



KIPP:NAVIGATE
COLLEGE PREP

**TEAM & FAMILY
HANDBOOK
2022-2023**

Dear Students and Families,

Welcome to KIPP Navigate College Prep! We are proud to join you on your journey to prepare for success in college, career, and beyond. We are dedicated to ensuring that through hard work, all of our students will learn. This is a historic year for us as we are in our final year of founding and will have our first graduating class in June 2022! We want to welcome the class of 2025 and welcome back the classes of 2024, 2023 and 2022 for in person school! I hope that you have been able to stay safe and healthy this summer, and to find some peace and healing.

We will be having an orientation for each grade level to re-introduce you back to in-person learning after a year and half of distance learning between August 10-13 and welcome all grades back to campus on August 16. If you are feeling nervous about transitioning back to school and in person learning, you are not alone. You are brilliant and have everything you need. Our staff could not be more excited to welcome you back to campus and have a joyful start to the school year where you can reconnect with one another and make new connections that will energize and support you throughout your high school experience.

At KIPP, we believe that we are a “Team and a Family” and that the school and the family must work together to ensure success for each and every student. Communication is essential and our students will learn best and be most successful with your involvement and support. This handbook is an effort to answer many of the questions that families have about the policies and procedures at KIPP Navigate College Prep. Please take some time to read through the entire handbook, and ask any questions that you may have.

I look forward to working with you and your family on this journey to and through college and career. Please know that my door is always open and feel free to contact me at any time with any questions or concerns. You can set up an appointment by emailing me at julia.gonzalezluna@kippnavigate.org

Yours truly,

Ms. Julia Gonzalez Luna
School Leader
KIPP Navigate College Prep

TEAM & FAMILY HANDBOOK

About KIPP Navigate College Prep

KIPP Navigate College Prep is a free, open-enrollment, public charter school that opened in Fall 2018 and is open to all students in San Jose for grades 9–12.

Mission Statement

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.

Vision

Every child grows up free to create the future they want for themselves and their communities.

At KIPP Navigate College Prep, we are committed to actualizing every student's potential by connecting students' purpose, talents, and passions to their learning experiences. We are empowered agents of change and courageously lean into new challenges to positively impact the world around us.

Instructional Vision

At KIPP Navigate College Prep, we explore our purpose, talents, and passions in real-world settings placing innovation at the core of our learning experience. Through high expectations and experiential learning, we develop an unwavering belief in ourselves and one another. We challenge one another with courage and compassion and celebrate productive struggle. Together we demonstrate collective ownership for creating a better tomorrow, today.

Cultural Vision

At KIPP Navigate College Prep, we expect our students to cultivate self-awareness, self-love, and clear purpose. Along personalized pathways for social-emotional development, students foster and maintain positive relationships with themselves, each other, and the community. Our restorative model makes our school both safe and nurturing. We teach students to reflect upon their mistakes, have courageous conversations, and build authentic relationships. They learn to leverage their individual and collective strengths for the good of others. Students rigorously extract value from failure, reflect and grow.

Values

At KIPP Navigate College Prep, we have six core values which guide our work together as well as our students' character development. I'm



Courage



Innovation



Reflection



Collaboration



Leadership



Empathy

Commitment to Excellence

The KIPP Navigate College Prep Commitment to Excellence can be found in Appendix 2. All teachers, students and parents are required to sign the "Commitment to Excellence" contracts below as part of their agreement to join KIPP Northern California Public Schools and the KIPP Navigate College Prep Team and Family.

General Information

Contact Information

KIPP Navigate College Prep is located at 1750 S White Rd San Jose CA 95127.. All students, parents, family members, and guests should enter through the gate on Marten Rd.

Main Office Phone Number: 408-937-2700

Fax Number: 408-937-2705

School Calendar

The overall school calendar is included in Appendix 1. Prior to the end of each month, you will receive the next month's calendar with more specific and updated information related to field trips, events, meetings, etc.

Holidays and Vacations

Labor Day	September 5, 2023	Lunar New Year.....	January 22, 2023
Indigenous People's Day.....	October 7 & 10, 2022	February Break	February 21-24, 2023
October Break.....	October 12, 2021	Cesar Chavez	March 3, 2023
Veteran's Day	November 11, 2022	Spring Break	April 10-14, 2023
Thanksgiving Break	November 21-25, 2022	Memorial Day	May 29, 2023
Winter Break	December 19-January 4, 2022		
MLK Holiday	January 16, 2023		

In addition to the major holidays and vacations listed above, students will have NO SCHOOL on designated days. Please review your school calendar carefully to note any days off for students.

Hours

KIPP Navigate College Prep is open daily for students and parents from 8:00am-4:30 pm each day with the exception of Wednesday and Thursdays when the office closes at 3:15pm. Teachers and staff will have access to the main office and individual classrooms before and after school hours for individual work time. Staff is available to meet with parents before and after school hours with an appointment.

Daily School Schedule

Monday, Tuesday, Friday Schedule

School Opens	7:30 AM	
Period 1	8:30 AM	9:25 AM
Period 2	9:30 AM	10:25 AM
Period 3	10:30 AM	11:25 AM
LUNCH	11:25 AM	11:55 AM
Advisory	12:00 PM	12:50 PM
Period 4	12:55 PM	1:50 PM
Period 5	1:55 PM	2:50 PM
Period 6	2:55 PM	3:50 PM
Office Hours/Clubs/Sports	4:00 PM	5:00 PM

Wednesday Schedule

School Opens	7:30 AM	
Advisory (Compass Work)	8:30 AM	9:30 AM
Period 1	9:35 AM	11:10 AM
LUNCH	11:10 AM	11:40 AM
Period 2	11:45 AM	1:20 PM
Period 3	1:25 PM	3:00 PM
Learning Communities*	3:15 PM	4:30 PM

* No afterschool activities

Thursday Schedule

School Opens	7:30 AM	
Advisory (CIRCLE)	8:30 AM	9:30 AM
Period 4	9:35 AM	11:10 AM
LUNCH	11:10 AM	11:40 AM
Period 5	11:45 AM	1:20 PM
Period 6	1:25 PM	3:00 PM
Mentor Collaboration / Student-Led Clubs & Sports	3:15 PM	4:00 PM



Staff

Staff contact information is listed in Appendix 3.

Sharing a Campus with Mount Pleasant High School

We are fortunate to share the school campus with Mt. Pleasant High School. Students will use athletic facilities including locker rooms at Mt. Pleasant. Both schools work collaboratively to address any concerns and to establish strong relationships between our schools.

Arrival and Dismissal Information

Arrival and Drop-offs; Dismissal and Pick-ups

Students can be dropped off at KIPP Navigate College Prep beginning at 8:00 am. Students arriving before 8:00 am or leaving after 5:15 pm (or the end of a designated sports practice) on Mondays, Tuesdays, Thursdays, and Fridays or after 2:45 pm on Wednesdays will not be supervised. School begins at 8:30 am everyday. If a student is not in his or her seat by 8:30 am then he or she would need to go to the front office to get a tardy slip. Students must be dropped off on Marten Rd. Before class starts, students may wait on campus in the courtyard or in a classroom with adult [supervision](#).

Dismissal occurs at 4:05 pm on Monday, Tuesday, and Friday, 3:05 pm on Wednesday, and Thursday. Students are dismissed through the gate on Marten Rd. Parents picking up students should use the loading zone on Marten Rd to pick up their students. It is important for traffic to keep moving.

Sometimes students may need to stay after school from 4:05 pm to 5:10 pm (3:05-4:10 on Thursday) for Clubs/Sports, or After School Reflection.. If this is the case, students are responsible for informing parents that they will be dismissed at 5:10 pm (4:10 pm on Thursday).

Students who stay after school must remain on school grounds at all times and follow all school rules. If a student chooses to leave campus at any time, s/he will lose privileges of staying after school. Because there are many after school activities, it is the student's responsibility to inform his/her parents of where s/he will be during this time.

Academic Program

Curriculum

Overview

KIPP Navigate College Prep's mission is to prepare all of our students for success in college, career, and the competitive world beyond. This mission drives all aspects of our academic program, including content standards, curriculum, instruction, and assessment. Every aspect of our school's culture supports high academic performance, instilling in students the academic skills and character strengths needed for success.

KIPP Navigate College Prep's core curriculum is based on the content standards aligned with the Common Core State Standards adopted by the California State Board of Education, as well as the College Board's Advanced Placement Framework and the ACT College Readiness Standards. All students, regardless of their level of preparation upon entering our school, are expected to master the content standards in each subject.

Teachers set ambitious and overarching performance goals for student achievement aligned with core content standards and then base their long term plans, unit plans, and daily lesson plans upon these goals. Each subject area in every grade level may have an adopted textbook but the amount of use of that textbook is up to that teacher's discretion. Teachers utilize a wide variety of available resources, including creating their own resources, in order to teach the standards in the best way they see fit.

Our teachers begin with the end in mind. This means that each of our teachers backwards plan for their class asking themselves, "What do our students need to know, understand, and be able to do at the end of my class in order to be on track for college readiness?" Teachers may set multiple performance goals for their students, but at least one of these goals addresses student achievement of College Readiness Benchmarks on the ACT. Teachers in AP courses will also set performance goals that address the percentage of students who will score a 3 or above on the AP Exam for their specific course at the end of the year.

Example Performance Goals

- ✓ 90% of students will score a 16 or higher on the Reading section of the ACT Exam.
- ✓ 80% of students will earn a passing grade of 3 or higher on the AP English Language Exam.

Assessments and Tracking

Informal Assessments and Checking for Understanding

Assessment is a tool to understand, as a teacher, what the students know and don't know. It's also the best way to reflect on your own teaching, and inevitably the learning which takes place in the classroom. At KIPP Navigate College Prep teachers constantly informally assess the learning taking place in the classroom through informal checks for understanding. It is the only way to guide their instruction during the lesson. Teachers use questions, practice, group hand signals, etc. to check for understanding *constantly*.

Daily Assessments and Tracking

At the end of the lesson, teachers use a more formal assessment of the daily learning. Teachers use exit tickets, check-ins, conferences, class work assignments, journal entries, homework, etc. to formally assess at the end of class. Teachers then use this data to pull small groups, remediate individually or re-teach the entire lesson the next day.

Unit Assessments and Tracking

Teachers also assess at the end of each unit. Unit assessments might include tests, projects, performance tasks, written papers, etc. Teachers will use Illuminate, a digital assessment platform, which allows for quick and easy data collection and analysis. Teachers make these results transparent to students and share results so that both teacher and student are aware of how they are progressing through all the standards. In every classroom, teachers actively use a tracking tool,

which shows the progress of every student's goal of mastering each standard. Teachers can track by unit or by individual standard. Teachers dissect the results of each unit assessment to determine which students need remediation with certain standards, what needs to be heavily spiraled, and which standards may need to be re-taught to the entire group.

Interim Assessments and Tracking

At KIPP Navigate College Prep, we use data to drive and improve our instruction. At the beginning of the year, we administer a pre-ACT Exam, in order to set a baseline for our students. At the end of Quarters 1, 2, and 3, we administer an Interim Assessment, which is a cumulative exam aligned to the ACT College Readiness Standards.

Classroom Activities and Expectations

1. Students are expected to come to class prepared with completed homework and required supplies each and every day.
2. Students are to demonstrate respect towards all individuals in the classroom by listening and tracking the speaker and refraining from talking when others are speaking.
3. Students are to stay on task throughout each class period and actively participate in all classroom activities.
4. Students are to ask questions when they need help or clarification.

Students have a five minute passing period between classes to use the restroom and transition to their next class. Students are expected to greet the teacher and pick up the day's handouts when they enter the classroom. Within five minutes, students should be seated in their next class and ready to work. If a student is not seated in his/her assigned seat and ready to work when the bell rings, that student is considered tardy to class. Class time is valuable and all available learning time must be maximized.

At the beginning of each class, students complete a Do Now or Do First activity, as assigned by each individual teacher. While students are completing their Do Now or Do First, they should have their Student Agendas open and in the upper left hand corner of their desk. Completed homework from the night before should be placed in the upper right hand corner of the desk so that the teacher can check or collect it. Students should have nothing else out on their desk other than the materials assigned by the teacher.

Testing

At KIPP Navigate College Prep, students will have multiple and varied opportunities to demonstrate what they know and what they can do in each of their classes. As the school's mission is to prepare students for college and beyond, rigorous and comprehensive course examinations are an important part of student assessment.

ACT Exam: The ACT is a national college entrance exam that all students take in the spring of their junior year and again in the fall of their senior year. In 9th, 10th, and 11th grades all students take a Pre-ACT Exam in August and a Post-ACT Exam in May. These exams measure student progress towards reaching College Readiness Benchmarks in the core subject areas of Math, English, Science, and Reading. Students can become part of our ACT All-Stars by reaching their goal of +3 points growth from Pre-Test to Post-Test.

Interim Assessments: At the end of each academic quarter, students will take a cumulative Interim Assessment in each core content area. These Interim Assessments are aligned to the ACT College Readiness Standards. These Interim Assessments are administered at each KIPP high school across the country. They will help teachers measure student growth and identify students in need of extra help.

Final Exams: At the end of the semester, all students will take a final exam in each core content area to demonstrate their mastery of that course's key standards. The exam may include performance task items and all exams for our AP for All classes are aligned to the AP Exam. Final Exam scores will be counted as part of the semester grade in each core content class.

CAASP Testing: In the spring of their junior year, students will take the California Assessment of Student Performance and Progress (CAASP) in English and Math. This assessment is computerized and adaptive and assesses student mastery of the California State Common Core Standards. This is a standardized test that is given to all 11th grade students throughout the state of California.

AP Exams: Students in 10th-12th grades are encouraged to take Advanced Placement (AP) courses. All students are required to take AP English Language before graduating from KIPP Navigate College Prep. For the 2021-22 school year, KIPP Navigate College Prep will offer Pre-AP courses to prepare all students with the knowledge and skills to prepare to enroll in AP courses beginning in the sophomore and junior year including AP World History, AP Computer Science Principles, and AP Spanish Language, AP English Language, AP English Literature, AP Calculus, AP Statistics, AP Spanish Literature, and AP Environmental Science. Course offerings are dependent upon teacher expertise. All students who take an AP class are required to take the AP exam. AP exams cost \$85 each exam/student or \$15 each exam/student for families with Free & Reduced Priced Lunch paid for in the Fall.

Grading

Starting in the '21-'22 school year, KIPP Navigate uses mastery based grading. Our goal is to promote more equitable opportunities and outcomes for our students. *Above all else, the grade a student receives should be a reflection of his or her ability to demonstrate mastery of standards.* In order to support this purpose, a student's grade must be a reflection of achievement. Our equitable grading policies are aligned to three pillars: accurate, bias-resistant, and motivational.

ACCURACY PILLAR: Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance.

- **Avoiding Zeros:** There are no zeros
- **Minimum Grading & I-4 Scale:** Standards will be assessed on a I-4 scale. The I-4 scale is more oriented toward success, is simpler to understand and use, and is less prone to error and variance.
 - If the Class Average for any given assessment is below a 2, the assessment should not be entered into the gradebook. Rather the teacher should reteach and reassess until the class average is above a 2.

I-4 Mastery Scale	Description	0-100% Scale Equivalent
4 - Exceeding standards (E)	Deep mastery of the knowledge and skills that have been taught	A - (90%-100%)
3 - Meeting standards (M)	Demonstrate a solid mastery of the knowledge and skills that have been taught.	B - (80%-89%)
2 - Approaching standards (A)	Work meets minimum requirements for mastery.	C - (70%-79%)
1 - Not yet met standards (N)	Quality of their work does not meet minimum requirements for mastery.	F - (60%-69%)
I - Insufficient Evidence (I)	Did not complete the assessment/assignment or produced work of unacceptable quality	I - (50%-59%)

- **Weighting More Recent Performance:** The most recent grade entered for each standard.
- **Grades based on an individual's achievement:** There are no group grades. Group projects are ways for student learning and students will be assessed individually after group projects.

BIAS RESISTANT PILLAR: Grades should be based on valid evidence of a student's content knowledge, and not based on evidence that is likely to be corrupted by a teacher's implicit bias or that reflects a student's environment.

- **Based on Required Content:** No extra credit
- **Based on Student Work, Not the Timing of the Work:** No penalties for late work. Students will have until the Friday before finals week to complete assignments to demonstrate mastery of standards.
 - "Missing" and "incomplete" assignments will be tagged in powerschool where applicable.

- Summative assignments are “Must Complete” assignments. Teachers will leverage Tiger Time to ensure students have completed summative assignments. We do not want our policies to truncate learning if a student wants, or needs, it.
- **Alternative (non-grade) Consequences for Cheating:** Students caught plagiarizing or cheating will receive a minimum recorded grade of I (with comment in Powerschool on Academic Dishonesty). They will receive an alternative assessment opportunity offered to earn full credit, and follow restorative practices for reflection and remediation. Add a comment “academic dishonesty” when applicable.
- **Excluding Participation & Effort:** Academic Habit entries (weighted 0%) allows for students to see the connection between HW/classwork and can help students understand the relationship between practice and mastery on assessments.
- **Based on Summative (and Formative*) Assessments:** Every score incorporated into a student’s grade is an accurate reflection of her learning.

MOTIVATIONAL PILLAR: The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.

- **Renaming Grades:** I-4 scale with short descriptors (see table) to make beliefs about student learning explicit
- **Retakes:** Every student can retake and continue learning from their mistakes to show improved understanding, regardless of their initial performance
 - Before a retake, students must be able to reflect upon and learn from their mistakes if they are to benefit from practice and re-doing assignments
 - Students should retake only portions of the assessment that reassess only those objectives/skills that a student did not master rather than re-administering the entire summative assessment.
 - Reassessment grades replace the original assessment score for each standard (put original score in comment). The grades on the original assessment and the reassessment should not be averaged.
 - Note: Students may have an opportunity to retake a regional common assessment, but the data reported to the region should reflect a student’s first attempt.
- **Based on Standards, Not Points:** All formative and summative assessments are tagged to a standard. Assessments are broken down by standard with one entry for each standard.
- **Rubrics:** used to be transparent on how a piece of work or a performance will be evaluated.
 - “Democratizes” the power to evaluate, equipping students to self-assess and even to peer-assess work, empowering them not only to know exactly what grade they will get, but exactly what to improve in order to earn a higher grade.

After School Activities and Policies: (4:05 pm -5:10 pm)

Athletics

At KIPP Navigate College Prep, we are dedicated to continually building and developing our athletic program. Athletics serve as a way to develop student character, as well as teach teamwork and dedication. It also serves as a source of motivation for students to succeed academically based on athletic requirements. KIPP Navigate College Prep are current members of the Private School Athletics League (PSAL) and compete with schools within the San Jose and greater bay area as part of the Central Coast Section (CCS).

Any student who is academically eligible and wishes to represent the Tigers may try out to join an athletic team at KIPP Navigate College Prep. To be academically eligible, students must have a minimum GPA of 2.0 and be passing all but one of their classes. Practice days and times will be determined by each team’s individual coach and facility availability. The following is a list of team sports that we plan to offer are listed below. This list is subject to change based on the availability of coaches and/or practice space however as mentioned above we are dedicated to continual growth of our Athletic program.

Fall	Winter	Spring
Girls Volleyball Boys / Girls Cross Country	Boys/Girls Basketball Boys/Girls Soccer	Boys Volleyball Girls / Boys Track & Field

Student Clubs

Participation in student government, clubs, special interest groups, and service organizations is open to and encouraged for all students. All student activities will be student-led; students will complete required forms which must be approved by the Principal. Once the group has been approved, the group will be registered as an official organization.

Textbooks and Supplies

Textbooks

Students will be issued textbooks or class books for the year. They are required to keep their textbooks covered at all times as textbooks are considered school property. **Students are responsible for the issued textbooks; if lost, stolen, or damaged, the student and parent is responsible for payment to replace the book.** Any outstanding balances at the end of the year will affect release of transcripts and report cards.

Supplies & Daily Checklist

Teachers will provide a supply list at the beginning of the year. It is essential that students bring these supplies to school starting on the first day of instruction.

Students should come to school every day with the following items:

- Backpack with black pens, pencils, paper, eraser
- Binder, Textbooks, and any other required materials
- Proper uniform
- Lunch or lunch money
- Chromebook (fully charged)

Academic Policies

Absences and Missed Work

Students are responsible for completing all of their class work and homework, regardless of absences. Incomplete work factors into the final grade for each class.

If a student is absent for 2 or more days, the school will collect the work that they have missed and have it ready in a folder at the main office. A parent/guardian must call or e-mail the Main Office to request the missed work.

If the student is out for one day, it is their responsibility to collect missed work. The best option is for the student to call their teachers or teammates to get the missing assignments so they can be completed before returning to school. If this is not possible, the student must see their teachers within 24 hours of returning to school. If the absence is excused, students have the number of days they were absent to make up the missed work. For example, if a student missed two days of school for an excused absence, they have two days in which to turn in the work they missed. In the case of an unexcused absence, this work is considered late and points may be deducted in accordance with each individual teacher's policy for late work. In addition, the student must schedule times to take any tests or quizzes that were missed during the absence. **It is the responsibility of the student to schedule these times with his/her individual teachers.**

Report Cards

Students' progress in their courses is reported in letter grades of A, B, C, or F, including gradations of "plus" or "minus." Grades are assigned, recorded, and sent home at the end of each quarter. These grade reports mailed at the end of the 1st quarter and 3rd quarter are not final grades. Only the semester and final grade are the grades of record. This means that grades sent home in January and June are final, permanent grades. It is important that parents and students track academic progress regularly throughout the school year. Parents and students can track grades by communicating with the students' teachers or by checking grades online using PowerSchool. Instruction and login information for PowerSchool will be distributed in the fall of each school year.

Students Struggling Academically

School leadership will use ACT and classroom assessment data to identify and refer at-risk students via a Student Success Team model for intensive interventions in math, reading and writing. Student response to general education interventions is tracked and interventions are modified as necessary to ensure student progress. Students who do not make expected gains can be referred to the special education department for assessment. The special education staff meets regularly for professional and program development and to share best practices for supporting special education students.

In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, struggling students will spend more time learning in a small school environment. In addition, teachers will be available to help students with homework by phone in the evenings and on weekends. Students who are behind grade level or in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern.

The content of the school curriculum will focus on the necessary remediation of basic skills, when applicable, coupled with an emphasis on higher order thinking processes in all content areas. Interventions are necessary to support students who are struggling academically. Quarterly Interim Assessments, state test scores, and other methods will help the school identify students most in need of extra support. The school will utilize a combination of small group instruction, one-on-one tutorials, and extra support from content area teachers to get students up to grade level.

Families are an essential component of supporting student success. Teachers regularly notify parents about the academic standing of their student(s). Progress reports every other week, Interim Assessment exam scores, teacher notes or phone calls and comments on homework assignments are several examples of how parents may be notified of their child's progress. As each student's progress is tracked in one or more of the aforementioned methods, a request for a Student Study Team may be offered when expected progress is not demonstrated in the set time period.

Academically High-Achieving Students

Because all students are challenged to reach their intellectual potential within the instructional program, the school does not plan to offer a formal, separate program for academically high-achieving students. All courses will maintain a standard of rigor that challenges our most advanced students. At the end of each quarter, parents are expected to pick up student report cards at Quarterly Student Work Celebration Nights. At this event, student work will be on display and parents can pick up report cards from their students' advisors.

Graduation/Promotion

All of KIPP Navigate College Prep's graduation requirements correspond with the State of California's requirements. The University of California's "A-G" eligibility requirements are listed to show that KIPP Navigate College Prep is committed to raising the expectations for our students and setting a higher bar.

The chart below shows KIPP Navigate College Prep's Graduation requirements:

Subject	State of California Requirement	A-G Requirement	KIPP NorCal & KIPP Navigate High School Requirements
(A) English	3 years	4 years	4 years
(B) Math	2 years	3 years (4 recommended)	3 years (4 recommended)
(C) Science	2 years	2 years (3 recommended)	3 years* (4 recommended)
(D) Social Studies	3 years	2 years	3 years (4 recommended)
(E) Visual and Performing Art	1 year	1 year	1 year
(F) Foreign Language	1 year	2 years or 1 year LOTE 2 or above (3 recommended)	2 years or 1 year LOTE 2 or above (3 recommended)
(G) College Prep Elective	NA	1 year	1 year
PE	2 years	N/A	N/A

Any grade below 70% means that a student is failing. If a student fails any semester of a given core content course, the student will need to repeat the semester of that course in order to earn the necessary credit to graduate. Some courses will be offered as credit recovery through summer school.

Summer School

Students who are enrolled in Summer School are required to attend class approximately five days a week for a period of four to five weeks during the summer. Exact dates and sessions for Summer School will be determined in Spring 2023 and communicated to families at that time. Summer School courses cost approximately \$125 per semester per course. This is due to the fact that the school must pay for the licensing of a course using an online learning program called Acellus.

STUDENT CODE OF CONDUCT

At KIPP Navigate College Prep, we believe:

- Social emotional skills can be taught and developed as a part of a student's character.
- Expectations for student conduct can be taught like academic skills.
- We must model, teach, practice, and reinforce our expectations so that they become habit.
- Everyone makes mistakes.
- It is our job to hold students accountable when mistakes are made while recognizing the level of support that is needed to repair any harm that has been done as a result of the mistake.
- Everyone deserves the right to move on after fixing a mistake that was made and repairing the harm.

Code of Conduct

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy.
- Respecting fellow students and school personnel.
- Attending classes regularly and on time.
- Completing all assigned work (to the best of the student's ability).
- Being prepared for class (bringing materials such as books, homework, etc.).
- Participating in all assessment measures (e.g., tests).
- Respecting the property of the school and others.
- Keeping the campus clean.
- Wearing the school uniform. If the family needs support, please contact the school.

KIPP Navigate believes in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior support to provide students with opportunities to improve. These include, but are not limited to: positive recognition, restorative practices, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making.

Restorative Practices

KIPP Navigate Cultural Vision

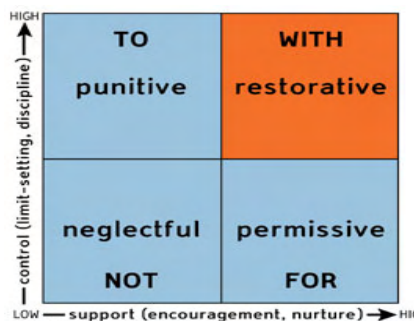
At KIPP Navigate College Prep, we expect our students to cultivate self-awareness, self-love, and clear purpose. Along personalized pathways for social-emotional development, students foster and maintain positive relationships with themselves, each other, and the community. **Our restorative model makes our school both safe and nurturing.** We teach students to reflect upon their mistakes, have courageous conversations, and build authentic relationships. They learn to leverage their individual and collective strengths for the good of others. Students rigorously extract value from failure, reflect and grow.

What are Restorative Practices?

At KIPP Navigate College Prep, we recognize that all people make mistakes and that these mistakes are actually opportunities to grow and learn. We hold students, and ourselves, accountable to high expectations and provide a high level of support to grow. To do this, we use restorative practices.

The use of restorative practices helps to:

- reduce bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm



The Social Discipline Window

The social discipline window defines restorative practices as a leadership model for teachers, staff and leaders at KIPP Navigate. The fundamental unifying hypothesis of restorative practices is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.” This hypothesis maintains that the punitive and authoritarian “to” mode and the permissive and paternalistic “for” mode are not as effective as the restorative, participatory, *engaging with* mode (Wachtel, 2005).

The goal of restorative practices is to help students learn from their mistakes. We believe that students are happier, more successful, and more productive when teachers and leaders work with them to implement consequences, as opposed to doing things to them or for them.

When we implement restorative practices, we live up to our KIPP Navigate CIRCLE value of **courage**. This commitment embodies our belief that it takes great courage to grow and reminds us to take risks daily, to be vulnerable, to bring an open heart into all situations, and to live out our purpose.



We commit to take risks and learn from our mistakes

What are Logical Consequences?

Consequences must be meaningful for students so that students can learn from their mistakes. For example, if a student is talking at an inappropriate time during a lesson, a teacher might first stop and ask the student why it is important that s/he does not talk during the lesson in order to redirect and correct this harmful behavior. As the student explains the importance of being on task, they understand the impact of their choices. If a seriously harmful decision (hurting a teammate, bullying behavior, etc.) has been made, the teacher or leader may choose to use a restorative circle, bringing together those impacted by the situation during a time outside of class. This may include other classmates, family members, advisory mentors, and more, depending on the circumstance and impact.

Restorative Conversations

When a student disrupts the learning environment after being redirected, that student may need to have a restorative conversation with the teacher, and/or with other students, to understand the harm they have done to the learning community. This conversation can take place quickly during class, or may take place after school, in conjunction with a written reflection. This restorative conversation is guided by a series of restorative questions (see image to the right)

Through restorative conversations, students take ownership for their own behavior and identify actions that will repair the harm. Teachers guide the conversation and support the student through the process, enacting the social discipline window described above.

If a student is able to return to the learning environment and correct their behavior, learning resumes. If the student continues to have difficulty meeting expectations, the student is referred to a KIPP Navigate leader who engages in a more formal restorative conversation and implements any necessary logical consequences.

RESTORATIVE QUESTIONS

WHEN THINGS GO WRONG:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



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How do Restorative Practices guide our responses to harmful behavior?

At KIPP Navigate, we commit to leaving no community member behind. Restorative practices remind us to address the behavior, not the individual.



While we believe that all students are capable of participating in restorative practices to correct harmful behavior, we recognize that at times, more traditional discipline practices are necessary in order to support students in making better choices. The following pages outline KIPP Navigate's processes for responding to unwanted behavior when that behavior undermines our school culture.



Multi-Tiered Systems of Support

What is MTSS?

Multi-Tiered Systems of Support (MTSS) is built on the idea of intervening early to maximize the effectiveness of support systems and prevent failure. While some MTSS systems are inherently reactive, the vast majority of systems and structures are designed to proactively intervene before struggles become crises. We will utilize MTSS to identify students at risk for poor outcomes (academic, behavioral, or social-emotional), monitor student progress, provide evidence-based intervention, and adjust the intensity and nature depending on a student's responsiveness to intervention. MTSS is not an addition to our school; it is the framework from which we do this work. And with effective MTSS systems, all students will have the support needed and the opportunity presented to be their best selves.

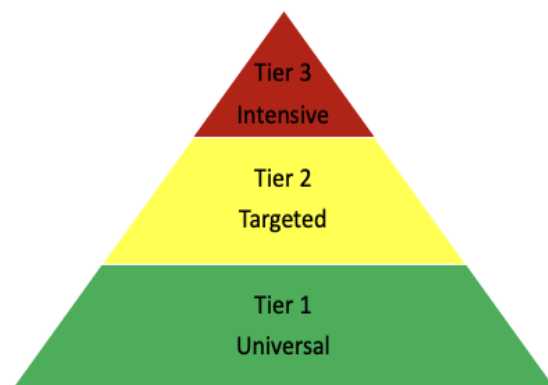
How does MTSS work?

MTSS exists in academics, student actions (behavior), social-emotional learning (SEL), and attendance. MTSS is comprised of 3 distinct tiers – Tier 1, Tier 2, and Tier 3 – all with specific interventions designed to address specific areas students need to develop. The graphic below provides a high-level overview of the KIPP Navigate's MTSS structure.

Tier Overview

Tier 1

Tier 1 interventions put an emphasis on school wide systems of support including proactive strategies for defining, teaching, and supporting appropriate student behaviors and actions to create safe school environments. Our goal is to enhance the capacity of KIPP Navigate staff, students, and families so that the inherent potential of every student is reached. Our ultimate outcome will be a reduction in challenging behavior and see visible prosocial and desired behavior more frequently.



Tier 2

Tier 2 interventions are for students who exhibit difficulties despite proactive school wide prevention efforts. In tier 2, efforts are applied to selected students in a targeted manner to reduce or eliminate behavior that is not aligned to classroom or school culture with the ultimate goal of improving student outcomes. This will be delivered through SEL small groups led by mental health clinicians, check-in check-out systems with trusted adults, and peer interventions and supports. The referral to tier 2 will be initiated when the following has occurred:

- Evidence shows that once consistent tier 1 interventions have been employed, student behavior does not change
- Teachers discuss and implement targeted interventions within their classroom with fidelity and the student behavior does not change
- The teachers' targeted interventions were monitored for progress and well documented

Tier 3

Tier 3 interventions are the most intensive interventions that are targeted at students' individual needs. Interventions at this level require a lot of time and partnership with parents, mental health clinicians, and potentially external organizations. Frequency and duration of intervention and progress monitoring is necessary. These interventions at this tier require collaboration and coordination among staff (both general and specialized) providing services to the student. If a student does not make progress within this tier, the leadership team has the authority to refer the student for an evaluation for special services.

KIPP Navigate Culture Team

Purpose:

The purpose of the KIPP Navigate Culture team is to set and maintain the vision for a purposeful, joyful culture of belonging across our school community.

Guiding Principles:

The culture team supports staff and students to uphold our CIRCLE values through the following guiding principles:

★ Joy is an Act of Resistance

- When we practice joy through community building and school events that uplift cultural funds of knowledge, we actively counteract the stereotype that communities of color are trauma-filled spaces. When communities of color practice and share joy, we give voice to the beauty, brilliance, and resilience of our ancestors of color who survived oppression and whose legacy we further. Joy is an act of resistance when we engage in self-love and healing-centered practices.

★ Healing Restores Justice

- By engaging in Restorative Practices, we enact the KIPP Navigate Commitment to leave no community member behind. We recognize that our individual well-being and success is connected to the well-being and success of the community as a whole. Restorative practices empower us to treat one another as mirrors of ourselves, in the spirit of In Lak'ech: You are my other me. I am your other you.
- One common misconception is that restorative practices and strict discipline are at odds with one another. We believe that meaningful consequences are a critical component of a restorative system of behavior support. By pairing restorative practices with logical consequences, we become active agents of change towards restoring justice in our communities and work together to repair the harm from living in a society founded on white supremacy culture.

Culture Team Members:

The KIPP Navigate Culture is led by the Dean of Students and Culture/AP of Student Support and includes the School Leader, the Mental Health Counselors, the Content Specialist of Electives, the Department Chair of Special Education, and Lead Advisory Mentors.

Team members meet weekly to progress monitor school culture through data collected from:

- Sown to Grow
- Dean's List
- Powerschool
- e-HallPass
- A-B-C (Antecedent-Behavior-Consequence) trackers

Team members collaborate to implement Tier 3 interventions for students needing additional support in living up to our CIRCLE values and upholding our school wide policies and practices. On an ad-hoc basis, culture team members may also include the Athletics Director, Lead Teachers, Grade Level Chairs and Advisory Mentors. These members may be brought in to support with providing and tracking incentives and/or to partner with families.

Culture Calendar

The KIPP Navigate Culture Team manages and updates the School Culture Calendar. They coordinate the planning and implementation of joyful community building activities, cultural events, assembly and special advisory events.

Responses to Culture Breaches

We will always attempt to proactively set our students up for success by having clear routines and systems and by positively reinforcing student success. We know that young people sometimes make mistakes, have moments where they lose control, or lack the skills to communicate frustration. Our goal is always to restore students to their learning, which happens in our classrooms. Ideally, this restorative practice occurs in the classroom, but we know that young people sometimes need interventions and/or logical consequences to reflect upon the impact of their choices and repair the harm to an individual or the community, restore trust and respect with themselves and one another and reset in order to focus on student learning.

Behavior Matrix

The purpose of this Behavior Matrix is to proactively norm as adults on how we will respond to unwanted behaviors in ways that align to our school vision and school culture vision statement. We will use Dean's List, to highlight trends and behaviors occurring in our school.

This Behavior Matrix outlines best practices for responding to those behaviors. This is not set in stone; we will still have to notice and address challenges to productive learning as they come up in our school community.

Impact on School Culture	Tier 1 Culture Breach (Minor) <i>Teacher Response</i>	Tier 2 Culture Breach (Moderate) <i>Teacher & Leader Response</i>	Tier 3 Culture Breach (Major) <i>Leader Response</i>
Student Learning	Tardies Excessive Breaks Off Task Unprepared for Class	Eloping/Skipping Class Abuse Bathroom Passes Electronics Violation Plagiarism	Leaving School Grounds Academic Integrity Violation
Relationships	Dishonesty Inappropriate Language Not Following Procedure Horseplay	Verbal Altercation PDA Biased Speech/Language Electronics Confiscation w/ Refusal <i>* Persistent Tier 1 Behaviors</i>	Threats/Intimidation Targeted/Aggressive Profanity (Towards Adult) Hate Speech Bullying/Harassment Sexual Harrassment Sexting Theft <i>* Persistent Tier 2 Behaviors</i>
School Culture	Food & Drink in Class Uniform Violation	Repeated Uniform Violations	Vandalism Substance Abuse (Tobacco/Alcohol/Drugs) Drug Paraphernalia (i.e. Vape Pen) Physical Violence/Fight Video Recording Fight Possession of Weapon (real or fake)

Guided by our commitment to Restorative Practices, the following responses to unwanted behavior support students in repairing any harm resulting from minor, moderate, or major culture breaches.

Responses to Culture Breaches	Restorative Interventions	Owner(s)
Tier 1 Culture Breach (Minor) <i>Teacher Response</i>	1. Least Invasive Strategies: verbal/non-verbal warnings, redirections, and interventions	Teacher
	2. Restorative Conversations with students	Teacher
	3. Phone call to parent/guardian a. Ask for support and previous successful strategies	Teacher
Tier 2 Culture Breach (Moderate) <i>Teacher & Leader Response</i>	4. Dean's List Referral (for tier 2 behaviors) + Parent Contact	Teacher
	5. ASR / Compass Class	Dean of Students & AP of Culture
	6. Restorative Projects	Culture Team
	7. Parent/Teacher/LT conference with student	Teacher and LT
	8. Care Team Referral	Teacher and Care Team
Tier 3 Culture Breach (Major) <i>Leader Response</i>	9. Loss of privileges (ie student cannot attend special events, sports, special school activities)	LT
	10. Behavior Support Plan	Culture Team
	11. Parent Shadow Day	Culture Team
	12. Staff Shadow Day	LT
	13. Behavior Contract	MHC + Culture Team
	14. Alternatives to Suspension	MHC + LT
	15. Suspension	LT
	16. Expulsion	LT + Region

Key Resource: [Reinforcing, Reminding and Redirecting Language Article](#)

After School Reflection

Students are assigned a 60 minute After School Reflection (ASR) for Tier 2 behaviors that breach our School Culture for five or more logged Tier 1 Behaviors (as tracked by Dean's List. During ASR, students complete a reflection intended to help them plan a restorative conversation with the teacher(s) or student(s) negatively impacted by their behavior as well as to develop positive strategies for responding to specific triggers and antecedents.

If a student skips ASR or is asked to leave ASR due to negative behavior, they will get a call home and must complete the missed ASR and an additional ASR. If a student skips or is removed from 2 ASR Classes, a Family Conference will be scheduled. Any ASR Classes that are pending will result in removing all privileges including, but not limited to, celebrations, assemblies, field-trips, etc.

If students continue to accrue ASRs and are unable to authentically reflect during the designated ASR time, an alternate logical consequence of Saturday School/community service/Family Conference may be assigned instead.

Protocol for Reflection Attendance

Thursday 4 p.m.	Dean's List emails out ASR Roster to parents and staff Parents receive a Parent Square message regarding reflection logistics and rationale for the ASR Class
Friday 3:40 - 3:50pm	Students get picked up the last 10 minutes of 6th period and are brought to ASR
Friday 3:50 - 4:50pm	ASR
Make Up Reflection Students who are absent on Friday or are removed from Reflection must make up Reflection the following Friday.	

Protocols for Various Scenarios

Student skips Reflection	<ol style="list-style-type: none">1. Student owes 2 reflections (1 for original behavior, 1 for skipping)2. Parent conference scheduled for multiple skips/removals3. 3+ in quarter: Community Service
Student is absent for Reflection (<i>if excused absence to school</i>)	<ol style="list-style-type: none">1. Student has a school absence with a parent/guardian note or phone call or a doctor's note2. Student makes Reflection up the following week
Student is defiant while entering or during Reflection	<ol style="list-style-type: none">1. Student no longer serves ASR on the day they are assigned; instead, student completes 2 reflections the following week (1 for original behavior, 1 for defiant behavior) and is assigned a parent conference

School-Wide Policies

2022-2023 Dress Code

The KIPP Navigate Dress Code Policy is grounded in our school's commitment to antiracism and our CIRCLE values. As we prepare our students to thrive in college, career, and beyond, we uphold the expectation that all students and staff come to school ready to grow and dressed for success.

We live up to our KIPP Navigate commitments when we walk our talk as future leaders of this community.

Polos • T-Shirts • Sweatshirts

- KIPP Navigate College Prep polo *or* store bought polo
- KIPP Navigate, College, or solid color T-shirts
- KIPP Navigate, college sweatshirts *or* store bought sweatshirt
 - All tops must be **in solid school colors**: white, light blue, navy blue, black, gray - no logos or graphics!
 - All tops must be **school appropriate**



Pants • Jeans • Skirts or Shorts

- Blue, black, khaki & white denim jeans/pants, sweatpants, and yoga pants/leggings with *no excessive rips/holes*
 - **All bottoms must be school appropriate**
 - *Pajama bottoms are not allowed*
 - Skirts/shorts in school colors must be appropriate length
- Closed toed shoes



Physical Education

- PE warm ups, sweatpants, or yoga pants/leggings in school colors (white, light blue, navy blue, black, gray)

Headwear

- Hoods, hats, beanies, durags and headwraps (in school colors of white, light blue, navy blue, black, gray) allowed inside the classroom

Prohibited

- Symbols and logos associated with sex, drugs (e.g. Cookies brand) or that are discriminatory/offensive (e.g. Native American mascots) are prohibited.
- Gang-affiliated solid colors of cardinal red and royal blue (including sports teams in these colors) are prohibited.

Winter coats / Outerwear

- Outerwear in school colors (solid or patterns): white, light blue, navy blue, black, gray, no logos or graphics!

Uniform Policy

Dress Code Violation: Consequences

Students are responsible for coming to school in uniform prepared to learn. *All staff shall conduct routine dress code checks to ensure compliance with this policy.*

Parents will be contacted immediately when their student is not adhering to the uniform/dress code policy described above. If a student is out of uniform, parents will be asked to bring the student a change of clothes and the student will be sent back to class until the change of clothes arrives.

Dress code violations are considered a culture breach as they impact our cohesiveness and safety. When students and staff abide by our school's dress code, we show respect for ourselves and others and we ensure that members of our community are identifiable in the event of a safety threat. Therefore, dress code violations will be documented and logical consequences will be applied in accordance with our behavior ladder.¹

NOTE: Any modifications and changes to the uniform policy and dress code requirements are at the discretion of the principal or culture team. Students who regularly violate the uniform policy may be counseled on an individual basis by the school principal or designee.

Physical Education (PE) Uniform

All students taking physical education courses are required to "dress" for physical education every day. Separate changing areas for male and female students will be available.

The physical education uniform is to be worn for PE class only. *Students are required to change back into the required school uniform when the PE class ends each day.*

¹ See [Response to Culture Breaches](#)

Food and Drink

Students are not permitted to consume food and/or drink in the classroom. Students must stow food and drink away in their backpack before entering a classroom. If student does bring item into the classroom, the teacher follows the regular Tier 1 Pathway for discipline. The only exception to this policy is water and vitamin water. Students are permitted to bring water to the class in a clear, spill-proof bottle.

Hall Passes & Restroom Policy

KIPP Navigate will utilize E-Hall Pass for our in school pass system. Prior to leaving a classroom space, students must request an E-Hall Pass to their desired location. The teacher will then approve or deny the pass from their E-Hall Pass portal prior to the student leaving.

When issuing a hall pass, adhere to the following guidelines:

- Passes are to be issued only when necessary-- not simply because a student desires a break.
- Only one student is to be allowed out of class at a time.
- Students are not permitted to bring backpacks or other unnecessary items when using a hall pass, unless it is for a specific purpose.
- Monitor the amount of time that students spend out of class while using a hall pass.
- Use common sense when applying these guidelines. Accommodate special needs and adapt to emergencies.
- The bathroom should not be used for the first and last 5 minutes of every period.

Academic Integrity

KIPP Northern California Public Schools believe in academic integrity and the principle of the honor code. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments.

Examples of academic integrity violations include, but are not limited to:

- Plagiarism – submitting another person's work as your own.
- Submission of falsified dates (written or oral).
- Copying another student's work during an exam or for homework/classwork.
- Aiding others with acts of plagiarism and/or copying.
- Theft or unauthorized access to an exam.
- Use of unauthorized materials/equipment, including electronic devices, during an exam.
- Changing, altering or fabricating a grade, score or any other academic record.
- Unauthorized communication with any other person during an exam.
- Stealing or destroying the work of another student.

Consequences for violating the Academic Integrity Policy may be subject to disciplinary action in accordance to our system of response to [Academic Dishonesty](#)

Harassment, Discrimination & Bullying

KIPP Navigate believes all students have the right to a safe and civil learning environment. Discrimination, harassment, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, KIPP Navigate prohibits any acts of discrimination, harassment, and bullying on school grounds or related to any school activity. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

"Discrimination, harassment, and bullying" describe the intentional conduct, including verbal, physical, written communication, or unwanted aggressive behavior for any reason, including cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

To the extent possible, KIPP Navigate will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. KIPP Navigate staff who witness acts of discrimination, harassment, and bullying will take immediate steps to intervene, in a manner that is safe and objective.

Allegations of harassment and bullying will be reviewed and investigated in a prompt, confidential and thorough manner by school administrators. KIPP Navigate prohibits retaliation against anyone who files a complaint or participates in the complaint investigation process.

A charge of harassment or bullying shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment or bullying may result in disciplinary action, up to and including suspension and/or expulsion as outlined below. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

A principal or administrative designee may refer a victim of, witness to, or other pupil affected by, an act of bullying to the school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

Harassment

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. It includes, but is not limited to, any or all of the following:

- Verbal harassment in any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, abusive or implicitly or explicitly implies a threat to bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.
- Physical Harassment is any unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.
- Visual Harassment includes any derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.
- Sexual harassment is unwanted or demeaning conduct or comments directed at or about an individual on the basis of actual or perceived gender, sex, sexual behavior, sexual orientation, or other related personal characteristics, with the impact or intent to humiliate. Anti-gay and sexist epithets are forms of sexual harassment. Schools should investigate and respond to these incidents.
- Hostile Environment Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a

reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the school.

Sexual and Gender Based Discrimination

KIPP Navigate will not discriminate against any student based on sex, sexual orientation, perceived sexual orientation, gender, gender identity, or gender expression.

All classes and courses will be conducted without regard to the sex of the pupil enrolled, and no pupil will be prohibited from enrolling in a class on the basis of the pupil's sex, except as permitted by law.

When programs, activities, and athletic teams are in place, KIPP Navigate will maintain separate programs, activities, and teams for male and female students. Students may participate in sex-segregated programs, activities, and athletic teams consistent with the student's gender identity.

KIPP Navigate maintains separate restroom facilities for male and female students. Single stall restrooms are general-neutral. Students may use facilities consistent with their gender identity. If there is a desire for increased privacy and/or safety, regardless of the underlying purpose or cause, any student and/or parent guardian may request a meeting with school administration to determine the appropriate accommodation(s).

Bullying

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, that has or can be reasonably predicted to have the effect of one or more of the following:

1. Reasonable fear of harm to person or property.
2. Substantially detrimental effect on physical or mental health.
3. Substantial interference with academic performance.
4. Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

Bullying behaviors may include, but are not limited to:

- Cyberbullying is bullying by electronic act, which includes transmission of a communication by text, sound, image, video, message, website post, social network activity, or other form of communication sent by an electronic device. It also includes creating a credible impersonation or a false profile of pupils.
- Indirect bullying is the use of intimidation or peer pressure to cause harm to a third party.
- Non-verbal bullying includes the use of threatening gestures, staring, stalking, graffiti or graphic images, and destruction of property to cause distress, intimidation, discomfort, pain or humiliation.
- Physical bullying includes intentional, unwelcome acts of beating, biting, fighting, hitting, kicking, poking, punching, pushing, shoving, spitting and tripping.
- Social or relational bullying includes spreading rumors, manipulating relationships, exclusion, blackmailing, isolating, rejecting, using peer pressure and ranking personal characteristics.
- Verbal bullying includes hurtful gossiping, making rude noises, name-calling, spreading rumors and teasing.

Student Responsibilities

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment
2. Avoid any activity that may be considered discriminatory, intimidating or harassing
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome
4. Report all incidents of discrimination or harassment to the principal or administrative designee
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately

Students who engage in discrimination, harassment, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion as outlined below.

Personal Belongings

Learning is always the focus at KIPP Navigate College Prep. We want to make sure that everyone is able to focus at all times. Only items that support scholar learning are permitted at school unless approved by the child's teacher prior to that school day. Headphones must be away throughout the school day unless teachers have given permission for them to be used with a Chromebook. Toys, excessive money, hats, and speakers are not permitted unless approved by the student's teacher(s) prior to that school day. If you or your child has a question about a specific item, please ask prior to the child bringing the item to school. If a non-learning item is brought to school, it will be removed temporarily until the guardian can come pick it up from school.

Cell Phone and Telephone Use

The KIPP Navigate College Prep staff understands that cell phones are a part of our daily lives and allow our children to communicate with their families. The cell phone policy exists so that phones do not become a distraction to learning during school hours. Learning is always the focus at school.

Student cell phones must be turned off and kept in their backpacks at all times during the school day. Student cell phones may not be used during school hours for any reason. If a student needs to call a parent, he/she may use the Main Office phone to make this call. A teacher or staff member must be present at the time of the call. Any cell phone that rings or is seen by a staff member during the school day (8:30 am – 4:05 pm M,T,F and 8:30 am – 3:05 pm W,Th) will be confiscated by the staff. If this is the FIRST offense, the student must meet with a school administrator at the end of the school day for the phone to be returned and sign a contract that if the student's phone is confiscated. The student will call home with the administrator to explain what happened and understand the consequence if this occurs a second time. If this is the SECOND offense (or more than 2) where a student's phone is confiscated, the phone will not be returned to the student and parent for one calendar week. In order for the phone to be returned, a parent/guardian of the student must be present to sign the contract. All confiscated phones will be labeled and secured in a safe. The school is not liable for any cell phone brought to school; scholars are completely responsible for their cell phones.

Honor Code

At KIPP Navigate College Prep, we have an Honor Code. All students commit in our Commitment to Excellence to not lie, cheat, or steal and that all work submitted to teachers is their own. Following this Honor Code reflects the integrity of our students, a character strength we work to develop at school.

The KIPP Navigate College Prep team cares about knowing what each child is able to do independently and in what areas students may need more help from a teacher. It is important that independent work, like an assessment, is completed independently. If a scholar copies another scholar's independent work/homework, or if a scholar gives another scholar his/her work/homework, this is dishonest and breaks trust. Please call or text your teacher for help when in doubt.

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one's original work.

If a teacher discovers that a scholar has cheated or plagiarized on a test, quiz, or other class or homework assignment, the teacher will notify the scholar's parents/guardians and the Grade Level Chair or Assistant Principal, the student will need to redo the assignment, and the student will need to complete a written reflection after school and repair the relationship with the teacher.

If a student has two instances of plagiarism within the same year, a restorative circle with the family and teacher(s) involved will be held, in addition to the consequences listed above. If a student has three instances of plagiarism within the same year, the student may face additional consequences, including, but not limited to, In School Suspension and a notation on their transcript.

Parent Involvement

General Parent Involvement

At KIPP Navigate College Prep we believe that constant, consistent communication between the home and school is essential to our students' academic and social success. In an effort to achieve this, parents/guardians are asked to attend various meetings, workshops, and conferences throughout the year. Families are welcome and encouraged to contact the teachers regarding their child's academic progress.

Parent/Teacher Conferences/Student Success Meetings

Students that are failing three or more classes at each nine week grading period will be required to attend a Student Success Meeting with a parent/guardian facilitated by their advisor in order to discuss strategies and supports to improve academic achievement.

KIPP Family Association (KFA)

All parents/guardians are encouraged to become members of our KIPP Family Association (KFA). The KFA will hold monthly meetings to discuss school events and community issues, to plan fundraising events and field trips, to strategize around volunteering at the school, and to address any other important issues or concerns that may arise. Active membership is encouraged by every parent and can be fulfilled by meeting attendance, participation in events, coordinating or chairing events, and/or volunteering at the school. KIPP Family Association will be held monthly from 5:30-6:30. Refer to the school calendar for specific dates.

School Site Council (SSC)

The SSC is responsible for the development of academic plans and overall school site budget including any federal funds. The school site council consists of elected members including parents, students, community members, and school staff in school governance. Each member is elected for either a one or two year term. Family members often offer insights on how effective our school is in creating a positive learning environment and how well their children understand their assignments. Feedback and parent participation/involvement is important to our school.

The SSC is expected to:

- Review and understand student data (attendance, suspension, reclassification, etc).
- Gain community feedback and develop a needs assessment for programs, resources, etc.
- Help in developing the Local Control Accountability Plan (LCAP), the LEA Addendum and school site budget.
- Monitor the implementation and effectiveness of the LCAP and LEA Addendum on an ongoing basis.

SSC meetings will be held quarterly on Wednesdays after staff meetings from 5:30-6:30 pm. Refer to the school calendar for specific dates.

English Learner Advisory Council (ELAC)

KIPP Public Schools Northern California believes that parents, teachers, administrators and other school staff are all an integral part of a student's success and should actively contribute to the organization's mission. Therefore, it is vital for all stakeholders to convene on a regular basis (formally and informally) to ensure we're aligning on best practices in support of maximizing student outcomes. The English Learner Advisory Committee ("ELAC") provides a formal structure for this important work to take place. It serves as the school community representative body for our English Language Learners; reviewing data and making recommendations to the SSC and school leadership in support of English Learner student success.

Parent/Guardian Communication

Purpose & Overview

Research consistently shows the power of teacher-parent/guardian communication and its effect on a child's educational development. One of the best ways to ensure that students are supported is to establish an open and honest two-way communication system with parents/guardians, where teachers and parents/guardians both initiate conversation with one another.

Teacher and parent/guardian communication should not only occur when a student has done something wrong. Instead, parent/guardian communication should be an ongoing process that will keep parents updated about school and keep teachers updated about what is happening at home.

Expectations

Time Frame	Expectation	Conversation Touchpoints
Every week beginning Monday, September 15	3 positive phone calls per week AND Any intervention phone calls as needed	<ul style="list-style-type: none">• Introduction• Share purpose of call• If call is positive: Share in detail the positive nature of call (what did student do? Why was student action so amazing? How can student behavior benefit them in the short-term and long-term)• If call is for intervention: Share in detail nature of call and what needs to be done so student can fix their mistake and repair or restore their relationship with you

*It is important that all parent communication is tracked. Therefore, it is expected that teachers log each parent call, both positives and interventions, in Dean's List.

PowerSchool

PowerSchool is KIPP Navigate College Prep's grading and attendance system. Students and families can access grading and attendance information online at <https://kipnocal.powerschool.com/public/home.html>. At the beginning of each school year, KIPP Navigate College Prep will send a letter home with further instructions for PowerSchool's web-access, web identifications, and passwords.

ParentSquare

KIPP Navigate will be using a system called Parent Square to send messages to families. These messages may include information about upcoming school events, emergency notifications, attendance issues, or other things that the school feels are important for families to be aware of. The messages will be sent via text message, email, or phone calls using the contact information that you provide upon registration. We recommend that families install the Parent Square application!

[This FAQ](#) will help you with common questions parents have about using ParentSquare. If you still need support please fill out the [ParentSquare Help Request Form](#). Thank you.

Volunteering

We ask parents/guardians to volunteer to help in whatever way they are able. There are many ways to volunteer at school such as filing, office work, supporting teachers, etc. Parents/guardians should contact Ms. Torres if they would like to volunteer.

KIPP Northern California Board Meetings

The duties of the Board include defining the organization's strategic direction, serving as a fiduciary and ensuring fiscal health, ensuring adequate resources to achieve organizational goals, establishing regional policy, and championing the organization in the community. Families may give public testimony to share their feedback with the Board.

For more information on dates and how to attend please click on the link below:

[KIPP NorCal: Board of Directors Meeting Schedule 2021- 2022](#)

Student Health and Safety

Immunization

All children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines. All students need to submit an immunization record upon enrollment. In accordance with SB 277, these requirements can be waived only if a properly signed medical exemption is filed with the school. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of KIPP Schools.

To meet California's school entry requirements, **all newly admitted students** who are not exempt from the immunization requirements must show proof of the following immunizations:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	Five (5) doses ¹
Polio	Four (4) doses ²
Measles, Mumps, and Rubella (MMR)	Two (2) doses ³
Hepatitis B	Three (3) doses
Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) ⁴	One (1) dose

¹Four doses of DTaP meet the requirement if at least one dose was given on or after the fourth birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday. One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement.

²Three doses of polio vaccine meet the requirement if one dose was given on or after the fourth birthday.

³Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Only doses administered on or after the first birthday meet the requirement.

⁴At least one dose of pertussis-containing vaccine is required on or after the seventh birthday.

School Safety Plan

KIPP has established a Comprehensive School Safety Plan. The Plan is available upon request at the main office.

Emergency Preparedness Plan and Emergency Contacts Information

KIPP routinely participates in fire, earthquake, shelter-in-place, and lockdown drills as part of its ongoing commitment to safety and security on campus. Each school has a developed and tested emergency plan specific to the building layout and surrounding community facilities. Plans are updated annually to ensure that emergency response procedures and resources meet industry best practice standards. Each school will communicate the plan to students and families and each school's plan can be reviewed upon request at the main office.

The School will request emergency contact information regularly to ensure that communication during an emergency is consistent. It is imperative that the school have up-to-date emergency contact information on file for all students, and

that parents/guardians provide multiple contacts for their child.

With that, throughout the year parents/guardians may receive text and real emergency communication through our Emergency Notification Provider. These messages are sent to inform parents/guardians and maintain an open line of communication throughout an emergency. Generally, these messages will include specific directions on what parents'/guardians' actions should be. In an emergency, it's imperative that parents/guardians follow these directions in order to keep everyone on campus and in the neighborhood safe.

Meals:

The state has extended free meals to all California students, regardless of income or household size, throughout the 2021-22 school year. This includes breakfast, lunch, snack, and supper options. All students will have access to free meals daily, and families will not accrue any fees for these meals in the current school year 2021-2022. We encourage families to participate in our meal program where we will offer fresh, hot, and nutritious food daily. Any families that have food needs beyond the school day should contact the school for additional support. **Please note that in place of a full meal application form, families will be required to provide the school with an Alternative Income Form which is required for critical LCFF and demographic data.**

Appendix 1: School Calendar 2022-2023



1750 S. White Road
San Jose, CA 95127
Office: 408-673-4892
<https://navigate.kippnorcal.org/>

2022-2023

750 S. White Road

San Jose, CA 95127

Office: 408-673-4892

<https://navigate.kippnorcal.org/>

mtuf 98

w 36

th 36

slfin 3

s2fin 3

July Detailed

7/4: Independence Day ~ No Summer School

7/11-7/15: Leader Summer Development

7/14-7/15: Regional Leader Summer Development

7/18-7/22: New Staff Summer Development

7/25-7/29: All Staff Summer Development

0 school days/5 teacher work days/10 new teacher work days

September Detailed

9/5: Labor Day ~ No School

21 school days/21 teacher work days

12mtuf/4w/5th

Aug 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18 school days/19 teacher work days

10mtuf/4w/4th

Nov 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

16 school days/16 teacher work days

9mtuf/4w/3th

Jan 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18 school days/20 teacher work days

10mtuf/4w/4th

Mar 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 school days/22 teacher work days

11mtuf/5w/5th

May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

22 school days/22 teacher work days

13mtuf/5w/4th

August Detailed

8/1-8/5: Staff PD • 8/6: New Family BBQ

8/8-8/11: Student Orientation (by grade level)

8/12: Staff Professional Development

8/15: First Day of School, all grades (full day)

8/15 - 8/18: Culture Week

13 school days/23 teacher work days

8mtuf/3w/2th

Oct 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 school days/19 teacher work days

10mtuf/4w/4th

Dec 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 school days/12 teacher work days

6mtuf/1w/2th/3w/2th/finals

Feb 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

15 school days/15 teacher work days

9mtuf/3w/3th

Apr 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

15 school days/15 teacher work days

9mtuf/3w/3th

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 school days/7 teacher work days

1mtuf/0w/1th/3spring/finals

mtuf 98
w 36
th 36
s1fin 3
s2fin 3

Appendix 2: KIPP Navigate College Prep Commitment to Excellence

Commitment to Excellence

2022-2023

At KIPP Navigate College Prep, we are committed to actualizing every student's potential by connecting students' purpose, talents, and passions to their learning experiences. We are empowered agents of change and courageously lean into new challenges to positively impact the world around us. KIPP Navigate College Prep students will be prepared with the academic skills, intellectual habits, and character traits to achieve success in college, career, and life. Our core values guide us in all that we do.



Courage



Innovation



Reflection



Collaboration



Leadership



Empathy

Student Commitment

In joining the KIPP Navigate College Prep's Team and Family, we ask all students to commit to the actions below:

Character

As a KIPP Navigate College Prep student, I will strive to

- ☐ Respect everyone at KIPP Navigate College Prep regardless of race, gender, ability, age, religion, lifestyle, sexual identification, or national or ethnic origin.
- ☐ Represent my best self in all personal and professional interactions.
- ☐ Be honest with others and myself, accept responsibility for my behavior and actions, and repair with those I may harm.
- ☐ Learn from my mistakes and take advantage of opportunities to improve myself academically and socially.

Responsibility

As a KIPP Navigate College Prep student,

- ☐ I will arrive at KIPP Navigate College Prep everyday by 8:25 A.M. (Monday - Friday).
- ☐ I will remain at KIPP Navigate College Prep until 3:45. on Mondays, Tuesdays and Fridays, and until 3:05 on Wednesdays and Thursdays.
- ☐ I will attend KIPP Navigate College Prep's Freshmen Orientation Program August 8 and 9, 2022.
- ☐ I will follow the school's policies, including discipline and dress code, as detailed in the KNCP student handbook.

Collaboration & Communication

As a KIPP Navigate College Prep student,

- ☐ I will maintain my KIPP Northern California Public Schools email account to communicate effectively with my advisor, counselor, and teachers including when I need academic assistance or if I am going to miss a class, office hours or meeting.
- ☐ I will actively communicate with my parents and teachers regarding my progress, difficulties, and successes.
- ☐ I will attend Advisory every day and actively participate in CIRCLE once a week.

Academics

- ☐ I will engage in challenging courses that will prepare me for college admissions and/or success in my chosen career and that will fulfill KNCP graduation requirements.
- ☐ I will actively participate in office hours if I am not meeting expectations in any course or if recommended by my parents or teachers. I will reach out to my advisor when I need additional support.

As a KIPP Navigate College Prep student, I commit to the above actions and behaviors.

X _____ X _____ X _____
Signed Print Name Date

Parents'/Guardians' Commitment

In joining the KIPP Navigate College Prep's Team and Family, we ask all parents/guardians to commit to the actions below:

Character

- ☐ We will respect everyone at KIPP Navigate College Prep regardless nationality, race or ethnicity, gender, religion, sexual orientation, or actual or perceived disability.
- ☐ We will always act in a professional manner when speaking with someone at KIPP Navigate College Prep.

Responsibility

- ☐ We will make sure our child arrives at KIPP Navigate College Prep everyday by 8:25 A.M. (Monday – Friday).
- ☐ We will make arrangements so our child can remain at KIPP Navigate College Prep until 3:45. on Mondays, Tuesdays and Fridays, and until 3:05 on Wednesdays on Thursdays.
- ☐ If our child needs to stay for required office hours until 4:30 P.M., we will make arrangements for him/her to stay.
- ☐ We will make sure to pick up our child on time.
- ☐ We will ensure that our child attends KIPP Freshmen Orientation Program at KIPP Navigate College Prep.
- ☐ We will do all we can to support our child and the commitment he/she has made to attend KIPP Navigate College Prep.

Collaboration & Communication

- ☐ We will partner with the teachers and staff of KIPP Navigate College Prep to help our child excel in school, both academically and behaviorally.
- ☐ We will actively communicate with our child and his/her teachers regarding our child's progress, difficulties, and successes.
- ☐ We will allow our child to go on KIPP field lessons, participate in internships, and visit colleges.
- ☐ We will support the school's policies, including discipline and dress code, as detailed in the KNCP student handbook.
- ☐ We and our child are responsible for our child's behavior and actions.
- ☐ We will reach out to our child's advisor when we need additional information or support.

As a KIPP Navigate College Prep parent, I commit to the above behaviors and actions.

X _____ X _____ X _____
Signed Print Name Date



Courage



Innovation



Reflection



Collaboration



Leadership



Empathy

Staff Member Commitment

In joining the KIPP Navigate College Prep Team and Family, we ask all staff members to commit to the behavior and actions below:

Character

- ☐ We will respect everyone at KIPP Navigate College Prep regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, or national or ethnic origin. We will always act in a professional manner when speaking with someone at KIPP Navigate College Prep.
- ☐ We will always protect the safety and rights of all individuals in the classroom.

Professionalism

- ☐ We will arrive at KIPP Navigate College Prep every day by 7:30 A.M. (Monday – Friday)
- ☐ We will remain at KIPP Navigate College Prep until 4:15 P.M. on Mondays, Tuesdays and Fridays, 4:45 on Wednesdays and 3:35 on Thursdays. We will hold office hours each week as an intervention for students.
- ☐ We will hold *all* of our students, parents, fellow staff members, and ourselves to KIPP Navigate College Prep's high expectations.

Instruction

- ☐ We will strive to be the best teachers we can be, modeling excellence in preparing our students for success in college and in life.
- ☐ We will plan and execute rigorous lessons to prepare our students for success in college and in life.
- ☐ We are committed to results.
- ☐ We are committed to our own professional growth and constant learning.

Collaboration & Communication

- ☐ We will collaborate and plan with colleagues on a regular basis.
- ☐ We will make ourselves available to students and parents during the school day.
- ☐ We will make ourselves available to students, parents, and fellow staff members via phone in the evenings, until 8:30 P.M., on weekends, and during vacations to address any questions or concerns they may have.
- ☐ We will regularly provide parents with updates on their children's progress.

As a KIPP Navigate College Prep staff member, I commit to the above behaviors and actions.

X _____ X _____ X _____
Signed Print Name Date



Courage



Innovation



Reflection



Collaboration



Leadership






















Empathy

Appendix 3: Staff Contact List



2022-2023 KIPP Navigate College Prep Founding Staff									
	Ms. Luna School Leader 408-693-7769		Mr. Pham Assistant Principal (Science/VPA) 669-242-0730		Ms. Estrada Content Specialist & ELD Teacher 669-260-0348		Ms. Diaz Senior Manager of College & Career Counseling 408-726-5283		Mr. Tarula Chavez Assistant Principal (Culture) 408-941-5265
julia.gonzalezluna@kipnavigate.org		peter.pham@kipnavigate.org		christina.estrada@kipnavigate.org		isis.diaz@kipnavigate.org		david.tarulachavez@kipnavigate.org	
	Ms. Tijerina Director of School Operations		Ms. Sanchez Data & Student Information Manager	 Home of the Tigers!			Ms. Moctezuma Business Operations Manager 408-693-4590		Ms. Yadira Torres Operations Coordinator (front office) 408-876-1547
elizabeth.tijerina@kipnocal.org		norma.sanchez@kipnavigate.org				monica.moctezuma@kipnavigate.org		yadira.torresbeltran@kipnavigate.org	
	Ms. Oyarzabal Education Specialist 510-919-0857		Ms. Kim Education Specialist 408-876-7765		Ms. Lino Education Specialist 669-306-1870		Mr. Malik Mental Health Clinician 669-260-0353		Mr. Erazo Mental Health Clinician 669-609-3899
emily.oyarzabal@kipnavigate.org		susanna.kim@kipnavigate.org		priscilla.lino@kipnavigate.org		vidur.malik@kipnavigate.org		rene.erazo@kipnavigate.org	
	Ms. Flores School Psychologist 650-713-8944		Ms. Beshay Occupational Therapist 510-827-3476		Mr. Adnan Program Specialist 510-899-0193		Ms. Long Senior Seminar Teacher 831-308-0838		Mr. Barbera Junior Seminar Teacher 408-646-2872
sherry.flores@kipnocal.org		kirsten.beshay@kipnocal.org		adnan.alisic@kipnocal.org		brittany.long@kipnavigate.org		marcus.barbera@kipnavigate.org	

2021-2022 KIPP Navigate College Prep Founding Staff									
	Mr. Fitzpatrick AP English Lit & Journalism Teacher (510)673-0226		Ms. Gomez Chemistry & AP Biology Teacher 408-702-5796		Ms. Carriker Physics & Engineering /Applied Physics Teacher 408-442-8716		Mr. Slater AP World History Teacher 408-646-2872		Mr. Jimenez Ethnic Studies Teacher 408-941-5269
kevin.fitzpatrick@kippnavigate.org		Diana.gomez@kippnavigate.org		jamie.carriker@kippnavigate.org		andrew.slater@kippnavigate.org		kyle.jimenez@kippnavigate.org	
	Ms. Maa AP US History Teacher 408-389-9056		Ms. Bolden AP Government/ Economics & AP Psych Teacher 408-646-2932		Mr. Hurtado Geometry Teacher 408-640-8512		Mr. Nguyen AP Calculus, Algebra 2 and Pre-calculus Teacher 408-819-4550		Ms. Sundaram Algebra 2, AP Statistics & Chemistry Teacher 408-613-8550
michelle.maa@kippnavigate.org		teirah.bolden@kippnavigate.org		alexander.hurtado@kippnavigate.org		eric.nguyen@kippnavigate.org		nandini.sundaram@kippnavigate.org	
	Mr. Cervantes Algebra 1 408-580-1619		Mr. De La Cruz Spanish Teacher (Spanish 3 & AP) 408-819-4520	 Home of the Tigers!			Dr. Farley Theater Teacher 408-797-9955		Mr. Stephens Art Teacher 408-644-9944
cesar.cervantes@kippnavigate.org		jorge.delacruz@kippnavigate.org				todd.farley@kippnavigate.org		ellis.stephens@kippnavigate.org	
	Mr. Plews Athletic Director & PE Teacher 408-316-3732		Ms. Dang Support Teacher				Mr. Yuan Support Teacher		Mr. Nguyen Biology Support Teacher
allan.plews@kippnavigate.org		hongli.dang.scoot@kippnavigate.org				fang.yuan.scoot@kippnavigate.org		jeffrey.nguyen.scoot@kippnavigate.org	