

# KIPP Philosophers Academy

## 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/fq/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 Philosophers Academy
<b>Street</b>	1999 E. 102ND ST
<b>City, State, Zip</b>	Los Angeles, CA 90002
<b>Phone Number</b>	323-584-6664
<b>Principal</b>	Elizabeth Gronquist
<b>Email Address</b>	egronquist@kippsocal.org
<b>School Website</b>	<a href="https://www.kippsocal.org/philosophers">https://www.kippsocal.org/philosophers</a>
<b>County-District-School (CDS) Code</b>	19-64733-0125609

## 2023-24 District Contact Information

<b>District Name</b>	KIPP Philosophers Academy
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Alberto M. Carvalho
<b>Email Address</b>	alberto.carvalho @lausd.net
<b>District Website</b>	www.lausd.net

## 2023-24 School Description and Mission Statement

KIPP Philosophers Academy is a free public charter middle school that opened in summer 2012 in South Los Angeles. In the summer of 2021 KIPP Philosophers moved into it's new, state-of-the-art, custom designed and built building in Watts, CA. KIPP Philosophers Academy currently serves students in grades 5-8.

The mission of KIPP Philosophers Academy is to provide scholars with an excellent, well-rounded education so they are able to develop their own success in high school, college, and beyond with the ultimate goal of taking their knowledge and putting it into practice to impact their communities in a long lasting and positive way.

At KIPP Philosophers Academy, our values help drive the work we do daily with our KIPPsters, whom we refer to as Raptors. Our values are Love, Curiosity, Integrity and Courage.

Love-We love ourselves, our team and our learning community.

Curiosity-Every moment is an opportunity to learn, reflect and grow.

Integrity-We act conscientiously to make ourselves and our community proud.

Courage-We are proud of who we are. We use that strength to take risks, to make our world better.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	62
Grade 6	118
Grade 7	119
Grade 8	63
<b>Total Enrollment</b>	<b>362</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.3%
Black or African American	45.6%
Hispanic or Latino	53%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.3%
English Learners	16.9%
Foster Youth	1.7%
Socioeconomically Disadvantaged	95.3%
Students with Disabilities	15.7%

### 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>	4.50	45.00	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.70	17.50	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	20.00	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	7.50	1060.30	3.90	12115.80	4.41
<b>Unknown</b>	1.00	10.00	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	10.00	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>	3.90	44.33	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	11.11	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	11.11	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	33.33	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>	9.00	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	2.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>1.00</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	0.20	2.00
Local Assignment Options	0.50	0.90
<b>Total Out-of-Field Teachers</b>	<b>0.70</b>	<b>3.00</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)	0	25.8
<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)	50	25.8

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

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Actively Learn, Google Classroom, iReady	Yes	0.0 %
Mathematics	iReady, Google Classroom	Yes	0.0 %

<b>Science</b>	Amplify Curriculum	Yes	0.0 %
<b>History-Social Science</b>	Actively Learn, Google Classroom, The DBQ Project	Yes	0.0 %
<b>Foreign Language</b>			0.0 %
<b>Health</b>	Teacher created curriculum	Yes	0.0 %
<b>Visual and Performing Arts</b>	Teacher created Curriculum - standards aligned	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

## School Facility Conditions and Planned Improvements

KIPP Philosophers Academy is inspected monthly for safety and cleanliness. At this time, we are not planning any additional facility improvements. The campus is walked through daily to ensure classrooms remain clean and safe.

Our facilities have undergone improvements that focus on the health and safety of students and staff. These improvements were a result of COVID-19 and they include:

- \* Upgrade to MERV13 air filters
- \* Plexiglass installation in the office
- \* Installation of touchless water bottle fillers

**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			AC and HVAC systems are inspected and serviced monthly.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Inspected and treated monthly for pests.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<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)	21	22	41	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	4	6	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>	339	336	99.12	0.88	21.73
<b>Female</b>	163	162	99.39	0.61	19.75
<b>Male</b>	176	174	98.86	1.14	23.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	150	148	98.67	1.33	20.27
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	184	183	99.46	0.54	22.40
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	62	61	98.39	1.61	6.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	324	321	99.07	0.93	20.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	58	96.67	3.33	12.07



## 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>	339	336	99.12	0.88	6.25
<b>Female</b>	163	162	99.39	0.61	8.02
<b>Male</b>	176	174	98.86	1.14	4.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	150	148	98.67	1.33	6.08
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	184	183	99.46	0.54	6.01
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	62	61	98.39	1.61	3.28
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	324	321	99.07	0.93	5.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	58	96.67	3.33	0.00

## 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)	16.30	11.02	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	119	119	100.00	0.00	10.92
Female	64	64	100.00	0.00	9.38
Male	55	55	100.00	0.00	12.73
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	55	55	100.00	0.00	9.09
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100.00	0.00	13.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	18	18	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	113	100.00	0.00	10.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	10.53

## 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
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## 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 Philosophers Academy highly values familial and parental involvement in school activities. Throughout the year, we offer opportunities for parents to join in the planning and executing of school activities. Examples of in-person family activities include our annual Gratitude Fest, Block Parties, Field Trips, Quarterly Awards Ceremonies, school dances, and Family Leadership Academy meetings. As we have transitioned to in-school learning, we have kept some of our gatherings via Zoom to ensure there are no barriers to participation and that those unable to attend the school in person can attend and participate. Examples of meetings still held virtually, or Hybrid, are Coffee with the Principal and Weekly Whole School Morning Meeting. Family volunteer, engagement, and involvement opportunities are announced through our monthly family Bulletin, on social media via Parent Square, and through notices sent home to families. We also welcome and encourage those who can come in and support us with lunch and recess duty, play with our students, and build relationships more informally with our team. Our families are our greatest asset, and we take very seriously our role to steward a healthy and strong relationship between school and home. Families who are interested in any of our volunteering opportunities are able to call our main office or reach out to any member of staff. For more information about these and other parental involvement opportunities, please contact our Family Engagement Lead, Antonio Fielder, at [afielder@kippsocal.org](mailto:afielder@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	390	383	175	45.7
Female	191	189	95	50.3
Male	199	194	80	41.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	178	176	93	52.8
Filipino	0	0	0	0.0
Hispanic or Latino	207	202	80	39.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	1	100.0
White	0	0	0	0.0
English Learners	71	68	31	45.6
Foster Youth	6	6	2	33.3
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	372	365	169	46.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	67	37	55.2

### 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

At KIPP Philosophers Academy safety is our number one priority. KIPP Philosophers Academy reviews and updates its safety plan every year. This year's plan was reviewed and updated in September 2023. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some things included in the plan are - what we do during an emergency which includes earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and staff directory. Staff members also get monthly reminders of what to do in emergency situations and are able to practice what to do during our monthly emergency drills. Drills happen every month at KIPP Philosophers Academy and staff members practice evacuating and taking attendance of their class. This is also a way for students to practice what to do during an emergency. KIPP Philosophers Academy also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, have a first aid station, and practice reunification by allowing parents to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall staff at KIPP Philosophers Academy understands our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

## 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	14	8		
Mathematics	14	8		
Science	14	8		
Social Science	14	8		

## 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	31		4	
Mathematics	31		4	
Science	30		4	
Social Science	31		4	

## 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	30	0	5	1
Mathematics	30	0	4	2
Science	30	0	5	1
Social Science	30	0	5	1

## 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	0

## 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

## 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
School Site	\$22,430	\$9,874	\$12,556	\$61,469
District	N/A	N/A	\$8,789	\$81,337
Percent Difference - School Site and District	N/A	N/A	35.3	-24.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	62.3	-32.6

## Fiscal Year 2022-23 Types of Services Funded

KIPP Philosophers Academy School offers an ExL funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for KIPP Philosophers Academy students, grades 5th through 8th. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Students participate in at least one hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football, basketball or soccer, youth development strategies like performing arts, music, cheer and dance. Other enrichment activities are implemented based on the students' 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 begins with an intensive KIPP Philosophers Academy Professional Development for all teammates. The goals of this year's summer professional development are:

1. Develop as a school-team by internalizing and showing ownership of KPA's mission, vision, core beliefs and character strengths in action. Understand the impact every system, structure, and activity has on each other, our students, their families, and their future.
2. Develop as liberatory educators by understanding how culturally responsive teaching aligns to our school vision and priorities.
3. Internalize and develop school-wide and grade level systems and operations and how they contribute to an inclusive school culture.
4. Develop strong grade-level and content teams to drive culture, rigorous, data-driven instruction, and teacher growth and collaboration
5. Ensure team members understand all health and safety protocols

At the end of summer professional development, all KPA teachers have a clear understanding of the 'why' behind KPA vision, mission, and core values. By participating in team sessions, our KPA teachers have a stronger understanding and appreciation of the beauty, value, and richness of our school community. Professional development throughout the year continues to reinforce and build upon the momentum from the summer Professional Development. Logistically, KPA Professional Development occurs on a weekly basis on Mondays from 1:45pm - 4:00pm.

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	54	52