

KIPP Scholar Academy

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

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 <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 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

2022-23 District Contact Information

District Name	KIPP Scholar Academy
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 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. By 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.

2022-23 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 372 fifth, sixth, seventh, and eighth-grade students in the school year of 2022-2023.

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.

KIPP Scholar has also begun the construction of their new building located at 6100 Hoover St., Los Angeles, CA 90044

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	98
Grade 6	93
Grade 7	98
Grade 8	99
Total Enrollment	388

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	45.4
Filipino	0.0
Hispanic or Latino	50.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.0
English Learners	19.3
Foster Youth	0.3
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	91.2
Students with Disabilities	16.8

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)	7.50	39.47	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	3.95	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	23.68	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	21.05	1060.30	3.90	12115.80	4.41
Unknown	2.20	11.84	1651.30	6.07	18854.30	6.86
Total Teaching Positions	19.00	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	2.50	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.50	

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

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)	10.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.10	

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	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 Comprehensive Band Method by Neil A. Kjos Music Company Publisher Quaver Music Soundtrap	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

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 December 2023.

Scholar has prepared both buildings to accommodate students in a safe manner during the COVID-19 pandemic. Facility improvements related to Covid-19 include an upgrade to Merv13 air filters, plexiglass in restrooms, installation of touchless water bottle fillers, and installation of hand sanitizer dispensers.

We have created seating charts for lunches during the *High* tier to limit the exposure to Covid-19 among homerooms.

All of Scholar's Snapshots have ranked at a 4.

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			

School Facility Conditions and Planned Improvements

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		

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	35	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	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	389	387	99.49	0.51	35.40
Female	199	197	98.99	1.01	36.55
Male	190	190	100.00	0.00	34.21
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	174	173	99.43	0.57	27.75
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	200	199	99.50	0.50	42.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	28.57
White	0	0	0.00	0.00	0.00
English Learners	67	67	100.00	0.00	16.42
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	212	99.07	0.93	32.55
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	64	100.00	0.00	4.69

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	389	383	98.46	1.54	15.67
Female	199	196	98.49	1.51	12.76
Male	190	187	98.42	1.58	18.72
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	174	171	98.28	1.72	7.60
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	200	197	98.50	1.50	23.86
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	14	14	100.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	67	67	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	214	209	97.66	2.34	15.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	64	62	96.88	3.12	4.84

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	21.72	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	199	198	99.5	0.5	21.72
Female	94	93	98.94	1.06	17.2
Male	105	105	100	0	25.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	85	84	98.82	1.18	10.71
Filipino	0	0	0	0	0
Hispanic or Latino	106	106	100	0	31.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	35	35	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	105	104	99.05	0.95	25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100	0	6.25

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	85%	85%	85%	85%	85%
Grade 7	79%	79%	79%	79%	79%

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

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, and 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. Parents also have an opportunity to observe classrooms, systems, and structures. During this time we come together to discuss some of the observations and our leadership team has an opportunity to take all their suggestions into consideration in order for us to become a stronger school community. Also, 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 involve our parents and families.

In addition, we have our Family Engagement Lead, Tiffany Moore. Supporting us in the following:

1. Liaison with regional office and family ambassadors (family engagement & mobilization);
2. Coordinate civic engagement activities for our school community
3. Oversee Family Leadership Academy during evening hours (Formerly School Site Council)

These discussions happen in person and on zoom, depending on Los Angeles County community level.

For more information related to these and other parental involvement opportunities, please contact Bera Portugal at Bportugal@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	406	399	161	40.4
Female	211	205	86	42.0
Male	195	194	75	38.7
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	185	180	84	46.7
Filipino	0	0	0	0.0
Hispanic or Latino	206	204	67	32.8
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	76	76	17	22.4
Foster Youth	2	1	1	100.0
Homeless	6	6	4	66.7
Socioeconomically Disadvantaged	366	362	157	43.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	65	32	49.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data 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	0.50	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

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 2022. 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.

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	

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	66	1		2
Mathematics	49	2		2
Science	99			2
Social Science	66	1		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	194

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	6.6

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	\$14,702	\$4,424	\$10,278	\$69,820
District	N/A	N/A	\$8,796	\$78,635
Percent Difference - School Site and District	N/A	N/A	15.5	-11.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	43.7	-20.0

2021-22 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.

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

KIPP Scholar Academy begins every school year with intensive onboarding 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 an understanding of the "why" behind our values, mission, and vision. Staff engages in standard deconstruction, curriculum internalization, and internalization of school-wide system and structure to ensure a consistent and excellent experience for all Scholars.

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. Teachers and staff also engage in sessions with Overcoming Racism and participate in team building professional development opportunities that continue throughout the year.

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