

# KIPP Los Angeles College Preparatory

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	KIPP Los Angeles College Preparatory
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Austin Beutner
<b>Email Address</b>	austin.beutner@lausd.net
<b>District Website Address</b>	www.lausd.net

## 2021-22 School Overview

KIPP Los Angeles College Preparatory together with families and communities, creates joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose — college, career, and beyond so they can lead fulfilling lives and create a more just world.

### About Our School

KIPP Los Angeles College Preparatory School (KIPP LA Prep) is a high-performing tuition-free public charter middle school located in Boyle Heights. We serve 515 students in grades five through eight. KIPP LA Prep is part of the schools' national KIPP (Knowledge Is Power Program) network. We are operated by KIPP SoCal Public Schools, a charter school management organization. KIPP LA Prep's mission is to prepare students with the academic skills, intellectual habits, and character traits necessary for success in high school, college, and the competitive world beyond. In pursuing this mission, we aim to serve our community as a whole by educating students who will make a difference in our community and the world. In 2011 & 2018, KIPP LA Prep became a California Distinguished School and a recipient of the National Blue Ribbon Award and one of the top-performing middle schools in Los Angeles Unified School District.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	140
Grade 6	134
Grade 7	133
Grade 8	126
Total Enrollment	533

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	98.5
White	0.4
English Learners	12
Socioeconomically Disadvantaged	91
Students with Disabilities	11.3

## 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.0	54.5	22369.2	82.3	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	2.0	9.1	714.6	2.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.0	9.1	1398.6	5.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.0	27.3	1060.3	3.9	12115.8	4.4
<b>Unknown</b>	0.0	0.0	1651.3	6.1	18854.3	6.9
<b>Total Teaching Positions</b>	22.0	100.0	27194.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	2.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.0
<b>Local Assignment Options</b>	4.0
<b>Total Out-of-Field Teachers</b>	6.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.4
<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)	14.9

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading Reconsidered Novel Based Instruction	Yes	0.0 %
<b>Mathematics</b>	iReady for 5-8th grade Savvas Realize for Geometry Next Generation Math	Yes	0.0 %
<b>Science</b>	5th-8th grade: Amplify Curriculum, Generation Genius, & Mystery Science	Yes	0.0 %
<b>History-Social Science</b>	Teacher created curriculum	Yes	0.0 %
<b>Foreign Language</b>			0.0 %
<b>Health</b>	Health Connected Curriculum	Yes	0.0 %
<b>Visual and Performing Arts</b>	<ul style="list-style-type: none"> <li>Teacher Created Curriculum for photography, painting, drawing Construction, and Fundamentals of Art</li> <li>Teacher Created Curriculum for Band, Beginning Music, Choir,</li> <li>Instruments, Orchestra, and Mariachi</li> <li>Teacher Created Curriculum for Beginning Dance, Advance Dance, and Folklorico</li> <li>Teacher Created Curriculum for Theater</li> </ul>	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0.0 %

## School Facility Conditions and Planned Improvements

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

Our facilities have undergone improvements that focus on the health and safety of students and staff. These improvements resulted from COVID-19 and will ensure everyone is healthy and safe when they return to school. Improvements include-

- Upgrade to MERV13 air filters
- Plexiglass installation in the office, restrooms, and classrooms
- Installation of touchless water bottle fillers
- Installation of touchless hand sanitizer dispensers

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			MERV 13 air filters installed in the school
<b>Interior:</b> Interior Surfaces	X			Interior painting is done every summer.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Thorough cleaning and disinfecting is done on a daily basis along with monthly pest control inspections.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms, water fountains, and sinks are cleaned and disinfected twice a day. Plexiglass was installed in restrooms, installation of touchless water bottle fillers, and touchless hand sanitizers throughout the whole building.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Monthly drills are conducted along with intensive training in the summers ( on hold due to COVID 19)
<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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	531	NT	NT	NT	NT
<b>Female</b>	271	NT	NT	NT	NT
<b>Male</b>	260	NT	NT	NT	NT
<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>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	526	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	62	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	479	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	60	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	531	NT	NT	NT	NT
Female	271	NT	NT	NT	NT
Male	260	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	526	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	62	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	479	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	529	527	99.60%	0.40%	56%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	524	522	99.6%	0.4%	56%
White	--	--	--	--	--

<b>English Learners</b>	196	195	99.5%	0.5%	5%
<b>Students with Disabilities</b>	71	71	100%	0%	59%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
<b>All Students</b>	529	528	99.80%	0.20%	51%
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	523	524	99.8%	0.2%	51%
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	196	195	99.5%	0.5%	5%
<b>Students with Disabilities</b>	71	71	100%	0%	54%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	266	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	141	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	263	NT	NT	NT	NT
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	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	237	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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

Now, during the COVID 19 pandemic KIPP LA Prep is trying to involve parents more than ever. We ensured all parents registered to ParentSquare, our primary source of communication. Throughout the school year, KIPP LA Prep hosts virtual events such as Coffee with Administration, Back to School Night, Family Literacy Night, Science Family Night, and Math Night.

For more information about these and other parental involvement opportunities, please contact our Family Engagement Lead, Linda Baez, at [lbarez@kipsocal.org](mailto:lbarez@kipsocal.org).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	533	25	4.7
Female	273	272	11	4.0
Male	261	261	14	5.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	529	528	25	4.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	64	64	4	6.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	486	486	23	4.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	63	4	6.3

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.78	0.00	0.65	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	0.44	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

KIPP LA Prep reviews and updates its safety plan every year. This year's plan was reviewed and updated in October 2021. As a primary concern of KIPP LA Prep, all visits during the regular school hours should be arranged with the school admin and office team 24 hours in advance. Upon entering KIPP LA Prep, all visitors shall immediately register in the front office. Additionally, all visitors must wear a school identification badge to be easily recognizable. The School leader has the right to refuse any visitation for any reason. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been in place. It includes monthly safety drills that incorporate earthquake, fire, soft and hard lockdowns. KIPP LA Prep also participates in the CA Great Shake drill, where we initiate our incident command center. During this drill, we complete search and rescue, have a first aid station, and practice reunification by allowing parents to "pick up their kids" during an emergency. Practicing drills always serves as an excellent way for staff members to know their roles and ask questions if needed fully.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	3	9	
Mathematics	17	8	6	
Science	30		8	
Social Science	30		8	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	2	9	
Mathematics	19	7	6	
Science	31		8	
Social Science	31		8	



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

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

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

## 2020-21 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	533

## 2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0.5
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	0
Other	5.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$13,624	\$2,969	\$10,655	\$69,622
District	N/A	N/A	\$9,056	\$78,721
Percent Difference - School Site and District	N/A	N/A	16.2	-12.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	23.2	-19.5

## 2020-21 Types of Services Funded

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$46,587	\$50,897
Mid-Range Teacher Salary	\$74,412	\$78,461
Highest Teacher Salary	\$92,389	\$104,322
Average Principal Salary (Elementary)	\$124,955	\$131,863
Average Principal Salary (Middle)	\$136,210	\$137,086
Average Principal Salary (High)	\$137,581	\$151,143
Superintendent Salary	\$350,000	\$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

Professional development for all new teammates begins in the summer with an intensive Summer On-Boarding led by our regional team, experienced teachers, and school leadership. Professional Development for the whole staff occurs on Monday mornings from 9:05 am - 10:05 am. Professional development for specific content teams, such as math, English learners, humanities, electives, and science, occurs from 10:00 - 11:00 am every Monday. Our math and science teachers also participate in regional professional development meetings with their counterparts across the region for 30-45 minutes on Monday afternoons. Teachers have the opportunity to participate in specialized professional development tailored to their individual professional needs as requested. Teachers are supported through weekly in-class observations, teacher-administrator meetings, and student work and data analysis one-on-one sessions with their manager. Professional development has also included leadership and teacher-led best practices when using online tools such as Zoom, PearDeck, ScreenCastify, Google Classroom, and Google Docs during distance learning.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	44	46	54