

# KIPP Pueblo Unido

## 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 Pueblo Unido
<b>Street</b>	3759 E 57th St.
<b>City, State, Zip</b>	Maywood
<b>Phone Number</b>	3233646537
<b>Principal</b>	Melissa Torres
<b>Email Address</b>	metorres@kippsocal.org
<b>School Website</b>	www.kippsocal.org/pueblo
<b>County-District-School (CDS) Code</b>	19 64733 0139071

## 2023-24 District Contact Information

<b>District Name</b>	KIPP Pueblo Unido
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Albert M. Carvalho
<b>Email Address</b>	albert.carvalho@lausd.net
<b>District Website</b>	www.lausd.net

## 2023-24 School Description and Mission Statement

At KIPP Pueblo Unido, our purpose is to provide high-quality academic and character education to traditionally underserved communities and offer families choices for their children's education. KIPP Pueblo Unido currently serves TK-4th grade in Southeast LA.

Our name is derived from the United Farm Workers' slogan "el pueblo unido jamas sera vencido" or "the people united will never be defeated" because we believe in the collective power of our students, families, and team. All stakeholders work together to ensure the achievement, both academic and personal, of all students.

Our school character values of love, optimism, ganas, and curiosity ensure we instill the whole-child approach to teaching and learning. We show love by using kind words and actions. We are optimistic by believing in a better tomorrow. We "echale ganas" by always trying our best. We show curiosity by learning from our teachers, family, and friends. Our school rules are Be Safe, Be Responsible, and Be Respectful. In alignment to PBIS. These rules promote a joyful, positive, and safe environment

## 2023-24 School Description and Mission Statement

for every student.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	67
Grade 2	71
Grade 3	70
Grade 6	10
Grade 7	26
Grade 8	34
Total Enrollment	343

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
Black or African American	3.5%
Hispanic or Latino	95.9%
English Learners	31.8%
Socioeconomically Disadvantaged	94.8%
Students with Disabilities	20.4%

## 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>	9.00	69.23	22369.20	82.26	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	714.60	2.63	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1398.60	5.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	30.77	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>	13.00	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>	13.50	65.85	23128.20	84.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.88	804.50	2.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.00	14.63	1474.90	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	14.63	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>	20.50	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	3.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	3.00

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	3.00	2.50
Local Assignment Options	1.00	0.50
<b>Total Out-of-Field Teachers</b>	4.00	3.00

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	18.7
<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)	0	18.7

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 Pueblo Unido uses standards-based, research-back 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	Adopted: 2023, Great Minds: Wit & Wisdom K-4th Adopted: 2023, Tools of the Mind TK Adopted: 2023, Amplify: DIBELS 8th Edition K-4th	Yes	0
Mathematics	Adopted: 2019, Bridges Mathematics TK-4th	No	0
Science	Adopted: 2023, Amplify Science TK-4th	No	0
History-Social Science	Teacher Created		0
Foreign Language	Adopted 2018, Sonrisas Spanish Level 1 TK-4th	No	0
Health	n/a		
Visual and Performing Arts	Teacher Created		0

## School Facility Conditions and Planned Improvements

The KIPP Pueblo Unido campuses are continuously inspected for safety and cleanliness. We believe upkeep of our physical environment is instrumental to promote an environment conducive to joyful learning. Pueblo has two different school sites/locations. The first site is located in Maywood serving Tk-1st grade students where we share a space with our landlord the Maywood Church and another school on campus. We operate independently, and have founded a joyful, safe, and beautiful school for our students, family and staff. The second site is in a Prop39 facility in the city of Huntington Park serving our 2nd-4th grade students.

For all facilities:

- Main office area creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in a well maintained facility
- The building interior is well-maintained with all common areas cleaned daily, and appears healthy in a way that complements the appearance of the campus
- Common areas are clean and organized. Air quality is odor-free.
- Hallways/walkways are clean and trash free with signage prominently displayed and laminated
- Restrooms are deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds

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			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<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)	17	21	41	41	47	46
<b>Mathematics</b> (grades 3-8 and 11)	20	25	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>	125	122	97.60	2.40	21.31
<b>Female</b>	51	51	100.00	0.00	27.45
<b>Male</b>	74	71	95.95	4.05	16.90
<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>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	116	113	97.41	2.59	22.12
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	37	37	100.00	0.00	2.70
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	120	97.56	2.44	20.83
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	32	96.97	3.03	6.25

## 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>	125	122	97.60	2.40	24.79
<b>Female</b>	51	51	100.00	0.00	27.45
<b>Male</b>	74	71	95.95	4.05	22.86
<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>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	116	113	97.41	2.59	25.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	37	37	100.00	0.00	18.92
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	120	97.56	2.44	24.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	32	96.97	3.03	6.25

## 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)		25.93	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	29	28	96.55	3.45	25.00
Female	--	--	--	--	--
Male	20	19	95.00	5.00	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	23	95.83	4.17	30.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	26	96.30	3.70	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
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
Grade 7	100	100	96	96	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

Typical School Year:

KIPP Pueblo Unido welcomes parent involvement in school events and daily activities. Involvement can range from becoming a classroom facilitator, to daily volunteer options during our recess/lunch block or at the office. They may also include one-time activities such as helping with our Fall school-wide events, Winter Concert, and Spirit Week celebrations. Each classroom has a room parent who takes the lead in events and facilitates parent involvement for each classroom. These classroom facilitators are extremely involved and attend meetings once a month. We also host a monthly "Cafecito with Leadership" meetings that all of our parents may attend where we discuss upcoming events, solicit feedback, and brainstorm how to make our school better together. At these meetings parents are able to sign-up to volunteer. If parents are unable to attend a meeting, our weekly family bulletin is also a great way to find out about upcoming events/activities and volunteer opportunities or other engagement opportunities. Sign-ups for volunteer opportunities are announced via our digital Parent Communication software (ParentSquare). To ensure the safety and security of all our students, family, and staff, our parent volunteers must complete a Volunteer Application. Applications are reviewed and maintained on file before parents volunteer. The application includes volunteer commitment to our school values, a privacy agreement, and permission to conduct a search on the Megan's Law database. In some cases, it may also include TB testing and background checks. Our families are what makes Pueblo Unido strong. We welcome family feedback always by contacting our school administration or office staff in any way which is comfortable for them. "El Pueblo Unido Jamas Sera Vencido."

Parent involvement continues to be a priority. Parents are able to meet for: "Cafecito with Leadership", School Site Council, English Learners Advisory Committee and for our school assemblies and events hosted on Zoom. Our families enjoy these engagement opportunities such as Meet & Greet with our staff, family-teacher conferences, celebratory events such as workshops, read-alongs, and movie nights. We continue to use the same communication platforms to ensure families remain informed and involved. ParentSquare allows families to easily message any of our staff and receive whole-school posts via email, text, and through the app. Families know what is happening at Pueblo. Additional information available on the app are: the school calendar, upcoming events, days off, and previous posts from the school or the KIPP region.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement

## 2023-24 Opportunities for Parental Involvement

Lead: Marly Beltran mabeltran@kippsocal.org

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	369	349	208	59.6
<b>Female</b>	176	162	92	56.8
<b>Male</b>	192	187	116	62.0
<b>Non-Binary</b>	1	0	0	0.0
<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>	13	12	9	75.0
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	353	334	196	58.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	0	0	0	0.0
<b>White</b>	1	1	1	100.0
<b>English Learners</b>	124	117	75	64.1
<b>Foster Youth</b>	1	0	0	0.0
<b>Homeless</b>	1	1	1	100.0
<b>Socioeconomically Disadvantaged</b>	350	333	199	59.8
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	84	81	52	64.2

## 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
<b>Suspensions</b>	0.00	0.00	0.00	0.00	0.46	0.55	0.20	3.17	3.60
<b>Expulsions</b>	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
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

KIPP Pueblo Unido reviews and updates its safety plan every year. There are multiple safety plans for KIPP Pueblo Unido, given that they are in three different facilities. This year's plan was reviewed and updated on November 2023. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some items included in the plan are: what to do during an emergency such as an earthquake, fire, lockdown, or shelter in place. It also includes emergency numbers to call if needed, and a staff directory. Our staff is trained at the beginning of the school year on their roles/responsibilities during an emergency. They are versed on our evacuation routes and sites. Our entire school participates in emergency preparedness drills at least once per month. The drills prepare our staff, students, and in some cases our families on our optimal strategy in case of a real emergency.

KIPP also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, enable a first aid station, and practice reunification by allowing parents to "pick up their students" as if it were a true emergency. This always serves as a great way for staff members to fully know their roles and ask questions if

## 2023-24 School Safety Plan

needed. At KIPP Pueblo Unido, the safety of every student is always our top priority.

### 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
K	29		12	
1	30		12	
6	36			10

#### 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	22	1	12	
1	24	1	12	
2	24	1	12	
6	17	10		

## 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	22	0	12	0
1	22	4	8	0
2	24	0	12	0
3	23	0	12	0
4	0	0	0	0
5	0	0	0	0
6	5	10	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	171.5

## 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
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5



## 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	\$19,961	\$7,267	\$12,694	\$62,342
District	N/A	N/A	\$8,789	\$81,337
Percent Difference - School Site and District	N/A	N/A	36.4	-21.1
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	87.7	-30.6

## Fiscal Year 2022-23 Types of Services Funded

At KIPP Pueblo Unido, students will explore Spanish, Physical Education, and Music. Through the inclusion of these subjects in a regular school day, students build the foundational knowledge of each content area and identify specific areas that spark their individual passions. Special subjects allow creativity and curiosity to develop in a variety of ways, innately embracing the learning styles of each student. Through these subjects, students experience teamwork, problem-solving, and risk-taking in new and unique environments.

We believe educating the whole child will teach our students the knowledge and skills needed to excel in a competitive world. Through collaboration, cross-curricular connections, and passion for our content areas, we provide a holistic avenue to inspire new passions in our students. Each member brings their own knowledge and expertise to our team, which combine to create a perfect whole.

Our school offers a special day class for qualified Special Education students called Unidos We Strive. Students receive personalized support, enhanced learning supplies, and private spaces to promote their learning goals.

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

## Professional Development

Professional development begins with an intensive KIPP Pueblo Unido Summer On-Boarding for all staff. At the end of Summer On-Boarding, staff have a clear understanding of the 'why' behind our KIPP Pueblo Unido vision, mission, and core values. By conducting community walks and individualized meetings with students and families, our teachers have a stronger understanding and appreciation of the richness of our school community. Professional development throughout the year continues to reinforce and build upon the momentum from On-Boarding.

Logistically, Professional Development will occur on a weekly basis on Monday afternoons from 1:45–4:00pm. Staff Professional Development Plan for the year will fall under two umbrellas 1) Collaborative planning time and 2) Content sessions. We spend 50% of weekly Professional Development focusing on collaborative planning time for content and grade-level teams. The other 50% of the time, we focus on content sessions around curriculum design, small group instruction, data-driven instruction, and Positive Behavioral Interventions and Supports. In addition to school-based professional development, Pueblo Unido also partners with other outside organizations to provide professional development. Depending on the team's needs, this means sending some teachers to other school sites for visits and Positive Discipline in the Classroom training.

As a KIPP region, our school teams have participated in workshops and training sessions throughout the school year to enhance our awareness of becoming an anti-racist organization and to identify ways to promote the view that the purpose of education is for liberation.

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