

KIPP Academy of Opportunity

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

KIPP:

ACADEMY OF
OPPORTUNITY

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.

2022-23 School Contact Information

School Name	KIPP Academy of Opportunity
Street	8500 South Figueroa St.
City, State, Zip	Los Angeles, Ca, 90003-2752
Phone Number	323-778-0125
Principal	John Coleman
Email Address	jcoleman@kippsocal.org
School Website	Kippsocal.org/opportunity
County-District-School (CDS) Code	19-64733-0101444

2022-23 District Contact Information

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

2022-23 School Overview

KIPP Academy of Opportunity (KAO) is a high-performing free public charter middle school located in South Los Angeles. We serve approximately 485 students in grades five through eight. KAO unconditionally supports students in their pursuit of self-motivation, competency, love of reading, and being life-long learners. Our students recognize that an outstanding education compiled with high character, is key to achieving personal success and leading a life of infinite opportunity ownership.

Our mission is to ensure that all students develop the literacy skills, character, confidence, and intellectual habits necessary to succeed in competitive high schools, colleges, and the world beyond. Our four guiding principles are: Honor, Love, Advocacy, and Leadership.

About Our School:

KIPP Academy of Opportunity aims to ensure that students develop the academic skills, character, confidence, and intellectual habits necessary to succeed in competitive high schools, colleges, and the world beyond. Our students will become leaders who take pride in their community and have access to choice and opportunity in order to enact change. At the core of our mission is providing our middle school students with academic skills in a college prep environment. Academic learning at KIPP Academy of Opportunity follows a California Common Core Content standards-based continuum through a yearlong scope and sequence focused on teaching grade-level standards to mastery. Data drives instruction at every step.

Our mission supports the notion that schooling should nurture both student confidence and self-identity for all. We will cultivate character strengths and teach these strengths strategically. Macro-structures are proactively planned structures and systems that we create with the goal of developing character as well as a diverse learning environment. These examples include KIPP Academy of Opportunity Way Assemblies, Athletics, Robotics, Zen Zones, Community Circles, and PBIS focused systems and routines.

As a school, we will give students experiences that ignite their curiosity, heighten their critical thinking and provide access to opportunities available to their middle-class peers. Each grade will visit at least one college campus annually to make college a tangible place and goal in our students' minds. Our field lessons connect and extend our learning while giving our students the opportunity to connect with the world around them.

2022-23 School Overview

The KIPP Academy of Opportunity mission acknowledges our school does not operate in isolation. We believe in building a strong sense of partnership, pride and respect for our community. As a college preparatory middle school, we believe our role includes working with families to support them keeping their children on the path to and through college. With this in mind, KIPP Academy of Opportunity and KIPP Through College create family workshops aimed to increase knowledge about the path to and through college and learn about profiles of students from our community who have gone on to graduate from competitive high schools and colleges.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	124
Grade 6	122
Grade 7	114
Grade 8	107
Total Enrollment	467

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.4
Asian	0.0
Black or African American	47.5
Filipino	0.0
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	0.0
English Learners	16.7
Foster Youth	2.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	93.4
Students with Disabilities	14.3

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

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)	13.50	64.29	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.76	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	19.05	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	9.52	1060.30	3.90	12115.80	4.41
Unknown	0.50	2.38	1651.30	6.07	18854.30	6.86
Total Teaching Positions	21.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	4.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	35.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	EL Curriculum	Yes	0.0 %
Mathematics	5th Grade Bridges and 6-8 grade Illustrative Math	Yes	0.0 %
Science	Amplify	Yes	0.0 %
History-Social Science	TCI: History Alive	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health			0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements

All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy. The main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility. The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds. Common areas are clean and organized. Restrooms are being deep-cleaned regularly and air quality is odor-free. Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds.

Due to COVID-19, the following facility improvements were implemented to ensure the safety of our school's community: upgrade to MERV13 air filters, installation of plexiglass in all student restrooms, installation of touch-less water bottle fillers and touch-less soap dispensers, and installation of mobile and stationary hand sanitizer dispensers throughout the campus.

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	27	N/A	33

2021-22 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	450	439	97.56	2.44	33.33
Female	230	226	98.26	1.74	38.67
Male	220	213	96.82	3.18	27.70
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	208	202	97.12	2.88	24.26
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	238	233	97.90	2.10	40.95
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	76	75	98.68	1.32	13.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	285	277	97.19	2.81	27.80
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	68	97.14	2.86	5.88

2021-22 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	450	436	96.89	3.11	19.72
Female	230	224	97.39	2.61	20.98
Male	220	212	96.36	3.64	18.40
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	208	200	96.15	3.85	11.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	238	232	97.48	2.52	26.72
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	76	74	97.37	2.63	5.41
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	285	276	96.84	3.16	16.30
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	70	67	95.71	4.29	2.99

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.88	25.29	20.02	28.5	29.47

2021-22 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	222	217	97.75	2.25	14.88
Female	115	114	99.13	0.87	12.5
Male	107	103	96.26	3.74	17.48
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	103	101	98.06	1.94	10.89
Filipino	0	0	0	0	0
Hispanic or Latino	115	112	97.39	2.61	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	33	32	96.97	3.03	6.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	139	97.2	2.8	10.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	80%	88%	94%	92%	91%
Grade 7	94%	95%	95%	95%	96%

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.

2022-23 Opportunities for Parental Involvement

There are a number of ways that parents can be involved with KIPP Academy of Opportunity. It Takes a Village is a monthly meeting held by our Parent Liaison that provides parents the opportunity to identify and address issues and opportunities for KIPP Academy of Opportunity students over the course of the year. Parents may also schedule teacher meetings or volunteer in a number of ways on campus. During the COVID-19 pandemic, we have used this as an opportunity to hold parent workshops across our different digital platforms and general means of communication.

Due to the current restrictions in place to mitigate the spread of COVID-19, many of the opportunities mentioned above have been put on hold to limit the number of visitors to school campus. However, there are still many engaging virtual opportunities such as Coffee with the Principal and School Site Council meetings.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Prisma Alvarez, at palvarez@kippsocal.org.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	467	247	52.9
Female	242	237	118	49.8
Male	240	230	129	56.1
American Indian or Alaska Native	2	2	1	50.0
Asian	0	0	0	0.0
Black or African American	229	222	146	65.8
Filipino	0	0	0	0.0
Hispanic or Latino	248	241	99	41.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	1	50.0
White	0	0	0	0.0
English Learners	79	78	36	46.2
Foster Youth	11	11	4	36.4
Homeless	3	2	2	100.0
Socioeconomically Disadvantaged	448	438	233	53.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	72	48	66.7

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.22	0.44	2.45
Expulsions	0.00	0.02	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 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

2022-23 School Safety Plan

KIPP Academy of Opportunity's Comprehensive School Safety Plan for the 2022-23 school year was updated and reviewed in August 2022. To ensure our students and staff are prepared in the event of an emergency, regular emergency (earthquake, fire, lockdown) and egress drills are facilitated on a monthly basis.

Not only does KIPP Academy of Opportunity have a plan for each emergency procedure, but our safety plan outlines the roles of each staff member, the locations to reunify and shelter in, and the communication plan that flows from our chain of command to our school. We also have a plan in place for communicating to families and getting students safely to them.

During our drills, we respond to the immediate situation, and then evacuate the building (if not a lockdown) to ensure students are away from danger. Teachers will take attendance and our leadership team evaluates each drill to modify and make adjustments as needed. Our goal is to ensure a smooth, quick, and safe shelter for our students.

KIPP Academy of Opportunity also takes part in the CA Great Shake drill where we initiate our incident command center. In this drill, we will complete search and rescue, have a first aid station, and practice reunifying our families with our students. We have sufficient food, water, and blankets in case of a big emergency. The safety of KIPP Academy of Opportunity students is always the top priority.

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	2	8	
Mathematics	23	2	8	
Science	29		8	
Social Science	23	2	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	23	2	8	
Mathematics	23	2	8	
Science	29		8	
Social Science	29		8	

2021-22 Secondary 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 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	74	1		2
Mathematics	72	1		2
Science	109			2
Social Science	109			2

2021-22 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	233.5

2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$13,110	\$3,819	\$9,291	\$75,276
District	N/A	N/A	\$8,796	\$78,635
Percent Difference - School Site and District	N/A	N/A	5.5	-4.4
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	34.0	-12.6

2021-22 Types of Services Funded

KIPP Academy of Opportunity offers an ASES and Extended Learning Program funded after school 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. Our program provides literacy and enrichment activities for 130 students, grades fifth through eighth. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide 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. Students participate in at least 1 hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football and cheerleading, youth development strategies like performing arts, music, and dance. Our school also has a robotics club, which empowers students to learn more about science and engineering, and they even compete with other schools across the region. Other enrichment activities are implemented based on the students' needs and interests.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The number of dedicated staff development days are based on weekly sessions on Monday afternoons as well as regional whole day Professional Development days. Professional development days occur before the school year begins and after it ends. Every week, teachers participate in professional development that focus on a number of themes including teaching and learning, data driven instruction, and student culture. This support is provided in a number of ways, through after-school workshops, content team meetings and grade level meetings. Each teacher is assigned to an Administrator and/or Instructional Support Coordinator, who provide regular observation and coaching sessions to support teachers instructional development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	46	54	54