

KIPP Scholar Academy

2021 School Accountability Report Card

KIPP SCHOLAR

ACADEMY

A COLLEGE PREPARATORY SCHOOL

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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	KIPP Scholar Academy
Street	1729 W. Martin Luther King Jr. Blvd.
City, State, Zip	Los Angeles, Ca, 90062-1503
Phone Number	323-292-2272
Principal	Tiffany Moore
Email Address	tmoore@kippsocal.org
School Website	https://www.kippsocal.org/scholar
County-District-School (CDS) Code	19-64733- 0125625

2021-22 District Contact Information

District Name	KIPP Scholar Academy
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
District Website Address	www.lausd.net

2021-22 School Overview

KIPP Scholar Academy is rooted in the belief that our students are the composers of our future. They collectively possess the power to envision, orchestrate, and lead the world they wish to inhabit. Just as composers need specific knowledge and skills to prepare their masterful compositions, our students also need the necessary knowledge, skills, and habits to equip them for college and beyond.

Central to the school's vision is the belief that all students can succeed in the most rigorous college environments when provided with a disciplined commitment to academics, a dedication to data-driven instruction, and access to a wide range of enriching learning experiences. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st-century job market. Therefore, a college preparatory ethos drives all aspects of the school, from the educational program to the allocation of resources and daily scheduling. A focus on results and continual teacher development drive instruction at every step. Intervention and accelerated groups are used to ensure all students are challenged and supported in individual learning levels. Through infusing our four academic pillars of literacy, critical thinking/problem-solving, experimentation, and discussion into each classroom, our teachers will provide a rigorous education that will allow scholars to excel in college and beyond.

Character development and academic achievement are not separate entities; they work in tandem. Our children are scholars who have a profound love of learning. They possess a deep desire to explore their world and always ask critical questions like "why?" along with taking academic risks. They understand that with the value of grit, they will achieve their goals no matter how challenging they may be. By doing what's right even when no one is looking, our students' integrity will guide them in their decision-making. We know that if they love their community, family, peers, and themselves, they will treat each one with the utmost respect and care.

Also central to the school's vision is a belief in the transformative power of the arts. Just as communities have for centuries used the arts to tell their personal and collective stories, so too will students at KIPP Scholar Academy engage in drama, music, dance, visual arts, and choir to promote self-expression and self-confidence and to explore their communities' history and heritage. As in all other areas of instruction, KIPP Scholar Academy will maintain a high standard of excellence, offering a wide range of quality instructional options to suit students' interests and learning preferences.

2021-22 School Overview

KIPP Scholar Academy is a tuition-free public charter middle school that opened in the summer 2012 in South Los Angeles. KIPP Scholar Academy serves 391 fifth, sixth, seventh, and eighth grade students in the school year of 2021-2022.

KIPP Scholar Academy is part of the national KIPP (Knowledge Is Power Program) network of schools. We are operated by KIPP SoCal Public Schools, a charter school management organization.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	103
Grade 6	116
Grade 7	106
Grade 8	85
Total Enrollment	410

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
Asian	0.2
Black or African American	46.8
Hispanic or Latino	49.8
English Learners	16.3
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	92.4
Students with Disabilities	16.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.5	39.5	22369.2	82.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.7	3.9	714.6	2.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	23.7	1398.6	5.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.0	21.1	1060.3	3.9	12115.8	4.4
Unknown	2.2	11.8	1651.3	6.1	18854.3	6.9
Total Teaching Positions	19.0	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
Permits and Waivers	2.5
Misassignments	2.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.5

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

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

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.1

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

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
Reading/Language Arts	Reading Reconsidered Curriculum (Novel Based Curriculum)	Yes	0.0 %
Mathematics	Ready Common Core Mathematics	Yes	0.0 %
Science	Amplify Science Curriculum	Yes	0.0 %
History-Social Science	Teacher designed curriculum for Common Core standards	Yes	0.0 %
Foreign Language			0.0 %
Health	Teacher Designed Curriculum for California Physical Education Standards	Yes	0.0 %
Visual and Performing Arts	Foundation for Superior Performance by Neil A. Kjos Music Company Publisher	Yes	0.0 %
	Comprehensive Band Method by Neil A. Kjos Music Company Publisher		
	Quaver Music		
	Soundtrap		

Science Laboratory Equipment (grades 9-12)	N/A		0.0 %
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School Facility Conditions and Planned Improvements

KIPP Scholar Academy campus is inspected monthly for safety and cleanliness. At this time we are not planning any facility improvements. All systems are in proper working order and the facilities are well maintained. Classrooms and buildings are walkthroughs on a daily to ensure everything remains clean and safe. KIPP Scholar Academy is planning to move to its permanent building in 2022.

Scholar has prepared both buildings to accommodate students in a safe manner during the COVID-19 pandemic. Teachers have worked on seating charts that are followed on a daily basis for contact tracing purposes. We have staggered lunches in order to be in compliance with the 6ft distance protocol when students are eating lunch. 80% of our students participate in our weekly Covid-19 testing and all staff members are required to test on a weekly basis.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		The roofs are scheduled for routine preventive maintenance to ensure proper drainage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows/Door/Gates/Fences throughout the school are scheduled for regular maintenance to ensure proper function.

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	409	NT	NT	NT	NT
Female	211	NT	NT	NT	NT
Male	198	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	192	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	203	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	64	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	377	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	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	409	NT	NT	NT	NT
Female	211	NT	NT	NT	NT
Male	198	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	192	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	203	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	64	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	377	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	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	407	381	93.6%	6.4%	29%
Asian	--	--	--	--	--
Black or African American	191	175	91.6%	8.4%	26%
Hispanic or Latino	215	205	95.3%	4.7%	32%
English Learners	104	103	99%	1%	6%

Students with Disabilities	62	56	90.3%	9.7%	32%
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*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
All Students	407	383	94.1%	5.9%	21%
Asian	--	--	--	--	--
Black or African American	191	177	92.7%	7.3%	15%
Hispanic or Latino	215	205	95.3%	4.7%	26%
English Learners	104	103	99%	1%	4%
Students with Disabilities	62	56	90.3%	9.7%	23%

*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
Science (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	188	NT	NT	NT	NT
Female	102	NT	NT	NT	NT
Male	86	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	93	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	88	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	25	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	172	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	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 Scholar Academy is committed and welcomes the involvement of parents in their child's learning and in our school. Parents are encouraged to attend regular Parent Action Committee meetings, family activity nights, parent conferences, as well as regular volunteering at KIPP Scholar Academy. Monthly, we also have Coffee with the Principal, which is primarily led by parents of KIPP Scholar Academy students as well as agenda being created by parents. We offer opportunities for parents to join in the planning and execution of school activities such as the Winter Concert, fundraising events, Spring Festival, and more. They often have the opportunity to take the lead with these projects and help plan the events from the ground up. Parents can also volunteer in their child's classroom, office, during morning drop-off, and many other times throughout the day. Parent volunteer opportunities are announced through our monthly family newsletter and through notices sent home to families. Parents also have input in students' schedules, systems, and procedures of the school.

During the pandemic, parents have been working closely with Administration to discuss schedules, grading, and behavior procedures that will set up our students for success. These meetings and this input is usually discussed during Coffee with the Principal, Back to School Nights, or specific meetings are placed on the calendar with specific topics. All involving our parents and families.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Anja Geary, at ageary@kippsocal.org.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	414	410	81	19.8
Female	214	212	32	15.1
Male	200	198	49	24.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	195	192	39	20.3
Filipino	0	0	0	0.0
Hispanic or Latino	205	204	37	18.1
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	67	67	6	9.0
Foster Youth	2	2	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	381	378	78	20.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	66	11	16.7

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
Suspensions	2.24	0.00	0.65	0.00	3.47	0.20
Expulsions	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
Suspensions	0.50	0.44	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

At KIPP Scholar Academy the safety and security of our students and staff is our highest priority. The current comprehensive safety plan was revised and reviewed in October 2021. It is revised every year. The purpose of this comprehensive safety plan is to affirm our commitment to ensuring student well-being in ordinary as well as extraordinary circumstances and compile the school's various efforts and strategies to meet that goal. All staff members receive training in a variety of emergency scenarios and use practice drills conducted every month to ensure that all students and staff are prepared in the event of an emergency or natural disaster. Drills include the practice of evacuation buildings, how to account for every student, and ensuring all students know what to do in case of an emergency. The school site operations team also goes through a regional focusing session at the beginning of each year to make sure that the safety plan is ready to be executed throughout the school year. Snapshots happen on a regular basis in order to be aware of any improvements our buildings need to receive.

KIPP Scholar Academy also takes part in the CA Great Shake Drill. During the CA Great Shake Drill, we do a mock incident command center. During the drill, we complete search and rescue, set up our first aid area, and practice reunification where we role-play how our parents will be picking up their students.

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	19	5	5	
Mathematics	17	6	5	
Science	24	2	6	
Social Science	19	6	4	

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	23	6	2	4
Mathematics	26	5	2	3
Science	25	1	5	1
Social Science	18	7	3	

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	21	5	4	
Mathematics	17	6	5	
Science	24	3	5	
Social Science	21	5	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	205

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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	4.6

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	\$15,597	\$2,871	\$12,726	\$60,006
District	N/A	N/A	\$9,056	\$78,721
Percent Difference - School Site and District	N/A	N/A	33.7	-27.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	40.5	-34.1

2020-21 Types of Services Funded

KIPP Scholar Academy offers an ASES and 21st Century funded After School program to assist and support our students. The goal of our program to provide a safe, secure, and equitable space for continued learning. Our program provides academic support and enrichment activities for 140 students, grades 5th through 8th. Our literacy programs provide daily tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Our enrichment programs offer both academic and industrial-focused subjects that align with the school's academic program and include but are not limited to, recreation and prevention activities such as STEM, fitness, entrepreneurship, dance, youth development strategies like performing arts, culinary arts, photography, and cosmetology. 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

KIPP Scholar Academy begins every school year with an intensive on-boarding professional development for all KIPP Scholar staff. During Summer Professional Development, staff gets an opportunity to create relationships and community amongst each other. In addition, they conclude with understanding the "why" behind our values, mission, and vision.

KIPP Scholar Academy's staff holds professional development-focused meetings 2 hours a week, every week. The set day for this weekly Professional Development is Mondays. During these meetings, several topics are discussed, including student academic performance on Skills Assessments, analysis of school culture for each grade level and content area, data analysis, best practices, school culture, and vision analysis. Teachers and staff also visit schools that exemplify excellence and participate in team-building professional development opportunities that continue throughout the year.

Professional development is led by the principal, leadership team members, and teacher leaders. We meet as a whole staff, in content departments, and even in grade-level teams based on the focus of the day.

This year, coaches and managers have focused on proactive coaching with our teachers. Instead of discussing the content and execution of the lesson after its delivery, we plan, internalize and practice prior so that teachers are more prepared to instruct with clarity, respond to student misunderstanding with knowledge and precision, and provide more poignant feedback that will ensure deeper student mastery and higher performance. These coaching practices have already been proven to improve teacher efficacy and student results in pockets across all subjects and grade levels. With a continued and intentional focus on the named teaching and learning principles, our pockets' academic growth and achievement will scale up to whole-school success.

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

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