

KIPP San Francisco Bay Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

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 San Francisco Bay Academy
Street	1430 Scott Street
City, State, Zip	San Francisco, CA 94115-3510
Phone Number	415-440-4306
Principal	Pam Ammon
Email Address	enrollment@kippsfbay.org
School Website	https://sfbay.kippnorcal.org/
County-District-School (CDS) Code	38684780101352

2022-23 District Contact Information

District Name	KIPP San Francisco Bay Academy
Phone Number	(415) 241-6000
Superintendent	Vincent Matthews
Email Address	
District Website Address	http://www.sfusd.edu

2022-23 School Overview

Who We Are

KIPP San Francisco Bay Academy(Grades 5-8) is a public charter middle school located in the Western Addition.

Mission

KIPP San Francisco Bay Academy is dedicated to providing its students with the knowledge, skills, and character traits needed to succeed in top-quality high schools, colleges, and in the competitive world beyond.

KIPP has a commitment to diversity, equity and inclusion.

Honors

Innovate Schools – Top Bay Area Public School for Underserved Students

Values

Teamwork | Integrity | Gratitude | Achievement

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	25
Grade 6	77
Grade 7	104
Grade 8	104
Total Enrollment	310

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.6
Male	58.1
American Indian or Alaska Native	0.0
Asian	1.6
Black or African American	16.8
Filipino	1.9
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	1.6
Two or More Races	2.6
White	4.2
English Learners	44.5
Foster Youth	1.6
Homeless	3.9
Migrant	0.0
Socioeconomically Disadvantaged	92.3
Students with Disabilities	17.4

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)	8.90	56.22	2186.90	77.23	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	63.80	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	43.78	252.50	8.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	120.20	4.25	12115.80	4.41
Unknown	0.00	0.00	207.90	7.34	18854.30	6.86
Total Teaching Positions	15.90	100.00	2831.60	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)	7.90	53.30	2234.30	78.03	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	83.60	2.92	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.90	33.29	203.60	7.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	13.34	115.90	4.05	11953.10	4.28
Unknown	0.00	0.00	225.80	7.89	15831.90	5.67
Total Teaching Positions	14.90	100.00	2863.40	100.00	279044.80	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.80
Misassignments	7.00	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.00	4.90

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	0.00	2.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	2.00

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)	43.20	30.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.30	11.10

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

School Facility Conditions and Planned Improvements

KIPP invests in the maintenance of school buildings to keep them at the standard that all students deserve. 1. KIPP will prioritize creating a safe, clean and welcoming learning environment by keeping school facilities in good condition; 2. KIPP will take the necessary steps to make sure the school facility is safe and secure by requiring regular maintenance on our facility, gates, and locks; 3. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff; 4. KIPP will regularly conduct site reviews of the school facility, share their results and work with the landlord to resolve any issues.

Year and month of the most recent FIT report 01/14/2022

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			

School Facility Conditions and Planned Improvements

Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	35	N/A	53	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	44	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	288	281	97.57	2.43	35.00
Female	118	115	97.46	2.54	39.13
Male	170	166	97.65	2.35	32.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	44	42	95.45	4.55	21.95
Filipino	--	--	--	--	--
Hispanic or Latino	207	204	98.55	1.45	35.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	113	112	99.12	0.88	18.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	238	97.94	2.06	32.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	54	51	94.44	5.56	11.76

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	288	282	97.92	2.08	24.56
Female	118	115	97.46	2.54	23.48
Male	170	167	98.24	1.76	25.30
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	44	42	95.45	4.55	9.76
Filipino	--	--	--	--	--
Hispanic or Latino	207	204	98.55	1.45	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	113	112	99.12	0.88	11.61
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	239	98.35	1.65	23.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	54	51	94.44	5.56	5.88

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.91	60	39.68	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	118	114	96.61	3.39	14.91
Female	56	55	98.21	1.79	18.18
Male	62	59	95.16	4.84	11.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	0
Filipino	--	--	--	--	--
Hispanic or Latino	81	80	98.77	1.23	16.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	37	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	96	96.97	3.03	13.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	7.14

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	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

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 actively seeks out the experiences and needs of our families, staff members and community. KIPP has held both in-person and virtual opportunities for families to engage, including KIPP Family Association (KFA) meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, LCAP meetings, teacher conferences and social family events. Notices for these engagement opportunities were sent through multiple formats and languages, including text, email, mail, automated phone calls and through KIPP's regional support line messaging. All students and families have access to their teacher's KIPP cell phone numbers to discuss classwork, homework or other academic needs. Family and student surveys are administered regularly in order to make sure that responses inform real action and improvement. And most importantly, thousands of personal conversations, between parents, teachers, students, school leaders, community members and KIPP's Advocacy team have been taking place throughout the school year. Parents, guardians, students and community members that wish to engage further with the school should review the schools website for meeting details, and should contact the main office if they have any questions or would like to request specific accommodations in order to participate.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	310	117	37.7
Female	133	130	52	40.0
Male	184	179	65	36.3
American Indian or Alaska Native	0	0	0	0.0
Asian	7	5	2	40.0
Black or African American	55	53	38	71.7
Filipino	6	6	0	0.0
Hispanic or Latino	219	217	66	30.4
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	8	8	5	62.5
White	13	13	3	23.1
English Learners	139	138	41	29.7
Foster Youth	5	5	5	100.0
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	292	286	107	37.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	58	24	41.4

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	0.83	1.31	2.45
Expulsions	0.00	0.01	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	15.09	0.02	1.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.09	0.00
Female	12.78	0.00
Male	16.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	30.91	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.87	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	11.51	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	15.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.33	0.00

2022-23 School Safety Plan

KIPP has a comprehensive safety plan that is updated annually and distributed to families. KIPP staff, students and families reviewed the CSSP in the spring of 2021 and fall of 2021 as the school returned to in-person learning. The overview can be found on the KIPP Response to COVID website: <https://kipnorcal.org/covid19/prevention/> and the full plan can be viewed/downloaded here: <https://kipnorcal.org/wp-content/uploads/2021/09/SY22-COVID-19-Prevention-Plan-.pdf>

The plan includes the following elements:

- COVID health and safety procedures
- Fire safety and evacuation procedures
- Earthquake safety and evacuation procedures
- On-campus threat and evacuation procedures
- Emergency coding system
- Staff responsibilities

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	28	1	3	3
Mathematics	25	2	3	3
Science	33		2	4
Social Science	33		2	4

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	35			6
Mathematics	35			6
Science	35			6
Social Science	34			3

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	35			6
Mathematics	35			6
Science	35			6
Social Science	35			3

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	0

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

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	11339.54	10856.80	482.74	66075.00
District	N/A	N/A		\$84,756
Percent Difference - School Site and District	N/A	N/A		-24.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-172.7	-25.5

2021-22 Types of Services Funded

More time on task is central to the success of KIPP students. KIPP supplements the regular day with instruction before 9 am and after 3 pm several days a week, as well as during the summer and on Saturdays when necessary. Supplemental instruction may also be offered for several weeks outside of the regular school year calendar. As part of the Commitment to Excellence, families agree to participate in all supplemental instruction opportunities provided to their child, and are notified regularly as to the nature of their child's extended day program (remediation, enrichment activities, homework club, etc.). Despite the long day, we have found that KIPP students enthusiastically attend school each day.

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	\$54,289	\$51,081
Mid-Range Teacher Salary	\$88,732	\$77,514
Highest Teacher Salary	\$110,750	\$105,764
Average Principal Salary (Elementary)	\$126,679	\$133,421
Average Principal Salary (Middle)	\$132,623	\$138,594
Average Principal Salary (High)	\$137,714	\$153,392
Superintendent Salary	\$328,879	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

At KIPP, the School Leader sets the tone and develop the conditions under which staff members become the keepers of the school's culture and values. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth.

Beginning in staff orientation before school begins, the School Leader ensures that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork and constant learning while allowing staff to understand the detailed intricacies of the school culture. As part of the learning and team-building process, staff visits a local KIPP school and/or founding KIPP School. The orientation is aligned with the school's goals and objectives and includes workshops around data-driven instruction, backwards planning model, and building positive relationships with students. In addition, staff is trained in various teaching strategies to ensure that all students are provided with multiple avenues to access the curriculum.

During the school year, staff development continues through planned professional development days, weekly staff meetings, and department and grade-level team meetings. KIPP teachers participate in two weeks of inservice during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. Teachers observe each other and other excellent teachers in the community, and receive regular feedback on their performance, goals, and growth from the School Leader. Teachers consistently exchange best practices with each other and teachers at similar schools.

KIPP teachers receive ongoing observation, coaching, and support from the Assistant Principal to improve outcomes for students, with a focus on students identified as needing additional interventions. This development and coaching are customized, supporting both the students and the teachers' growth and development.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	22	18