California Department of Education

Charter Schools Division

Created 03/2025

memo-lacb-csd-apr25item02

Attachment 18

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from KIPP Bayview Elementary (Charter #1954). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## KIPP Bayview Elementary 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | KIPP Bayview Elementary |
| School Address | 948 Hollister Ave |
| City | San Francisco |
| ZIP Code | 94124 |
| Located in District | San Francisco Unified |
| County | San Francisco |
| Website Address | http://bayviewelementary.kippnorcal.org/ |
| County District School (CDS) Code | 38-77131-0137307 |
| Charter Number | 1954 |
| Current Charter Term Start Date | 7/1/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | TK-4 |
| 2023–24 Enrollment | 144 |
| Instruction Type | Classroom-based |

**School Description:**

KIPP Bayview Elementary (KBE) was founded in August 2018. It is the first KIPP elementary school in San Francisco, serving grades TK–4. It joins two KIPP middle schools (KIPP Bayview Academy and KIPP SF Bay Academy) and a high school (KIPP San Francisco College Prep), providing San Francisco families with an aligned K–12 experience. KBE is located in the Bayview neighborhood of San Francisco. It is co-located with Bret Harte Elementary School, a preschool through 5th grade elementary school that is part of the San Francisco Unified School District. The school values are the following: Love—We believe in ourselves when things are going well and when things are hard.We care for others by treating them the way we want to be treated.We show appreciation for others through our words and actions; Purpose—We know our strengths and we know what we are working on; We take time to do things that interest us.We make the most of our learning time;Identity—We are proud of who we are. We accept and appreciate our teammates for who they are. We make sure everyone knows they belong here; Excellence—We do our best work every day. We see mistakes as opportunities for learning. We never give up; Community—We assume the best in others.We make sure everyone is included. We work with others to meet our goals.

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 13.2 |
| Foster Youth | 3.5 |
| Homeless | 2.8 |
| Socioeconomically Disadvantaged | 94.4 |
| Students with Disabilities | 7.6 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 51.4 |
| American Indian | 0 |
| Asian | 0.7 |
| Filipino | 0.7 |
| Hispanic | 25.7 |
| Pacific Islander | 2.8 |
| Two or More Races | 16.7 |
| White | 2.1 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 44.8 | Yellow |
| Suspension Rate | 2.5 | Green |
| English Learner Progress | 23.1 | No Performance Color |
| Graduation Rate | [No Response] | No Performance Color |
| College/Career | [No Response] | No Performance Color |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Yellow | Below standard | 67.5 |
| Mathematics | Yellow | Below standard | 77.9 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 18.8 |
| Mathematics | 16.3 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

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

KBE demonstrated encouraging growth trends across all measured indicators on the 2023–24 California School Dashboard, highlighting areas of progress while identifying opportunities for continued advancement. While our results remain below state averages for some areas, the data shows meaningful improvement in both academic and school climate metrics. In English Language Arts (ELA), we achieved substantial growth with a 43.1-point increase. This improvement was consistently strong across student groups, with students with disabilities advancing 44.7 points, Black students progressing 45.8 points, and socioeconomically disadvantaged students moving forward by 40.9 points. These gains represent important steps toward closing achievement gaps, though we recognize the need for sustained focus to reach state performance levels. Mathematics performance also showed positive momentum with a 21.7-point improvement. This growth was evident across student groups, with socioeconomically disadvantaged students gaining 24.9 points, Black students improving by 23.7 points, and students with disabilities progressing by 11.9 points. While we continue working toward state achievement levels, these consistent improvements across student groups indicate our instructional strategies are moving in the right direction. We made particularly notable progress in reducing chronic absenteeism, achieving a 14.1 percent reduction. This improvement reflects our enhanced focus on student engagement and attendance support systems, though we continue implementing strategies to further align with state attendance rates. Our suspension rate decreased by one percent, maintaining a low overall rate of 2.5 percent, which stands as one area where we are seeing both positive growth and strong overall performance. These growth patterns across all color-coded Dashboard indicators demonstrate that our school's improvement strategies are gaining traction. While we celebrate this progress, we remain committed to building on these gains to ensure all students achieve at the highest levels.

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

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 Eureka Squared assessments for math, FishTank and Wit & Wisdom “New Read” and unit assessments, and KIPP Northern California’s internal interim assessments. Eureka, FishTank and Wit & Wisdom assessments provide data around students’ mastery of the current unit of study, while interim assessments 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 charter school’s areas of greatest need. Include references to student groups.

While our 2023–24 Dashboard data shows encouraging growth patterns across student groups, significant achievement gaps persist that require continued focus and intensive support strategies. Despite notable improvements, including a 44.7-point increase for Students with Disabilities and a 45.8-point increase for Black students in ELA, our overall performance in both English Language Arts (ELA) and Mathematics remains below state averages, with particular attention needed for specific student groups. English Learner progress presents an immediate area of concern, showing a 3.6 percent decline. This regression signals a need to reevaluate and strengthen our English Language Development supports across all content areas. Despite their significant growth this year, our Students with Disabilities continue to face substantial academic challenges, performing 117.4 points below standard in ELA and 121 points below standard in Mathematics, falling notably below our overall student performance. Similarly, while our Black students demonstrated strong improvement, their performance remains at 81.9 points below standard in ELA and 94 points below standard in Mathematics, indicating persistent achievement gaps that require targeted intervention strategies.

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

To address these achievement gaps, KBE has implemented a comprehensive set of evidence-based strategies focused on accelerating student growth, particularly for priority student groups. At the foundation of our approach is the adoption of Amplify's CKLA Skills curricula in TK–2nd grades, which emphasizes phonemic awareness, phonics, and core decoding elements aligned with the science of reading. To strengthen mathematics instruction, we launched Eureka Squared mathematics curriculum. This strategic curriculum shift aims to increase opportunities for open-ended problem solving, particularly benefiting our Students with Disabilities through more structured mathematical discourse and reasoning opportunities. KBE has also implemented an Orton-Gillingham-based Tier 3 curriculum for students with reading disabilities to strengthen reading growth and achievement. Students receive these supports two to four–t times a week depending on need. We have strengthened our intervention systems through frequent progress monitoring and data-driven instruction. All students reading below grade level receive bi-weekly progress monitoring using DIBELS assessments, with additional monitoring for third and fourth graders on priority literacy standards. This data informs our tiered support system, where we provide targeted small group instruction (Tier 2) three times per week and intensive instruction (Tier 3) for students needing additional support. These interventions are showing promising results, with nearly half of below-grade-level readers demonstrating above-average or well above-average growth on mid-year benchmarks. To specifically address our English Learners' needs, we've expanded designated-ELD instruction sessions, dedicating a specialized teacher supported by an ELD specialist to ensure high-quality, standards-aligned language development instruction. This focused approach aims to reverse the recent decline in English Learner progress by building essential vocabulary and language skills across both literacy and mathematics. Supporting these instructional shifts is our investment in teacher professional development through the Language Essentials for Teachers of Reading and Spelling (LETRS) training. This comprehensive program enhances our teachers' ability to assess literacy gaps and implement research-based techniques, particularly benefiting our Students with Disabilities and Black students who showed growth but remain significantly below standard. Weekly leadership team meetings with classroom teachers ensure consistent analysis of student data and creation of targeted reteaching plans to accelerate academic growth across all student groups.

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

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter 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 KBE 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 include school culture index. State Priority 4 (Student Achievement). Metrics that have not yet been met include ELA, Math and English Language Learner progress. Results from the 2023–24 school year do demonstrate meaningful improvement for students. KBE 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 14 percent). State Priority 6 (School Climate). Metrics that have been met include suspensions, which saw a further reduction in the 2023–24 school year.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

The planned actions and services included in Goal 1: all students will achieve, is partially met and in progress during year 1 of the 3 year LCAP. KIPP relies on state testing results as one of many indicators in determining the level of progress towards meeting this academic outcome goal. 19 percent of students at KIPP were proficient in ELA and 16 percent were proficient in Math. ELPI results for Multilingual Learners show that there was a slight reduction (3.6 percent) of students improving their language proficiency. In this new 3-year 2024–27 LCAP cycle, the school will have 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 support 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, is partially met and in progress during year 1 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. 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 another 14 percent, 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, is partially met and in progress during year one of the three year 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 percent but saw a slight decline in the instructional practice goal (-4 percent)from the previous year. KIPP believes that the investment of regular teacher coaching and observation, increased mental health supports, and a robust benefit package will contribute to higher teacher satisfaction, which we believe will also improve retention in future school years.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter 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. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

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

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

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#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

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###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
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