

# KIPP Los Angeles College Preparatory

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	KIPP Los Angeles College Preparatory
<b>Street</b>	2810 Whittier Blvd.
<b>City, State, Zip</b>	Los Angeles, CA, 90023-1527
<b>Phone Number</b>	323-264-7737
<b>Principal</b>	Monica Madrigal
<b>Email Address</b>	<a href="mailto:mmadrigal@kippsocal.org">mmadrigal@kippsocal.org</a>
<b>School Website</b>	<a href="http://www.kippsocal.org/laprep">http://www.kippsocal.org/laprep</a>
<b>County-District-School (CDS) Code</b>	19-64733-0100867

## 2023-24 District Contact Information

<b>District Name</b>	KIPP Los Angeles College Preparatory
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Alberto M. Carvalho
<b>Email Address</b>	<a href="mailto:albert.carvalho@lausd.net">albert.carvalho@lausd.net</a>
<b>District Website</b>	<a href="http://www.lausd.net">www.lausd.net</a>

## 2023-24 School Description and Mission Statement

KIPP Los Angeles College Preparatory, together with families and communities, creates 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 create a more just world.

### About Our School

KIPP Los Angeles College Preparatory School (KIPP LA Prep) is a high-performing tuition-free public charter middle school located in Boyle Heights. We serve 512 students in grades five through eight. KIPP LA Prep is part of the schools' national KIPP (Knowledge Is Power Program) network. KIPP SoCal Public Schools, a charter school management organization, operate us. KIPP LA Prep's mission is to prepare students with the academic skills, intellectual habits, and character traits necessary for success in high school, college, and the competitive world beyond. In pursuing this mission, we aim to serve our community by educating students who will make a difference in our community and the world. In 2011 & 2018, KIPP LA Prep became a California Distinguished School, a recipient of the National Blue Ribbon Award, and one of the top-performing middle schools in the Los Angeles Unified School District.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	135
Grade 6	134
Grade 7	123
Grade 8	121
<b>Total Enrollment</b>	<b>513</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Filipino	0.2%
Hispanic or Latino	98.6%
Two or More Races	0.2%
White	1%
English Learners	11.9%
Socioeconomically Disadvantaged	89.7%
Students with Disabilities	13.1%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.00	54.55	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	9.09	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	9.09	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.00	27.27	1060.30	3.90	12115.80	4.41
<b>Unknown</b>	0.00	0.00	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	22.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.90	71.41	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	9.53	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	19.06	1009.60	3.68	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1009.30	3.68	15831.90	5.67
<b>Total Teaching Positions</b>	20.90	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	2.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>2.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	1.00
Local Assignment Options	4.00	3.00
<b>Total Out-of-Field Teachers</b>	<b>6.00</b>	<b>4.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.4	11.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.6	4.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each student has sufficient textbooks and other instructional materials, including ELs.

**Year and month in which the data were collected** December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher created/Reading Plus/Accelerated Reader.	Yes	0.0 %

<b>Mathematics</b>	Teacher created/ IXL / Next Gen Math/Desmos Math	Yes	0.0 %
<b>Science</b>	5th-8th grade: Amplify Curriculum & Mystery Science	Yes	0.0 %
<b>History-Social Science</b>	Teacher Created / Reading Plus / DBQ Project / Flocabulary / Pear Deck/History Alive	Yes	0.0 %
<b>Foreign Language</b>			0.0 %
<b>Health</b>	Teacher created/Spark	Yes	0.0 %
<b>Visual and Performing Arts</b>	<ul style="list-style-type: none"> <li>• Teacher Created Curriculum for photography, painting, drawing Construction, and Fundamentals of Art</li> <li>• Teacher Created Curriculum for Band, Beginning Music, Choir,</li> <li>• Instruments and Orchestra</li> <li>• Teacher Created Curriculum for Beginning Dance, Advance Dance, and Folklorico</li> </ul>	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

## School Facility Conditions and Planned Improvements

KIPP LA Prep provides students, staff, and volunteers with a safe and clean environment. Basic cleaning operations are performed daily throughout the school year, emphasizing classrooms and restrooms. A cleaning schedule is in place to ensure a clean, safe, and functional learning environment. The school site is in good condition. All systems are in proper working order, and the facilities are well maintained. A work order process is in place when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order they are received.

Our facilities have undergone improvements focusing on students' and staff' health and safety. Improvements include-

- \* Upgrade to MERV13 air filters
- \* Installation of touchless water bottle fillers
- \* Installation of touchless hand sanitizer dispensers

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			MERV 13 air filters installed in the school
<b>Interior:</b> Interior Surfaces	X			Interior painting is done every summer.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Thorough cleaning and disinfecting is done on a daily basis along with monthly pest control inspections.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms, water fountains, and sinks are cleaned and disinfected twice daily. Installed touchless water bottle fillers and touchless hand sanitizers throughout the building.

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			Monthly drills are conducted along with intensive training in the summers
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	69	63	41	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	49	51	27	29	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	508	508	100.00	0.00	63.19
<b>Female</b>	249	249	100.00	0.00	67.47
<b>Male</b>	259	259	100.00	0.00	59.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	501	501	100.00	0.00	62.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	58	58	100.00	0.00	17.24
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	456	456	100.00	0.00	60.96
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	73	73	100.00	0.00	32.88

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	508	508	100.00	0.00	50.59
<b>Female</b>	249	249	100.00	0.00	49.40
<b>Male</b>	259	259	100.00	0.00	51.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	501	501	100.00	0.00	50.30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	58	58	100.00	0.00	10.34
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	456	456	100.00	0.00	49.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	73	73	100.00	0.00	27.40

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	55.08	38.19	20.02	20.46	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	254	254	100.00	0.00	38.19
Female	138	138	100.00	0.00	37.68
Male	116	116	100.00	0.00	38.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	250	250	100.00	0.00	37.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	227	227	100.00	0.00	36.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	7.14

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

KIPP LA Prep is committed to involving families in their child's learning. Families are encouraged to attend regular workshops, parent (guardians)/teacher conferences, and family activity nights. Many families help with daily activities, including helping to serve breakfast and lunch. Families also plan and implement school activities such as fall festivals, winter concerts, talent shows, cheerleading competitions, and spring concerts. We also offer many opportunities for take-home volunteer opportunities. Volunteer opportunities are announced through our weekly Bulletin. The school counselor and the teachers collaborate to provide families access to resources through meetings or on an individual need basis. We also engage families in reviewing and developing our schools' annual LCAP.

KIPP LA Prep is dedicated to involving families more than ever. We ensured all families are registered to ParentSquare, our primary source of communication. Throughout the school year, KIPP LA Prep host events such as Coffee with Administration, Back to School Night, Family Literacy Night, Science Family Night, and Math Night.

For more information about these and other parental involvement opportunities, please contact our Family Engagement Lead, Viridiana Moreno, [vmoreno@kippsocal.org](mailto:vmoreno@kippsocal.org).

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	514	110	21.4
Female	253	253	58	22.9
Male	265	261	52	19.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	511	507	110	21.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	5	5	0	0.0
English Learners	64	64	10	15.6
Foster Youth	0	0	0	0.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	464	461	100	21.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	75	19	25.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

KIPP LA Prep reviews and updates its safety plan every year. This year's plan was reviewed and updated in August 2023. As a primary concern of KIPP LA Prep, all visits during regular school hours should be arranged with the school admin and office team 24 hours in advance. Upon entering KIPP LA Prep, all visitors shall immediately register in the front office.

Additionally, all visitors must wear a school identification badge to be easily recognizable. The School leader has the right to refuse any visitation for any reason. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school.

A comprehensive School Site Safety Plan has been put in place to safeguard the well-being of students and staff further. It includes monthly safety drills incorporating earthquake, fire, and soft and hard lockdowns. KIPP LA Prep also participates in the CA Great Shake drill, where we initiate our incident command center. During this drill, we practiced our search and rescue and first aid station and practiced reunification by allowing parents to "pick up their kids" during an emergency. Practicing drills is an excellent way for staff members to know their roles and ask questions if needed.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32		5	3
Mathematics	24	5	4	2
Science	32		4	4
Social Science	32		4	4

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	83	1		2
Mathematics	42	4		2
Science	63	2		2
Social Science	63	2		2

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	0	8	0
Mathematics	22	5	6	0
Science	31	0	8	0
Social Science	31	0	8	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	256.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.3
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$15,212	\$6,572	8,639	\$68,105
<b>District</b>	N/A	N/A	\$8,789	\$81,337
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.7	-14.4
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	26.8	-22.5

## Fiscal Year 2022-23 Types of Services Funded

KIPP LA Prep offers an Extended Learning program. Our program aims to continue the support students receive during the regular school day in a safe, constructive environment after school hours. Our program provides literacy and enrichment activities for all 5th -8th. Every student in our program participates in a daily literacy and enrichment component. Our Extended Learning program offers tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to read and complete math at their levels. Our educational enrichment programs align with the school's academic program and include but are not limited to activities such as football, cheerleading, robotics, ceramics, and youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the student's needs and interests.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,916	\$55,550
<b>Mid-Range Teacher Salary</b>	\$78,133	\$80,703
<b>Highest Teacher Salary</b>	\$97,008	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$124,723	\$137,703
<b>Average Principal Salary (Middle)</b>	\$136,178	\$143,760
<b>Average Principal Salary (High)</b>	\$139,415	\$159,021
<b>Superintendent Salary</b>	\$440,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	25.32%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.83%	4.87%

## Professional Development

Professional development for all new teammates begins in the summer with an intensive Summer On-Boarding led by our regional team, experienced teachers, and school leadership. Professional Development for the whole staff occurs on Monday from 1:30 pm - 3:30 pm. Professional development for specific content teams, such as math, English learners, humanities, electives, and science, occurs from 2:30 - 4:00 pm one Monday a month. Our math and science teachers also participate in regional professional development meetings with their counterparts across the region for 30-45 minutes a month on Monday afternoons. Teachers can participate in specialized professional development tailored to their individual professional needs as requested. Teachers are supported through weekly in-class observations, teacher-administrator meetings, student work, and data analysis one-on-one sessions with their manager.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	54	58	52