

KIPP Philosophers Academy

8300 South Central Ave. • Los Angeles, Ca, 90001-3707 • 323-584-6664 • Grades 5-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

KIPP Philosophers Academy

323-807-9329
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

KIPP Philosophers Academy is a free public charter middle school that opened in summer 2012 in South Los Angeles. KIPP Philosophers Academy currently serves students in grades 5-8.

The mission of KIPP Philosophers Academy is to provide scholars with an excellent, well-rounded education so they are able to develop their own success in high school, college, and beyond with the ultimate goal of taking their knowledge and putting it into practice to impact their communities in a long lasting and positive way.

At KIPP Philosophers Academy, our values help drive the work we do daily with our scholars. Our values are Love, Curiosity, Integrity and Courage.

Love-We love ourselves, our team and our learning community.

Curiosity-Every moment is an opportunity to learn, reflect and grow.

Integrity-We act conscientiously to make ourselves and our community proud.

Courage-We are proud of who we are. We use that strength to take risks, to make our world better.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 5 | 46 |
| Grade 6 | 59 |
| Grade 7 | 54 |
| Grade 8 | 79 |
| Total Enrollment | 238 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 42.9 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.4 |
| Hispanic or Latino | 55 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 0.4 |
| Socioeconomically Disadvantaged | 92.4 |
| English Learners | 18.5 |
| Students with Disabilities | 16.4 |
| Foster Youth | 0.8 |
| Homeless | 0.8 |

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

| Teacher Credentials for KIPP Philosophers Academy | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 12 | 10 | 6 |
| Without Full Credential | 11 | 5 | 8 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for KIPP Philosophers Academy | 18-19 | 19-20 | 20-21 |
|---|-------|-------|--------|
| With Full Credential | ♦ | ♦ | 20,610 |
| Without Full Credential | ♦ | ♦ | 669 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1,337 |

Teacher Misassignments and Vacant Teacher Positions at KIPP Philosophers Academy

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 1 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|--|
| Reading/Language Arts | Actively Learn, Google Classroom, iReady, NewsELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 % |
| Mathematics | iReady, Google Classroom The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 % |
| Science | Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 % |
| History-Social Science | Actively Learn, Google Classroom The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 % |
| Foreign Language | Percent of students lacking their own assigned textbook: 0.0 % |
| Health | Google Classroom Percent of students lacking their own assigned textbook: 0.0 % |
| Visual and Performing Arts | Teacher created curriculum Percent of students lacking their own assigned textbook: 0.0 % |
| Science Laboratory Equipment | N/A Percent of students lacking their own assigned textbook: 0.0 % |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

KIPP Philosophers Academy is inspected monthly for safety and cleanliness. At this time, we are not planning any additional facility improvements. KIPP Philosophers Academy is expected to be moving to its new permanent building in Summer 2021. The campus is walked through daily to ensure classrooms remain clean and safe.

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: November 2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | AC and HVAC systems are inspected and serviced monthly. |
| Interior: Interior Surfaces | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Inspected and treated monthly for pests. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Parking lot has a designated play area that is divided by a gate. |
| Overall Rating | Good | |

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 34 | N/A | 45 | N/A | 50 | N/A |
| Math | 18 | N/A | 34 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 18 | N/A | 23 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

KIPP Philosophers Academy highly values parental involvement in school activities. Throughout the year we offer opportunities for parents to join in the planning and execution of school activities. In person, examples of such events were our Fall Festival, block parties, fundraising events, school dances and team and family nights. As we have transitioned to virtual learning, we have used Zoom to hold a variety of family engagement opportunities such as Virtual Coffee with the Principal, Virtual Awards Assemblies, Virtual Heritage Assemblies, and Virtual Weekly Whole School Morning Meeting. During in person learning, parents could volunteer during field trips, in their child's classroom, office, and many other times throughout the day. In virtual learning, our volunteer opportunities are more limited, however our parent committee still plays an active role in planning for virtual events and celebrations. Family volunteer, engagement and involvement opportunities are announced through our weekly family messages, on social media and via parent square and through notices sent home to families. Families who are interested are able to call our main office or reach out to any member of staff.

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.

School Safety Plan (School Year 2020-2021)

At KIPP Philosophers Academy safety is our number one priority. KIPP Philosophers Academy reviews and updates its safety plan every year. This year's plan was reviewed and updated in October 2020. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some things included in the plan are - what we do during an emergency which includes earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and staff directory. Staff members also get monthly reminders of what to do in emergency situations and are able to practice what to do during our monthly emergency drills. Drills happen every month at KIPP Philosophers Academy and staff members practice evacuating and taking attendance of their class. This is also a way for students to practice what to do during an emergency. KIPP Philosophers Academy also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, have a first aid station, and practice reunification by allowing parents to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall staff at KIPP Philosophers Academy understands our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.9 | 0.6 | 0.8 | 0.7 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 119 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 6.6 |

*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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| 5 | 21 | 14 | 7 | | 33 | | 7 | 7 | 23 | | 14 | |
| 6 | 38 | 5 | | 28 | 36 | | | 14 | 28 | 4 | 11 | 3 |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|----------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| English | 30 | 2 | 2 | 4 | 20 | 2 | 8 | | 25 | 2 | 4 | 1 |
| Mathematics | 30 | 2 | 2 | 4 | 20 | 2 | 8 | | 27 | | 5 | |
| Science | 39 | | 2 | 4 | 25 | | 8 | | 27 | | 5 | |
| Social Science | 39 | | 2 | 4 | 25 | | 8 | | 27 | | 5 | |

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 26 | 44 | 46 |

Two hours are scheduled weekly for staff professional development at KIPP Philosophers Academy. The professional development schedule is set over the summer and adjustments are made as needed. Mondays are set days for professional development. Professional development this year is focused on data-based academic improvements through a codified data cycle of assessing, analyzing, and reteaching. The focus of this professional development is strategically planned throughout the year and topics are revisited as needed. Most of the professional development is delivered during after school workshops. Other professional development opportunities consist of conference attendance and individual coaching sessions. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$46,587 | \$50,029 |
| Mid-Range Teacher Salary | \$74,412 | \$77,680 |
| Highest Teacher Salary | \$92,389 | \$102,143 |
| Average Principal Salary (ES) | \$117,849 | \$128,526 |
| Average Principal Salary (MS) | \$131,307 | \$133,574 |
| Average Principal Salary (HS) | \$135,702 | \$147,006 |
| Superintendent Salary | \$350,000 | \$284,736 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 29.0 | 33.0 |
| Administrative Salaries | 5.0 | 5.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$18,741 | \$3,683 | \$15,058 | \$64,774 |
| District | N/A | N/A | \$9,056 | \$74,789 |
| State | N/A | N/A | \$7,125 | \$82,403 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 49.8 | -14.4 |
| School Site/ State | 71.5 | -24.0 |

Note: Cells with N/A values do not require data.

Types of Services Funded

KIPP Philosophers Academy School offers an ASES funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for KIPP Philosophers Academy students, grades 5th through 8th. 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 one 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, basketball or soccer, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for KIPP Philosophers Academy | 2016-17 | 2017-18 | 2018-19 |
|------------------------------------|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | 79.7 | 80.1 | 81.5 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | | | |
| Graduation Rate | 82.7 | 83 | 84.5 |

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.