

KIPP Poder Public School

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

School Name	KIPP Poder Public School
Street	630 Leonard Avenue
City, State, Zip	Los Angeles, CA 90022
Phone Number	(323) 388-4407
Principal	Daisy Salazar-Garza
Email Address	dsalazar@kipsocal.org
School Website	kipsocal.org/poder
County-District-School (CDS) Code	19-10199-0140772

2023-24 District Contact Information

District Name	KIPP Poder Public School
Phone Number	(323) 887-7900 Ext. 2201
Superintendent	Dr. Mark Skvarna
Email Address	superintendent@montebello.k12.ca.us
District Website	http://www.montebello.k12.ca.us/

2023-24 School Description and Mission Statement

At KIPP Poder Public School (KIPP Poder) we believe that our purpose is to provide our students with a liberatory education that sees, develops, and inspires them to their greatest potential. We want our students to receive an education that empowers them to be critical thinkers of the world around them. Giving them the confidence and the skills necessary to not only go to and through college, but also change the world.

At KIPP Poder, we have four guiding principles:

1. We believe that who we are matters. Our students, families, and communities carry with them a history, an identity, and roots that are complex and beautiful. When we affirm and think about these identities first, in all aspects of our instruction we unleash the poder of who they are.
2. Relationships Matter. Our students, families, and community carry with them a history of meaningful and affirming relationships. Our focus on restorative practice will unleash the poder of relationships and healing by focusing on cultivating a culture in which everyone feels seen and develops a sense of belonging within a greater community.
3. Being inclusive matters. Our students carry within them a natural curiosity and awareness of differences when we take pride in learning and honoring the poder of other's identities we are able to unleash change in the world.
4. Community matters. Our students and families carry with them powerful partnerships and networks of support in their community when we acknowledge this strength we are able to unleash the power of our community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	82
Total Enrollment	158

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5%
Male	47.5%
Asian	1.9%
Black or African American	1.3%
Hispanic or Latino	96.2%
White	0.6%
English Learners	31.6%
Foster Youth	1.3%
Homeless	1.9%
Socioeconomically Disadvantaged	77.2%
Students with Disabilities	10.8%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			314.10	59.37	228366.10	83.12
Intern Credential Holders Properly Assigned			13.10	2.48	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			42.50	8.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			139.00	26.27	12115.80	4.41
Unknown			20.20	3.82	18854.30	6.86
Total Teaching Positions			529.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	83.33	327.80	57.81	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	16.67	27.10	4.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	40.80	7.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	137.00	24.16	11953.10	4.28
Unknown	0.00	0.00	34.10	6.03	15831.90	5.67
Total Teaching Positions	6.00	100.00	567.10	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
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		0.00

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		0.00
Local Assignment Options		0.00
Total Out-of-Field Teachers		0.00

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0

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

KIPP Poder uses standards-based, research-based, and anti-racist curriculum for all core subjects. All students and classrooms are provided with their own sets to ensure there are enough materials for complete implementation.

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	Wit and Wisdom Closing Reading Curriculum, Open Court Phonics, Guided Reading, Iready ELA, Reading A-Z. LLI intervention	Yes	0
Mathematics	Bridges, NumberCorner, IReady Math	Yes	0
Science	Amplify Science	Yes	0
History-Social Science	Wit and Wisdom Close Reading Curriculum, Ethnic Studies	Yes	0

School Facility Conditions and Planned Improvements

KIPP Poder is co-located at Joseph Gascon Elementary and Eastmont Community School. No facility improvements are planned at this time for either campus. At KIPP Poder, we have high standards for cleanliness. Classrooms and bathrooms are deep cleaned daily and we have janitorial staff on campus during and after the school day to ensure that shared spaces such as our meal prep area, playground, lunch area, and office meet our expectations for physical environment readiness. When staff members notice an issue with facilities, they report it to the Business Operations Manager who then submits a maintenance request to either the on-site janitorial team, regional facilities team, or district facilities team for repairs. The Operations Team conducts weekly facility walkthroughs and monthly facility audits to proactively support the condition of the school.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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
English Language Arts/Literacy (grades 3-8 and 11)						46
Mathematics (grades 3-8 and 11)						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
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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)			27.78	35.14	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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

Families are our students' first teachers, and it is critical we connect with our families in ways that are proactive, meaningful, and responsive. When families are engaged with their child's education everyone benefits. Clear and consistent communication with our families is important in order to build trust and increase engagement. KIPP Poder posts consistently on parentsquare updates, community resources, and a message from the school leader. There is also an opportunity for families to share feedback regarding the school and suggestions to make the school better. Families can also attend monthly learning chats. They select the topics we discuss each month through a survey that is sent to them. The topic for the month is what drives the learning chats for the month. Family learning chats are an opportunity for families to learn about a topic that matters to them and also share insights on their knowledge on a topic. It is a space where we learn from one another. Lastly, we host monthly community and advocacy meetings meant to build strong partnerships with community organizations and founding families. We have the opportunity to learn from one another, learn about our community and advocacy efforts, and connect with community organizations.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Leads, Paola Gomez pgomez@kippsocal.org and Daisy Salazar-Garza dsalazar@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	177	166	94	56.6
Female	92	85	48	56.5
Male	85	81	46	56.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	4	3	75.0
Black or African American	2	2	2	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	168	158	87	55.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	1	100.0
English Learners	61	56	25	44.6
Foster Youth	4	4	2	50.0
Homeless	7	7	6	85.7
Socioeconomically Disadvantaged	135	130	72	55.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	28	18	64.3

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	1.87	4.48	5.74	0.20	3.17	3.60
Expulsions		0.00	0.00	0.00	0.03	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 Poder will review and update its safety plan every year. This year's plan was reviewed and updated in October 2023. The safety plan outlines what we do in the event of an emergency and details the roles of each staff member. Also included in the plan are the steps to take in the event of an earthquake, fire, lockdown, shelter in place, emergency and staff directory. Staff members receive monthly reminders on what to do in emergency situations and during our drills, which are conducted monthly, they practice evacuating and taking attendance. This is also an opportunity for students to practice what to do during an emergency. We also take part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, set up a first aid station, and practice reunification by allowing parents to simulate picking up their children during an emergency. This always serves as a great way for staff members to fully understand their roles and ask questions if needed. KIPP Poder staff members fully understand our safety plan and know what to do during emergency situations to ensure the safety of our students.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	8	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	6	0
1	21	1	3	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	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	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	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	\$21,945	\$4,887	\$17,057	\$53,815
District	N/A	N/A	\$8,789	
Percent Difference - School Site and District	N/A	N/A	64.0	
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Specialist programs present our students with opportunities to explore visual and performing arts, scientific concepts, and other languages. We believe our specialist programming unleashes the power our students have within themselves by seeing, developing, and inspiring their creativity, passion, and interests so that they can reach their greatest potential. Specialists need to address the identity, history, and roots of our students in their curriculum. It is critical that our programming is inclusive of all students regardless of physical, cognitive, or emotional disability as well. Specialist staff are also experts in their area. They should be formally trained and have a professional life in the field. As a school we see the poder our specialists carry with them in their expertise and unleash the impact of love and interest with the instruction, resources, and planning we provide for our students, families, and communities. Below are the options that would be of high interest for our students and that reflect what families have shared have been positive experiences for them or specials they wish their children to engage in and learn from.

When it comes to Science as a specialist program it is essential to have a science teacher who is dedicated to science instruction at the school due to the transition our students have to make in middle school as well as how important science content is for elementary school students. Families who were interviewed were invested in having strong science programming to ensure that students have opportunities to engage in STEM fields in the future. Being college ready and having opportunities for a better future is why families are invested in KIPP Poder.

Many families who identify as Latinx and as Asian who were interviewed have advocated for Spanish being a specialist class that is offered for their children. Many families already speak another language at home and would love for KIPP Poder to either affirm and further develop their language skills or offer another language that students can learn. Promoting second language acquisition does a lot to help students who speak another language at home feel affirmed and recognized no matter what the language is. Our society in the US is grounded in a very deep assimilationist belief that all minorities of every race need to give up their language in order to adopt English. Students who speak more than one language boost our brain power—students have increased levels of memory, improves performance in academic areas, and improves our first language. Learning another language allows us to see the poder of other cultures and communities and forge strong alliances with our own native language.

Our students need to engage in physical education to support their development and learning. Having physical education allows students the opportunity to build strong bones and muscles, decreases the likelihood of developing obesity and risk factors for diseases like type 2 diabetes and heart disease, and reduces anxiety and depression and promotes positive mental health. Many families who were interviewed shared that they wanted students to engage in specials that allowed them to be active, play, and engage in building relationships with other peers. Dance education offers students the opportunity to create and perform. Students learn teamwork, focus, and build improvising skills in the process of creating and performing. Students are inspired to think in new ways and express their ideas in creative ways. offers students the ability to learn about various cultures and history of movement and dance. Many families who were interviewed shared that they wanted students to engage in specials that allowed them to be active, play, and engage in building relationships with other peers. Dance also provides a unique opportunity for students to learn about their history, identities, and roots in a different discipline. Our ELA curriculum engages students in the examination and analysis of art. Art provides students with a form of visual literacy that helps them build strong literacy skills. Students involvement in art education has been associated with academic gains in math, reading, cognitive ability, critical thinking, and the development of verbal skills. Arts learning also supports developing students' motivation, confidence, concentration, and teamwork. Many families who were interviewed shared that they wanted students to engage in specials that allowed them to engage in building relationships with other peers and be creative. Art education would provide students with this opportunity as well as the ability to learn about their history, identities, and roots in a different discipline.

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
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

At KIPP Poder Public School, 2-3 hours a week are scheduled for teacher learning and development. We have dedicated time on Mondays to come together collectively to meet as a team and engage in learning. The topics and themes for our learning are set over the summer for the first half of the school year and a tentative schedule is set for the second half of the year. The topics and themes for our learning are determined based on a combination of teacher learning needs, curricular needs, school culture needs, and yearly goals for our school. Priorities for professional development are based on teacher reflections from the end of the previous year. While engaged in teaching and learning during this pandemic, we have needed to be especially responsive to ongoing developments, such as providing development around technology usage, spiraling skills that students missed due to the pandemic, monitoring student learning progress in innovative ways that differentiate for our student needs, and addressing our students social emotional development. Educators are supported through in-class observations, development and learning meetings, and looking and student learning data an analysis.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement		46	53