KIPP Vida Preparatory 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/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

School Name	KIPP Vida Preparatory Academy
Street	4410 South Budlong Ave.
City, State, Zip	Los Angeles, Ca, 90037-2306
Phone Number	323-406-8007 Fax 323-406-8008
Principal	Amanda Tran
Email Address	atran@kippsocal.org
School Website	https://www.kippsocal.org/vida
County-District-School (CDS) Code	19-64733-0129460

2023-24 District Contact Information

District Name	KIPP Vida Preparatory Academy
Phone Number	(213) 241-1000
Superintendent	Alberto M. Carvalho
Email Address	albert.carvalho@lausd.net
District Website	www.lausd.net

2023-24 School Description and Mission Statement

KIPP Vida Prep (KVP) has a vision that is focused on developing students who are strong in intellect and character. We believe in providing quality education and pushing for academic excellence from the beginning of a student's educational career is necessary for student success. Our academic program is standards-based (using California Common Core standards), rigorous, and pushes toward student-directed learning that supports problem-solving and critical thinking in collaborative settings. Teachers work together to design assessments and other engaging learning opportunities that will allow for on-going analysis, synthesis and evaluation of skills and concepts that will inform instruction. Through academics, we aim to raise our student's intellectual ability and increase the college matriculation rate for students from South Los Angeles. We know that academics alone will not drive our students to and through college, but that educating the whole child is what will lead students to live choice-filled lives and ultimately have a positive impact on society.

About Our School
KIPP Vida Preparatory Academy is a public charter school with a staff that prides itself in being a community of learners dedicated to our students. Through teamwork and data-driven instruction, we work to give our students a competitive edge to

2023-24 School Description and Mission Statement

thrive in middle school, high school, college, and in life. We work to cultivate active leaders who take pride in their identity while being able to celebrate the differences in others. Vida creates a unique space where students are challenged with a rigorous academic curriculum as well as in the development of their character. We strive to teach the "whole" child and truly prepare them for life beyond KVP. We also provide enrichment education through our specials program. All of our students take Physical Education, Dance, Theater, Spanish, and Art where they are able to stretch their curiosity even further.

Vida truly lives the vision set by KIPP as a larger organization. We believe that our school was placed in a community where it was needed and we want to prove possible for the many families who crave quality education for their children. Our values- love, curiosity, ganas, and integrity- are unique to our school and shape how we approach educating our students.

Current Grade Structure: TK-4th Grade
Onsite Services/ Personnel: SpEd Team, Speech Therapist, Rotating School Psychologist, 2 Part-Time Reading Interventionists and 2 School Counselors
Extra Curricular Programming: ASES Funded After School Program (1st-4th Grade), Gymnastics, and Dance

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	116
Grade 2	114
Grade 3	113
Grade 4	110
Total Enrollment	568

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
Black or African American	27.6%
Filipino	0.2%
Hispanic or Latino	68.3%
Two or More Races	2.3%
White	0.2%
English Learners	30.3%
Foster Youth	0.4%
Homeless	2.6%
Socioeconomically Disadvantaged	93.1%
Students with Disabilities	10.2%

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)	15.00	57.71	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.70	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	19.24	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.90	15.35	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	25.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	88.99	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	11.01	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	27.20	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	3.00	2.00
Misassignments	1.00	1.00
Vacant Positions	1.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	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	2.00	0.00
Local Assignment Options	1.90	0.00
Total Out-of-Field Teachers	3.90	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)	16.1	32.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	36.2	32.2

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 Vida Prep 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	Open Court Phonics (Phonics/WordAnalysis K-4) and Wit and Wisdom (K-4)	Yes	0
Mathematics	Bridges in Mathematics	Yes	0
Science	School Created Curriculum/Mystery Science (K-4)	Yes	0
History-Social Science	Core Knowledge, History & Geography (K-4)		
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	Teacher-Created Curriculum		

School Facility Conditions and Planned Improvements

KIPP Vida Preparatory Academy's campus is inspected daily and monthly for safety and cleanliness. KIPP Vida is proud to be in a state of the art building with a rich history. The building itself is over 100 years old but was completely remodeled and brought up to modern code in 2017 (Fire, Electrical, Seismic Fitting, Technology and More).

Since 2020, the building has seen multimillion dollar investments across the entire facility:

1. Building out of a multi-million dollar state of the art recess and play area
2. Brand new outdoor covered eating area with enhanced multimedia capabilities
3. Updated and renovated staff MPR and Lounge
4. Installation of brand new ceiling mounted projectors, appletvs, recessed sound w microphones.
5. Upgraded filtration systems
6. Security Cameras
7. Installation of a Community Garden
8. Upgraded outdoor lighting and installation of filtered potable water systems for students
9. Purchase of a professional stage and chairs for student performances
10. Purchase of a theater quality sound system for school performances.

Facility Snapshot: KIPP Vida has received the highest scores possible for facility readiness and safety in the region by both Regional Monitors and the LA County Office of Education (LACOE). KVP Scored 98% of 100% (A+) on our 2023 LACOE facility review.

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			

School Facility Conditions and Planned Improvements

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: 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
English Language Arts/Literacy (grades 3-8 and 11)	23	25	41	41	47	46
Mathematics (grades 3-8 and 11)	24	32	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
All Students	219	219	100.00	0.00	24.66
Female	108	108	100.00	0.00	30.56
Male	111	111	100.00	0.00	18.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	61	61	100.00	0.00	16.39
Filipino	--	--	--	--	--
Hispanic or Latino	146	146	100.00	0.00	27.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	56	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	205	205	100.00	0.00	23.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	19.05

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	219	219	100.00	0.00	31.96
Female	108	108	100.00	0.00	32.41
Male	111	111	100.00	0.00	31.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	61	61	100.00	0.00	27.87
Filipino	--	--	--	--	--
Hispanic or Latino	146	146	100.00	0.00	34.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	56	100.00	0.00	23.21
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	205	205	100.00	0.00	30.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

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)			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					
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

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 Vida Preparatory Academy encourages parent volunteer participation in several activities and events throughout the year. KIPP Vida Preparatory Academy believes having parents directly involved leads to a deep connection with both the success of their students within the school and the lasting footprint the school produces within the community.

A few notable opportunities are:

1. "Coffee with Admin" monthly meetings to discuss and receive feedback from parents in areas such as student growth, social-emotional support, teaching and learning, school highlights, COVID-19 updates, etc. Families are also welcome to attend in person or virtually .
2. "Vida Time" (when outdoors) , a weekly whole school assembly where the entire school community comes together to discuss a wide variety of topics: bullying, school safety, school values and how to embody them, current events, and school campaigns.
3. Culture month recognitions with performances that parents are also encouraged to attend, (LatinX Heritage, AAPI, Black History Month, and more)
4. Electives Team Showcases: At different points throughout the the year, the electives team (Dance, Theater, Spanish, Art, P.E) puts on showcases to demonstrate what leaders are learning.
5. Family Leadership Academy: A council that consists of the school's leaders, staff and families in order to come to together to learn how to best advocate for our school community.

Lastly, using a digital app-based platform called ParentSquare, we are able to stay in regular communication regarding school and community happenings. Our weekly family newsletter helps us communicate week-to-week announcements, reminders, and updates.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Diana Corado, DCorado@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	581	575	275	47.8
Female	292	287	131	45.6
Male	289	288	144	50.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	161	159	87	54.7
Filipino	1	1	0	0.0
Hispanic or Latino	396	392	173	44.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	10	76.9
White	2	2	1	50.0
English Learners	188	186	74	39.8
Foster Youth	4	4	3	75.0
Homeless	21	21	11	52.4
Socioeconomically Disadvantaged	542	536	258	48.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	67	31	46.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The safety and security of all KIPP Vida Preparatory Academy students and staff is our highest priority. All staff members receive training in a variety of emergency scenarios and use practice drills conducted every month to develop and grow our preparedness. The current safety plan was created in August 2023 and finalized in October 2023 and continues to be discussed with staff following each emergency drill. Members of KIPP Vida Preparatory Academy's staff receive general emergency preparedness training before school starts /during summer presentations, and prior to each monthly drill. These trainings include key elements of the plan and proper steps to carry it out. This comprehensive plan is also sent to all LAPD Precincts and LAFD Stations that would respond to any potential emergencies onsite.

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	28	4	21	1
1	29		24	
2	30		24	
3	30		24	
4	29		24	
Other	25		1	

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	25	1	22	
1	26	1	24	
2	27		24	
3	26	1	22	
4	24	1	21	
Other	26		7	

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	29	0	24	0
1	29	0	18	0
2	28	0	24	0
3	28	0	24	0
4	27	0	24	0
5	0	0	0	0
6	0	0	0	0
Other	30	0	6	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	568

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

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	$16,786	$6,762	10,025	65,717
District	N/A	N/A	$8,789	$81,337
Percent Difference - School Site and District	N/A	N/A	13.1	-17.9
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	41.3	-26.0

Fiscal Year 2022-23 Types of Services Funded

Our instructional program provides core subject and enrichment activities for 562 students, grades TK to 4th during the 2023-24 school year. Core subjects include literacy, math, science, and social studies. Our enrichment program includes visual arts, Spanish, theatre, dance and physical education.

KIPP Vida aims to not only provide every student a quality education, but also the experience and tools to cultivate active leaders, with strong self-identity and prepare them to thrive in college and life. We see every student as ours and live by the belief that we teach in schools not classrooms. We share responsibility for our children by building strong relationships with our families and the surrounding community. We believe actions speak louder than words. We strive to live the change we want to see, which is reflected in our core curriculum, enrichment program, and all family engagement events throughout the year.

We are committed to working with families to provide the targeted strategies and resources that will best help families to support their children at home to reach their Big Goals. We are continuously evaluating the needs of our families to develop workshops and resources to help create environments for our students to succeed in and out of the classroom.

KVP offers an ASES-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.

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 is top priority for all KIPP Vida Prep staff members. We believe that when our teachers grow, our students grow. We are committed to developing the instructional practice of all of our educators. The professional development schedule begins during the 2-3 weeks leading up to the start of the new school year and continues during workshops held every Monday afternoon for 1-2 hours and several professional development days scheduled throughout the year. Priorities for professional development are determined based on priorities set forth by the School Leader and leadership team, and ongoing teacher feedback and input. All planned PD topics are revisited multiple times a year to ensure all areas addressed are relevant to the needs of the staff and the students. Teachers are also supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

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

Professional Development

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