

KIPP Sol Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	KIPP Sol Academy
Street	4800 East Cesar Chavez Ave.
City, State, Zip	Los Angeles, Ca, 90022-1307
Phone Number	323-800-5220
Principal	Karla Davalos-Trujillo
Email Address	kdavalos@kippsocal.org
School Website	https://www.kippsocal.org/sol
County-District-School (CDS) Code	19-64733-0125641

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The mission of KIPP Sol Academy is to provide an excellent education that ignites hearts as much as minds. By teaching academic skills, fostering intellectual habits and cultivating character strengths, we light the spark within each child necessary to explore, advance and succeed on the path to and through college. Our students will transform their lives and the lives of many others as advocates who confidently think, speak and act for themselves, their communities and for positive change throughout the world.

About Our School:

At KIPP Sol Academy, we call our students Advocates. Our definition of advocacy - "the ability to define ourselves, name ourselves, create think and speak for ourselves so we never risk being defined, named, created, or spoken for by others"- is the motivational belief we hold about what education can do to empower young people and it reminds us why we do our work here with such excellence, commitment, and love.

At KIPP Sol we believe. We believe each child is unique and should be celebrated and nurtured as so. We believe that education is the path to equity and freedom. We believe excellent skills in reading, writing, speaking, and math give us a powerful voice and make us independent. The power is within each of us. We believe that intelligence is malleable. Effective effort is what makes us successful. We believe we must work to earn trust and build relationships with students, families and teammates in order to best serve the community. Our students are who we are. We believe we must teach our students with love and empathy while always holding them to the highest expectations. Anything less would be a disservice to our students and the community.

We live our beliefs daily through our comprehensive (Blended Learning) curriculum to ensure students with a spectrum of

2023-24 School Description and Mission Statement

needs, interests, and abilities are stimulated and learning at rigorous, yet appropriate, levels. At Sol, "blended learning" means more than just integrating at computer for every student. It means that we expertly mix learning environments, technologies, teaching methods, and structure cross-curricular student learning opportunities to ensure that students are challenged as individual learners. In order to honor our students' growth and development over time as learners and as people, we have divided our instructional model into the Lower School (5th-6th grades) and Upper School (7th-8th grades). Our curricular model in the upper and lower school is based on our 6 Pillars of Excellent Education: Rigorous instruction, Individual Exploration, Whole-child Learning, Risk Taking, Team Building, and Data Driven.

"Somos Sol" is the phrase we use to represent the feeling we have as members of a KIPP Sol community - as staff members, students, and parents. As a charter school, we simply would not exist without the trust and support of our amazing families. Our Sol families help us to build a school community that creates beautiful memories and a strong connection to school for our Advocates.

When you visit Sol, you walk the brightly colored halls and you hear, see and feel Advocates actively engaged in their learning. You will see our students huddled together as they couple factual knowledge with innovation to tackle a dilemma in science; you will walk outside and see a group of 5th graders designing and authoring a personal blog to record reflections on their personal reading books; you will hear the laughter of students cheering on teammates as they run relays in P.E.; you will hear music playing as students enthusiastically work to sand their paper sculptures in art; you will walk into an English class and see a teacher pulling a small group to review something confused from yesterday's lesson while another group of students collaborate to edit constructed responses and still other students curl up with a book or continue writing a literary response; in math, Advocates apply their own algorithms to solve real-world problems while deepening their conceptual understanding and mathematical reasoning. If the academic day leaves you wanting more, you can stay for our extending enrichment blocks that include intervention, tutoring, computer coding, and a host of exciting topics such as film critique, arts and mariachi, dance, photography, basketball, soccer and more!

We look forward to serving the students and families of East LA with excellence, love, reflection and ganas for many years to come. We are proud of Sol's quality staff and beautiful students and families. Come visit us! ¡Somos Sol!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	128
Grade 6	126
Grade 7	119
Grade 8	121
Total Enrollment	494

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
Hispanic or Latino	99.2%
White	0.2%
English Learners	18.6%
Foster Youth	0.2%
Homeless	0.4%
Migrant	0.8%
Socioeconomically Disadvantaged	83.4%
Students with Disabilities	12.6%

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)	9.30	45.71	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.88	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	14.63	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.10	34.73	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	20.50	100.00	27194.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	54.27	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.09	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	14.73	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	21.82	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	22.00	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	2.00
Misassignments	1.00	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	4.10	1.00
Local Assignment Options	3.00	3.80
Total Out-of-Field Teachers	7.10	4.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.1	10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.7	10.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Fountas and Pinnell Leveled Literacy Intervention Sets Series Bundle, Grades 6-8: A Common Core Workshop Curriculum	Yes	0.0 %

	Reading Reconsidered Actively Learn		
Mathematics	Ready Math Implementing the Common Core Standards for Math iReady Glencoe Geometry	Yes	0.0 %
Science	Amplify Curriculum Teacher created Curriculum - standards aligned NGSS Reader Pack	Yes	0.0 %
History-Social Science	Teacher cerated curriculum - standards aligned Heritage	Yes	0.0 %
Foreign Language	Teacher cerated curriculum - standards aligned		0.0 %
Health	Teen Talk to meet the compliance standards of the California Healthy Youth Act (CHYA)		0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

In the fall of 2015, KIPP Sol Academy moved into its permanent facility at 4800 E Cesar E Chavez Avenue. This state-of-the-art new facility is a wonderful place for Sol to continue to grow its roots and its impact in the community. The KIPP Sol Academy campus is also inspected monthly for safety and cleanliness.

Our facilities have undergone improvements that focus on the health and safety of students and staff.

Year and month of the most recent FIT report

November 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	40	41	41	47	46
Mathematics (grades 3-8 and 11)	24	22	27	29	33	34

2022-23 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	479	475	99.16	0.84	40.21
Female	238	236	99.16	0.84	44.92
Male	241	239	99.17	0.83	35.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	475	471	99.16	0.84	40.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	88	98.88	1.12	10.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	401	398	99.25	0.75	38.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	65	97.01	2.99	12.31

2022-23 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	479	473	98.75	1.25	22.41
Female	238	234	98.32	1.68	19.23
Male	241	239	99.17	0.83	25.52
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	475	469	98.74	1.26	22.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	88	98.88	1.12	7.95
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	401	396	98.75	1.25	21.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	67	65	97.01	2.99	7.69

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.46	18.80	20.02	20.46	29.47	30.29

2022-23 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	238	234	98.32	1.68	18.80
Female	113	111	98.23	1.77	14.41
Male	125	123	98.40	1.60	22.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	234	230	98.29	1.71	18.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	43	42	97.67	2.33	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	199	196	98.49	1.51	18.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	36	94.74	5.26	5.56

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85	98	99	97	99
Grade 7	100	86	82	91	91

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.

2023-24 Opportunities for Parental Involvement

KIPP Sol Academy highly values parental involvement and engagement in school activities. There are many ways that parents can stay involved and engaged - taking on a role with our Sol Parent Advocacy Committee (SPA); participating in parent development meetings pertaining to high school matriculation, college readiness, or understanding the development of middle school-aged children; organizing school events; spearheading school-based fundraising; checking homework, academic and behavior progress either online or in person; and cultivating relationships and connections within our community by recruiting new families. We call this "Somos Sol." Parent engagement opportunities are announced through our weekly family newsletter, through phone calls, emails, communication with Sol Parent Advocacy committee and various other notices sent home to families.

Parent involvement continues to be a priority. KIPP Sol has kept families engaged and up to date on school related matters by hosting Coffee with Admin, Parent Advisory Committee, and English Language Proficiency Assessments for California. To maintain high parent involvement, families have also had the opportunity to join our annual Back to School Night, Enrichment Showcase, Semester Awards and Open House. Additionally, we also changed communication platforms to ensure parents remained informed and involved. Parent Square is our new communication platform and it has ensured families know what is happening at KIPP Sol. There they can see the school calendar, upcoming events, days off, and can even communicate with teachers and administration.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Jazmin Frausto jfrausto@kippsocial.org

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	501	499	148	29.7
Female	247	246	78	31.7
Male	254	253	70	27.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	497	495	146	29.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	91	91	27	29.7
Foster Youth	2	2	1	50.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	418	417	123	29.5
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	67	67	27	40.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.20	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0
Female	0	0
Male	0.39	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.24	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

KIPP Sol Academy has a comprehensive school safety plan that is reviewed, updated and discussed with faculty at the beginning of the school year. This year's plan was reviewed and updated in October 2023. The safety plan addresses the school's responsibilities in emergencies associated with natural disasters, human-caused emergencies and technological incidents. The plan provides a framework for coordination of response and recovery efforts within the school and local, state, and federal agencies. The plan is intended to establish organization to direct and control operations at the site during a period of emergency by assigning responsibilities to specific personnel. KIPP Sol Academy runs emergency drills on a monthly basis, which includes earthquake, fire, lockdown and shelter in place drills.

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	15	16		
Mathematics	14	17		
Science	16	16		
Social Science	15	16		

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	25	2	7	1
Mathematics	22	5	4	2
Science	27	1	7	1
Social Science	22	3	7	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	27	1	8	0
Mathematics	22	3	7	1
Science	30	0	8	0
Social Science	24	2	8	0

2022-23 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	247

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	2.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$15,087	\$6,669	\$8,419	\$60,102
District	N/A	N/A	\$8,789	\$81,337
Percent Difference - School Site and District	N/A	N/A	-4.3	-26.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	24.3	-34.7

Fiscal Year 2022-23 Types of Services Funded

KIPP Sol Academy 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 our 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. Student's use software to make sure they are reading and completing math at their individual levels. Students participate in at least 1 hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football and dance, youth development strategies like performing arts, and music. Other enrichment activities are implemented based on student interest and needs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,916	\$55,550
Mid-Range Teacher Salary	\$78,133	\$80,703
Highest Teacher Salary	\$97,008	\$109,418
Average Principal Salary (Elementary)	\$124,723	\$137,703
Average Principal Salary (Middle)	\$136,178	\$143,760
Average Principal Salary (High)	\$139,415	\$159,021
Superintendent Salary	\$440,000	\$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

Professional Development

We define professional development as opportunities to grow as professionals during one-on-one meetings with a coach, as a team in content-team meetings, and during professional development cohorts that are differentiated according to teacher needs. In each of these capacities, data is used to inform the reflection and next steps. KIPP Sol's Professional Development occurs on a weekly basis on Monday afternoons from 1:15–4:00pm and on assigned full day regional Professional Development days throughout the school year.

During one-on-one meetings, instructional coaches prepare for meetings by observing teachers and pulling their data to identify the area of focus. All observations are completed using the regional tools of teacher practice observation and a comprehensive teacher rubric. While meeting with teachers, coaches determine whether to focus on data, observation feedback, or both. In data-focused One-on-ones, teachers and coaches look at student work to identify trends, misconceptions, and observation data. They identify specific students and name their needs in order to create action steps. They also make plans to address misconceptions, schedule a time in which a lesson will be retaught, and track the data from those reteaches. In observation One-on-ones, teachers and coaches discuss findings from observations based in the observation tools. Evidence is then captured using either video or running record to ground decision making in facts.

KIPP Sol then uses its learnings from data- and observation-focused One-on-ones to inform school-wide professional development. The school-wide professional development is differentiated in response to data collected from student achievement and teacher observation data. We currently have three strands of professional development for teachers: Data (Assess, Analyze, and Act), Lesson Planning, and Leadership. The lesson planning cohort sessions have been scoped out based on excellence indicators aligned to the comprehensive teacher rubric. Each session builds on the knowledge necessary to complete lessons with clear objectives and key points, based on students' current levels of understanding. In the data strand, teachers can learn the skills required to accurately assess student data in order to make decisions. Finally, the leadership cohort is designed for teacher leaders who are leading content or leadership teams. These sessions aim to help leaders create a vision, build team culture, and practice accountability, each grounded in teacher-perspective data and student-achievement data.

Teachers also work in content teams to make sure that the curriculum delivery and instruction is done at the highest possible level. We believe that content teams perform four core functions:

Looking at Student Work (LASW) - Content teams evaluate and respond to demonstrated learning in teachers' classrooms.

Lesson Study - Teachers use their content teams to give and receive feedback on their lesson planning.

Data Dives - Content teams are also a place for teachers to review and respond to student assessment data in their classrooms.

Professional Development

Critical Friends - Content teams provide “Critical Friends” to teachers. “Critical Friends” are one more way for teachers to observe colleagues and receive feedback on their instructional practices.

In short, KIPP Sol's professional development plan aims to improve student achievement outcomes by providing teachers with ongoing data- and observation-based feedback from coaches, colleagues, and school leadership.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	54	55	52