KIPP Scholar Academy
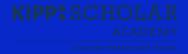
1729 West Martin Luther King Jr. Blvd. • Los Angeles, Ca, 90062-1503 • 323-292-2272 • Grades 5-8
Tiffany Moore, Principal
tmoore@kippsocal.org

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

KIPP Scholar Academy
1729 W. Martin Luther King Blvd.
Los Angeles, CA, 90250
(213) 241-1000
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

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

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

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

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

KIPP Scholar Academy is a tuition-free public charter middle school that opened in summer 2012 in South Los Angeles. KIPP Scholar Academy serves 410 fifth, sixth, seventh, and eighth grade students in the school year of 2020-2021.

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

About 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	107
Grade 6	110
Grade 7	87
Grade 8	93
Total Enrollment	397

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	40.8
Asian	0.3
Hispanic or Latino	55.7
Socioeconomically Disadvantaged	93.5
English Learners	16.1
Students with Disabilities	9.3
Foster Youth	0.3

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

Teacher Credentials for KIPP Scholar Academy	18-19	19-20	20-21
With Full Credential	19	15	10
Without Full Credential	8	6	12
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for KIPP Scholar 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 Scholar 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	0	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: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading Reconsidered Curriculum (Novel Based Curriculum)
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Ready Common Core Mathematics
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify Science Curriculum
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	Teacher designed curriculum for Common Core standards
	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	Teacher designed curriculum for California Physical Education Standards
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 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
	The textbooks listed are from most recent adoption: Yes
	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)
The KIPP Scholar Academy campus is inspected monthly for safety and cleanliness. At this time we are not planning any facility improvements. All systems are in proper working order and the facilities are well maintained. Classrooms and buildings are walkthroughs on a daily to ensure everything remains clean and safe. KIPP Scholar Academy is planning to move to its permanent building in 2022.

KIPP Scholar has been preparing themselves for Hybrid learning due to COVID-19. Facilities has installed items like, plexiglass in between students desks, 6 feet markers in hallways and classrooms. Facilities Snapshots have been conducted for COVID-19 regulations and safety, KIPP Scholar received Excellent markings on both those Snapshots.

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The roofs are scheduled for routine preventive maintenance to ensure proper drainage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Windows/Door/Gates/Fences throughout the school are scheduled for regular maintenance to ensure proper function.
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	47	N/A	45	N/A	50	N/A
Math	37	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	19	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 Scholar Academy is committed and welcomes the involvement of parents in their child's learning and in our school. Parents are encouraged to attend regular Parent Action Committee meetings, family activity nights, parent conferences, as well as regular volunteering at KIPP Scholar Academy. Quarterly, we also have Coffee with the Principal, which is primarily led by parents of KIPP Scholar Academy students. We offer opportunities for parents to join in the planning and execution of school activities such as the Winter Concert, fundraising events, Spring Festival, and more. They often have the opportunity to take the lead with these projects and help plan the events from the ground up. Parents can also volunteer in their child's classroom, office, during morning drop-off, and many other times throughout the day. Parent volunteer opportunities are announced through our monthly family newsletter and through notices sent home to families. Parents also have input in students' schedules, systems, and procedures of the school.

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

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

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 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 2020. 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 ensures 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.

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	2.3	2.2	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.5		
Expulsions	0		

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*	198.5

*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	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5.2

*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	23		28		26	1	20		27	3	23	2
6	25	3	28		21	5	25		25	4	26	
Other**					26	7			3	2		

*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	22	4	5		19	5	5		23	6	2	4
Mathematics	20	6	4		17	6	5		26	5	2	3
Science	25	2	6		24	2	6		25	1	5	1
Social Science	18	5	6		19	6	4		18	7	3	

*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

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

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

During Distance Learning, each Monday, the KIPP Scholar team meets to further develop content knowledge and pedagogical strategies around meeting the mental, physical and emotional needs of students at our school during virtual learning. Professional development is led by the principal, leadership team members, and teacher leaders. We meet as a whole staff, in content departments, and even in grade-level teams based on the focus of the day.

This year, coaches and managers have focused on proactive coaching with our teachers. Instead of discussing the content and execution of the lesson after its delivery, we plan, internalize and practice prior so that teachers are more prepared to instruct with clarity, respond to student misunderstanding with knowledge and precision, and provide more poignant feedback that will ensure deeper student mastery and higher performance.

These coaching practices have already been proven to improve teacher efficacy and student results in pockets across all subjects and grade levels. With a continued and intentional focus on the named teaching and learning principles, our pockets' academic growth and achievement will scale up to whole-school success.

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	$15,597	$2,871	$12,726	$60,006
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	33.7	-21.9
School Site/ State	56.4	-31.5

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

Types of Services Funded

KIPP Scholar Academy offers an ASES 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 200 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 and cheerleading, 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 Scholar 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.