California Department of Education  
Charter Schools Division  
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Attachment 20

# KIPP Navigate College Prep Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address (Include city and zip code):** 1750 South White Road, San Jose, California 95127-4760
2. **Located in District:** East Side Union High School District
3. **Website Address:** http://navigate.kippnorcal.org
4. **County-District-School (CDS) Code:** 43-77149-0137315
5. **Charter Number:** 1955
6. **Current Charter Term Start Date (mm/dd/yyyy):** 08/01/2018
7. **Current Charter Term End Date (mm/dd/yyyy):** 06/30/2026
8. **School Description:** KIPP Navigate College Prep (KNCP) is committed to actualizing every student’s potential by connecting students’ purpose, talents, and passions to their learning experiences. KNCP students are empowered agents of change and courageously lean into new challenges to positively impact the world around us.
9. **Grade Levels Served:** 9-12
10. **2022–23 Enrollment:** 338
11. **Instruction Type:** Classroom Based

### 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 | 27% | 19.8% |
| Foster Youth | 0% | 0.2% |
| Homeless | 4% | 3.7% |
| Socioeconomically Disadvantaged | 77% | 41.4$ |
| Students with Disabilities | 13% | 11.9% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 1% | 1.8% |
| American Indian | 0% | 0.2% |
| Asian | 23% | 36.9% |
| Filipino | 0% | 6.3% |
| Hispanic | 73% | 46.4% |
| Pacific Islander | 0% | 0.6% |
| Two or More Races | 2% | 2.9% |
| White | 1% | 5% |

## 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** | NA | **Yellow**  24.3% chronically absent |
| **Suspension Rate** | Red  10.1% suspended at least one day | **Orange**  3.5% suspended at least one day |
| **English Learner Progress** | Red  39.7% making progress | **Yellow**  48.7% making progress |
| **Graduation Rate** | Orange  89.5% graduated | **Orange**  86.4% graduated |
| **College/Career** | High  39.7% making progress | **Medium**  43.9% prepared |
| **English Language Arts** | Orange  20.8 points below standard | **Orange** 13.6 points below standard |
| **Mathematics** | Orange  78.2 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 www.caschooldashboard.org/reports/43771490137315/2023..

## Section 3. Areas of Greatest Progress and Need

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

During its second year, KIPP Navigate College Prep (KNCP) faced the challenge of the pandemic-induced school closures in March 2020. The subsequent academic year, 2020-21, saw the first class of KNCP 11th-grade students taking the SBAC amid the ongoing pandemic. Following the return to in-person learning, KNCP encountered typical post-pandemic struggles, including teacher shortages, learning setbacks, and increased disciplinary issues. The 2022-23 school year was particularly challenging due to high staff turnover, leadership shortages, and discipline concerns, prompting a reevaluation of practices and a renewed focus on coaching and restorative approaches. Despite these challenges, KNCP remains committed to rebuilding its school culture and enhancing instructional practices in line with the KIPP model.

Recent Curriculum-embedded Interim Assessment (CIA) data indicates significant growth in student mastery of AP and Pre-AP priority standards, particularly noticeable in 11th-grade courses preparing students for AP exams and the SBAC. This progress suggests that KNCP is on the right path towards creating a positive learning environment for its students and families.

KIPP Navigate prioritizes equity and strives to become an antiracist school community. They closely analyze subgroup data, particularly for special education and multilingual learner (ML) students, measuring their performance in course passage rates, CIA scores, SBAC scores, and AP passage rates. The school aims for ML learners and students with Individualized Education Programs (IEPs) to achieve proficiency levels comparable to their general education peers. Recent data analysis indicates progress in reducing the percentage of ML learners and students with IEPs in level 1 in Social Studies and Science courses, attributed to collaborative efforts between Education Specialists/Bilingual Aides and general education teachers, including co-teaching and push-in support.

Notably, the school’s decline in suspension rates, from 10.6% to 2%, is attributed to renewed commitments to restorative practices, real-time coaching for classroom management, and effective Tier 1 and Tier 3 interventions led by the leadership team. There is continued emphasis on maintaining a safe learning environment while fostering student student-teacher relationships, accountability and growth.

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?**

KNCP is dedicated to providing AP courses for all students throughout high school. The school's primary objective is for every student to pass at least two AP exams by graduation, potentially earning college credits. To monitor student progress, KNCP conducts regular assessments called Curriculum Imbedded Assessments (CIAs) in ELA, Math, Social Studies, and Science courses. These assessments occur quarterly and help teachers gauge student mastery of AP standards. Teachers analyze this data during regional data days, enabling them to adjust instruction and develop reteach plans to address any learning gaps among students. Instructional coaches collaborate with teachers to design these plans and offer real-time coaching during classroom observations, ensuring effective support for student success. KNCP uses this critical data as a tool to predict readiness for CAASPP and AP exams but the CIA and AP assessments are not currently named on an approved verified data list.

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

Despite significant progress in student mastery as indicated by CIA data, KNCP has not yet seen corresponding growth in SBAC scores. The 2022-23 data reveals gaps in both ELA and Math, falling 32 and 35 points below standard, respectively. Challenges in hiring and retaining effective teachers, particularly in these content areas, had an impact on 11th grade performance. The data also shows a lack of desired progress for ML learners, which has prompted efforts to enhance and expand KNCP’s ELD program, family engagement and support. KNCP's key areas of need include teacher recruitment and retention, school safety, professional development, instructional coaching, and enhanced integrated ELD across all content areas. The school continues to actively address these challenges in partnership with their educational partners to improve student outcomes.

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

During the 2023-24 academic year, KNCP has made focused efforts to improve various aspects of its school community. Firstly, they revamped their teacher recruitment and retention strategies, aligning hiring practices with the school's vision. This resulted in an impressive 85% staff retention rate, with a notable 7.7 ICI (instructional coaching index) score on the fall TNTP Survey, indicating improving staff satisfaction and commitment to the school's mission.

Regarding school discipline and safety, KNCP successfully reduced suspension rates through the implementation of restorative practices and real-time coaching, emphasizing the importance of well-managed, supportive, and safe classrooms during summer professional development sessions. Teachers receive ongoing support from instructional coaches, particularly in addressing Tier 3 behaviors, where restorative conferences and logical consequences play a significant role. Collaborative efforts with families and specialists have contributed to a decrease in incidents, particularly those involving violence among students.

Professional development remains a cornerstone of KNCP's approach. 74% percent of teachers reported receiving support for skill development in the Fall 2023 TNTP Survey. This reflects the value placed on continuous improvement and learning within the school community. Weekly development sessions, along with one-on-one coaching from Assistant Principals, foster a culture of growth and collaboration among staff.

Moreover, KNCP is committed to ensuring the academic success of its ML Learners through its English Language Development (ELD) program. This year, they hired additional ELD teachers and a Bilingual Aide to support enhanced designated ELD instruction aligned with the AP curriculum. Individual coaching for teachers and increased schoolwide ELD training signify a deep commitment to meeting the diverse needs of all students, reflecting KNCP's dedication to becoming an antiracist institution and fostering equity and inclusion at every level.

## 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 Assessments - Metrics for this goal have been met or partially met with the school exceeding local school results by 8 points for the English learner progress indicator (ELPI) and 61 points for mathematics. The results for English language arts fell 4 points below the local school results.

College Readiness - Metrics for this goal have been met or partially met with 100% of graduating seniors participating in AP classes and examinations, with a 43% pass rate (3+). The college and career readiness indicator for the 22-23 school was rated “high” on the CA Dashboard.

High School Completion - Metrics for this goal have been met, with 89.5% of students graduating, and of those graduating seniors all are meeting A- G requirements, with those exempted due to IEPs.

College Completion - Metrics for this outcome are on track, with 84% of KNCP’s first graduating class persisting in college towards a BA.

## 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, have been partially 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. 43% of students at KIPP were proficient in ELA and 38% were proficient in Math. ELPI results for Multilingual Learners show that 40% of students are improving their language proficiency. The College Readiness indicator on the CA Dashboard is rated as “High” with 62% of students prepared. In the new 3-year 2024-27 LCAP cycle there 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, have 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. KNCP 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 3%, 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 suspensions 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 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 has made exemplary progress and met this goal with a 20+% increase in teacher satisfaction from the previous school 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.