bayview Elementary implements common-core standards-aligned curriculum for all content areas.</p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>- Eureka Math</li> <li>- Cognitively Guided Instruction Problem-Solving Block</li> </ul> <p><b>Literacy - balanced literacy approach</b></p> <ul style="list-style-type: none"> <li>- Center for Collaborative Classroom which includes read aloud, shared</li> </ul>

	<p>reading, small-group reading, and writing components</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Amplify Science</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>- Social Studies Alive!</li> </ul> <p>We also use the following personalized learning programs to support student differentiation and mastery of standards:</p> <ul style="list-style-type: none"> <li>- Zearn</li> <li>- Lexia Core 5</li> <li>- ST Math</li> <li>- RAZ-Kids</li> </ul>
Priority 3: Parent Involvement	<p>KIPP measures parent involvement through our high health framework. 83% of our families agreed or strongly agreed with the statement: How likely are you to recommend KIPP to other families. Here are the summary of other questions asked (% of families who responded positively/in agreement with the statement):</p> <ul style="list-style-type: none"> <li>● Are you able to access school staff in a timely manner? 90%</li> <li>● The teachers have built strong relationships with my child? 85%</li> <li>● How fairly is your child treated by staff? 88%</li> <li>● Overall, how safe does your child feel at school? 88%</li> <li>● How satisfied are you with the number of opportunities your school provides for you parents to get involved in campus. 78%</li> <li>● Do you know strategies to help your child when he/she is stressed? 57%</li> </ul> <p>In our founding year, we have a number of ways for families to be involved including joining a committee (KIPP Family Association, School Site Council), coming to Showcase events (winter and spring), attending parent/teacher conferences (at the end of trimester 1 and trimester 2) and all of our staff are available during and outside of school hours to help support their children to be successful. We use the survey results to inform our parent engagement strategies.</p>
Priority 4: Pupil Outcomes	<p>SBAC data for the students not available in the current year. Please see the greatest progress and greatest need above for a summary.</p>
Priority 5: Student Engagement	<p>KIPP Bayview Elementary has a 91.2% yearly attendance rate with August as our highest month with 96.4% and December as our lowest month with 87.9%. In order to continue to improve attendance rates, KIPP Bayview Elementary sent home newsletters to families about the importance of attending school every day, implementing classroom attendance incentives, and meeting with families of chronically absent students to discuss barriers to coming to school and support with an action plan. Attendance will be a school priority in the upcoming school year.</p>
Priority 6: School Climate	<p>KIPP Bayview Elementary currently has a 8.6% suspension rate and a 7.4% student rate from 7 incidents by 6 different students. KIPP Bayview Elementary focuses on Restorative Practices and Social Emotional Learning aligned to our school values. Students reflect on their choices and focus on repairing harm done to others or the community.</p>
Priority 7: Course Access	<p>All students have access to a broad course of study including courses described under EC section (ES) 51210/(HS) 51220, as applicable to KIPP's required course offerings. Additionally, programs and services were developed and provided to individuals with exceptional needs, including students on an IEP. KIPP offers enrichment courses to all students, including creative arts and physical education in our founding year at KIPP Bayview Elementary. Our after-school program partner, the Bayview YMCA, also</p>

	provides students with cooking, Spanish, and science enrichment classes.
Priority 8: Other Outcomes	<p>100% of students at KIPP Bayview Elementary participate in PE classes weekly.</p> <p>In December, KIPP Bayview Elementary put on a Winter Showcase for families in which 100% of students showcased 3 pieces of their artwork. Students chose the pieces they wanted to display, titled them, and explained the medium they used to create the art. All four of our homeroom classrooms also performed a dance for families at the showcase event. There will be a Spring Showcase event at the end of May.</p>

**Provide a summary of progress made in meeting the schools’ first Local Control and Accountability (LCAP) deadline of July 1, 2019, including information on the ongoing process and stakeholder engagement.**

KIPP operates under the premise that the teachers, parents, and students must work together as partners to create the potential for 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, parents, and staff at KIPP play an integral role in the school’s success. Parents are a vital part of this partnership and are critical stakeholders in the school.

This year's annual Local Control and Accountability planning process has allowed parents to engage in meaningful ways: developing, refining and reflecting on the goals and actionable steps to improve outcomes for students. Parents have been invited to attend LCAP meetings led by the School Leader throughout the year. These meetings topics included: the CA State Dashboard and LCAP alignment, the state's priorities, the specific goals for the school and the actionable steps to achieve those goals. The school has gathered input during meetings through small group exercises where families brainstormed together and shared feedback with the community and school leadership. An interpreter was present at these meetings and translated materials were made available in Spanish to create equitable engagement. Additionally, LCAP surveys have been distributed in paper and online form to collect input from students, teachers, and families. The collective information shared during the annual LCAP process and surveys are being used to update and improve the schools' priorities.