

KIPP Adelante Preparatory 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 Adelante Preparatory Academy
Street	426 Euclid Avenue
City, State, Zip	San Diego, CA 92114
Phone Number	619-233-3242
Principal	Roxanne Cowperthwaite
Email Address	rcowperthwaite@kippsocal.org
School Website	www.kippsocal.org/adelante
County-District-School (CDS) Code	37 68338 0101345

2022-23 District Contact Information

District Name	KIPP Adelante Preparatory Academy
Phone Number	(619) 725-8000
Superintendent	Dr. Lamont A. Jackson.
Email Address	
District Website Address	www.sandiegounified.org

2022-23 School Overview

KIPP Adelante Preparatory Academy (KAPA) is proud to have completed 19 years of service in our community and to see so many of our alumni thriving in college and careers. Translated from Spanish, 'adelante' means to “get ahead, progress, advance” and it is the guiding belief upon which our school was originally founded. At KIPP Adelante, we believe that all students are capable of getting ahead, achieving at high levels, and attaining a college education. There is a sense of powerful forward momentum inherent in the word Adelante. We commit to the promise we, our families, and our community make - students will “seguir adelante” or “continue to progress” in pursuit of their dreams and a happy, choice-filled life.

At KIPP Adelante, our mission is to provide a comprehensive education that ignites hearts as much as minds. By teaching academic skills, fostering intellectual habits and cultivating character strengths, we nurture the momentum within each child necessary to advance and succeed on the path to and through college and to a happy, choice-filled life. 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.

In order to fulfill our mission for a comprehensive school experience that leads to choice-filled lives, KIPP Adelante commits to three core components:

1. **Rigorous Academics** - our goal is to provide strong college preparatory programming from 5th grade through 8th. We want our students to develop a love of learning, the ability to think critically, and to expand their curiosity through exposure to science, technology, art, physical education and more! Our students enjoy extended class blocks daily that allow for both remediation and acceleration of standards-based content. In addition to daily humanities, English, math and science, our students also have art, and PE daily. To expand curiosity and nurture a love of learning, our Advocates also have an opportunity to enroll in our after school program where they can choose from a range of classes including dance, coding, cooking, yoga, competitive sports, leadership, and more!
2. **Values-based Character** - our school has 5 core values (ganas, reflection, advocacy, excellence and love) that permeate our 'way of being'. During the week we have character lessons and we carry the focus for the week throughout our lessons and as a theme of our morning meetings. As a trauma-informed school, we utilize restorative practices both proactively and reactively to build a sense of belonging and accountability to our community for each child and family. We have introduced Calm Corners and Calm Classroom programming throughout and have a team of mental health and special education professionals that help us to meet the social-emotional needs of our students. Students are recognized and rewarded for their character-based contributions to our school. By focusing on character,

2022-23 School Overview

we hope to foster advocates who understand that their voice and minds matter in all spaces and who confidently speak, think and act for themselves and children who develop into citizens who will make positive contributions to our school and world.

3. Community Partnership - we are a learning organization and we become better when we work in close partnership with families and our community. Our job is to serve our children and our wider community through collaboration. We host many meetings for families where they can express their opinions, vote on initiatives, and generally contribute to our 'way of being'. In addition to parent meetings, we have many celebrations and rituals in which parents can participate - from events on campus to field trips to our end-of-year field lessons in which students spend multiple days visiting college campuses and exploring new sites across the country! We look forward to adding many amazing community-based agencies to our list of reliable partners in the years to come as we continue to serve the southeastern San Diego community!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	31
Grade 6	114
Grade 7	104
Grade 8	108
Total Enrollment	357

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	7.3
Filipino	0.6
Hispanic or Latino	91.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.3
White	0.6
English Learners	51.5
Foster Youth	0.6
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	95.0
Students with Disabilities	20.7

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)	5.40	39.24	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.40	17.80	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	25.02	194.90	3.25	12115.80	4.41
Unknown	2.50	17.87	243.90	4.07	18854.30	6.86
Total Teaching Positions	13.90	100.00	5994.60	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	1.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.50	
Local Assignment Options	2.00	
Total Out-of-Field Teachers	3.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)	9.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At KIPP Adelante, we commit to a rigorous, equitable education through the provision of common core aligned instruction in all content areas. While our highly-trained teachers have the flexibility to adapt lessons and methods to best meet the spectrum of needs of our students, they must anchor all content in the common core standards. Teachers have access to many instructional resources both in print and online in order to customize the learning experience in their class. Curriculum resources range from fully adopted coursework in mathematics, science and English language-arts to regionally created resources through KIPPSocal to nationally shared resources through the KIPP Foundation (ex. KIPP Wheatley) and other partners. Additionally, we infuse online programs to further individualize instruction and support standards mastery for all learners.

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Reconsidered (Uncommon Schools), Actively Learn	Yes	0.0 %
Mathematics	Ready Classroom, iReady	Yes	0.0 %
Science	Amplify	Yes	0.0 %
History-Social Science	HistoryAlive	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Standards-Aligned Teacher Created	Yes	0.0 %
Visual and Performing Arts	Standards-Aligned Teacher Created	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	Amplify	Yes	0.0 %

School Facility Conditions and Planned Improvements

In Spring of 2020, KIPP Adelante celebrated the completion of the new permanent facility, which includes our cafeteria/multi purpose room, music room, additional grass play space with soccer goals for students, a multi use sport court for basketball, volleyball, and tennis, and additional classrooms. We are excited to provide a safe-space for our KIPPsters to learn & grow. Consistent and joyful building aesthetics promote teaching, learning, and student engagement. We increased natural daylight in our buildings, and installed energy saving devices throughout the facility. Below are some of the highlights in our Facilities Snapshot November 2023:

- All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- Main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility.
- The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds.
- Common areas are clean and organized. Air quality is odor-free.
- Restrooms are being deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds.

Covid-19 related facility improvements include:

- Upgraded to MERV13 air filters
- Plexiglass in restrooms
- Installation of touchless water bottle fillers
- Installation of touchless hand sanitizer dispensers

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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).
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	31	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	39	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	363	359	98.90	1.10	30.92
Female	174	174	100.00	0.00	33.33
Male	189	185	97.88	2.12	28.65
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	22	22	100.00	0.00	13.64
Filipino	--	--	--	--	--
Hispanic or Latino	335	333	99.40	0.60	31.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	190	188	98.95	1.05	13.30
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	335	331	98.81	1.19	30.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	74	74	100.00	0.00	5.41

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	363	359	98.90	1.10	13.65
Female	174	174	100.00	0.00	11.49
Male	189	185	97.88	2.12	15.68
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	22	22	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	335	333	99.40	0.60	14.41
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	190	188	98.95	1.05	6.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	335	331	98.81	1.19	13.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	74	74	100.00	0.00	1.35

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	7.8	--	35.99	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	144	142	98.61	1.39	7.8
Female	67	67	100	0	4.48
Male	77	75	97.4	2.6	10.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	133	132	99.25	0.75	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	70	69	98.57	1.43	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	131	98.5	1.5	8.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100	0	6.06

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	86%	89%	83%	91%	80%
Grade 7	90%	88%	88%	90%	86%

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

“Somos Adelante” means something - it embodies our beliefs about families - we are one and we must operate in synchronization as a team between home and school. One of the many ways in which we live out our school’s larger mission is by building a community and providing a school environment in which the students’ families are embraced and honored as partners. Because we believe in this partnership and we understand that communication is critical, we commit to engaging families from the beginning of the year and host a calendar of on-going events and opportunities in which families can engage and participate as partners and leaders in our school’s community.

Below is a non-exhaustive list of examples for parental involvement (Per the required Health & Safety protocols of COVID19, KIPP Adelante has tried to keep as many parental involvement opportunities virtual):

- Prior to the start of school, KIPP Adelante offers a Parent Orientation so that all students are prepared for the first day of school with information, materials (including uniforms), class assignments, and more!
- Back to School Night is an interactive night of partnership that occurs within the first month of school
- 2 weeks of Parent-Teacher conferences are scheduled (one in the fall and one in the spring); these conferences are an opportunity to speak about each child’s individual performance; we are proud to achieve nearly 100% parent attendance at conferences
- Each month, we host "Coffee with Administration" meetings that are an open forum for parents to express both the positive and adjusting feedback that helps us to continue to serve our community at high levels
- Families are invited to participate on School Site Council and English Learners Advisory committees; parents are voted to positions on these councils
- Throughout the year, we host many school-wide events such as: Night of Gratitude, Exhibition Night, Math Night, Literacy Night, Science Night, Enrichment Showcases and more!
- Field trips and Field Lessons - parents are invited to chaperone field trips
- Academic Award and Culmination Ceremonies - families are always invited to celebrate our students' excellence whether it be Perfect Attendance, Academic Excellence (Dean's and Principal's list), Character/Values Awards, 5th grade Rising ceremonies and 8th grade Promotion, and more!

2022-23 Opportunities for Parental Involvement

- Community events - KIPP Adelante hosts community events on campus and also participates in events hosted throughout our community; families are encouraged to attend our 'block parties' and to represent our school when attending events throughout the neighborhood
- Hosting virtual events, such as Parent and Staff meetings, and Open House events

In addition to events, KIPP Adelante knows that effective communication is a driving facilitator of high levels of parent involvement. Below is a non-exhaustive list of examples of school-home communication:

- The school uses Parent Square to communicate school-wide, grade level, class, and individual student updates. We use this platform as a way to connect our families to other outside resources as well.
- All KIPP Adelante staff members have a cell phone issued by the school and are available to families via phone and text daily
- In addition to email, letters, and access to individual team members, parents are contacted via Parent Square for any immediate messages or alerts.
- Families have live access to student's academic performance via the Illuminate Home portal that hosts our gradebooks
- We maintain an active website and social media platforms to help inform families about upcoming events and to generally celebrate the joy of our Advocates!
- All classwork, class materials and video lessons of instruction are uploaded to Google Classroom daily.

Public education is truly a community endeavor and KIPP Adelante welcomes the involvement of the wider community as well. In the past years, our school has benefited from the generosity of numerous volunteers and organizations. Some examples include high school and college level tutoring programs, ties to local Universities, internship and mentoring programs that support early teacher development, partnerships with local community organization to support and celebrate reading and engineering programs, as well as partnerships in project-based learning to name a few.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, JaVonna Robinett, at jrobinett@kippsocal.org.

We look forward to continuing to foster and expand our "somos Adelante" team and family!

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	388	377	204	54.1
Female	186	181	103	56.9
Male	202	196	101	51.5
American Indian or Alaska Native	0	0	0	0.0
Asian	3	1	1	100.0
Black or African American	30	28	20	71.4
Filipino	3	3	1	33.3
Hispanic or Latino	349	342	180	52.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	2	2	2	100.0
English Learners	199	196	111	56.6
Foster Youth	3	3	2	66.7
Homeless	9	7	5	71.4
Socioeconomically Disadvantaged	366	356	196	55.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	40	49.4

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	0.34	2.24	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.06	2.51	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

KIPP Adelante's school safety plan is updated annually and reviewed with teachers and Administration on an ongoing basis. This year's review occurred October 2022. The plan includes emergency procedures for lockdowns, evacuations, and medical emergencies. It also includes an extensive emergency response guide covering a wide range of emergency situations. The School Safety Plan includes procedures for fire, earthquake, and lockdown and evacuations, as well as our annual drill calendar. Drills happen every month at KIPP Adelante and staff members practice evacuating and taking attendance of their class. This is also a way for students to practice what to do during an emergency. KIPP Adelante also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, have a first aid station, and practice reunification by allowing parents to practice how to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall, staff at KIPP Adelante understand our safety plan and know what to do during emergency situations, to ensure student safety is always a priority.

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		6	
Mathematics	28		6	
Science	28		6	
Social Science	28		6	

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	31		5	1
Mathematics	31		5	1
Science	31		5	1
Social Science	31		5	1

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	71	1		2
Mathematics	71	1		2
Science	71	1		2
Social Science	71	1		2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	357

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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

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	\$16,539	\$3,330	\$13,208	\$74,023
District	N/A	N/A	\$8,796	\$87,535
Percent Difference - School Site and District	N/A	N/A	40.1	-16.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	66.8	-14.2

2021-22 Types of Services Funded

Funds were used to provide additional academic and enrichment support to our teachers and students. Instructional coaching was provided for our administrators and teacher leaders to ensure that curriculum and content is internalized and that we are growing our content expertise to provide our students with the rigorous learning opportunities they deserve. Coaching includes observations, feedback, lesson plan support, and curriculum/curriculum software support. Funds have also been used to partner with community-based organizations that provide training such as anti-bias training, culturally sustaining practice training, student/staff wellness training, restorative practices, and more. Resources have been applied to supporting our community and families in a virtual setting, including health, immigration, finance and learning from home' supports.

Time and resources are dedicated to building out programs that support youth development whether physically in school or online. We have advisory groups that meet daily; this fosters relationships with teachers and peers, allows for community circles and other proactive restorative practices to be implemented. We have integrated book clubs into our cohorts and children read high-interest, relevant, grade level texts and discuss the themes and applications to the real world. To expand community through a love of literacy, we have spent funds building our virtual and physical libraries. Every child deserves to have great books free of cost available to them at school! We also provide arts, physical education and science instruction daily - even throughout a pandemic - this has meant that we have spent funds getting supplies to our children so they can do hands-on projects and remain connected and engaged at home.

KIPP Adelante offers an ASES and Extended Learning Program 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 50 students, grades 5 to 8. 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 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 soccer and, basketball, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

All students have computers and, if needed, hotspots. We have used resources to provide the 1:1 technology and to acquire necessary software to make sure that all students have individualized learning programs to supplement their daily instruction. We have a tiered intervention system and resources are used to ensure that all students and teachers have the support and tools to have meaningful practice and interventions to accelerate growth. Typically, we offer a wide range of elective options for our students from competitive sports, to dance and arts, to robotics and coding, to newspaper and student leadership, and so much more! We are continuing to find ways to inspire and connect our Advocates to real-world learning and curious exploration online just as we did in person.

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	\$48,792	\$51,081
Mid-Range Teacher Salary	\$74,140	\$77,514
Highest Teacher Salary	\$103,272	\$105,764
Average Principal Salary (Elementary)	\$139,598	\$133,421
Average Principal Salary (Middle)	\$144,113	\$138,594
Average Principal Salary (High)	\$157,184	\$153,392
Superintendent Salary	\$270,000	\$298,377
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

KIPP schools receive an incredible amount of data about school health that ranges from bi-annual teacher surveys, student surveys, and parent surveys. The New Teacher Projects (staff and parents) and CA Healthy Kids surveys (students) provide insightful perception data about the impact of our programming on the lives of the people/stakeholders in our school's community. Additionally, we have robust data sets about student performance that stem from end-of-year state tests (SBAC, CAST), standards-aligned curriculum assessments that are summative, formative measures from exit ticket data (tracked at minimum 2x/week), F&P/STAR reading assessment data, iReady diagnostic data and so much more! We analyze the data through the lens of our KIPP SoCal School Health Continuum and ensure that we are disaggregating for student groups to provide a comprehensive view. This analysis drives the priorities we set for the school year and from those priorities we derive our yearlong scope and sequence of professional development. We monitor our progress, and areas of strength/opportunities for growth to our priorities by naming the data sets we will collect and creating and administering feedback cycles directly related to our priorities of focus. Three areas that we will always center on are student wellness, academic progress, and culturally competent practice. Wellness and anti-racist practices align to our vision of education for liberation and permeate all aspects of school life and are the lens through which we filter all professional development. Recently, due to COVID-19 related school closures, we have also supplemented our professional development to include software and technology-related skills.

Teachers and Staff at KIPP Adelante participate in professional development in a variety of ways. The topics of professional development are derived from data analysis about the school's performance and health as well as required topics related to compliance and safety.

Here is a non-exhaustive list of examples of professional development:

- Weekly, all staff participates in priority-aligned PD during our early-release day
- Weekly, all staff members receive observations, feedback and coaching from a member of the administrative team and/or a content coach (the coaching cycle: observation, feedback, debrief/practice, follow-up is all housed on our Whetstone system so that we track teacher performance and growth over time!)
- Bi-weekly, staff members participate in Content Teams and use protocols to examine their practice such as LASW (looking at student work), D3 (Data Driven Decisions), Teachbacks (sharing video of lesson execution and getting feedback), Lesson Internalization (analyzing and giving feedback on planning), and more!
- Weekly, staff members participate in grade level meetings in which they apply school-wide foci on culture/wellness to their grade level cohorts.
- Summer - we have a unique opportunity to coalesce as a team and prepare for the upcoming year each summer as we host 3 weeks of professional development for our staff prior to starting with students. This is a mixture of school-site and regional professional development.
- Conferences - teachers are able to apply to conferences that help enhance their practice and further our school's priorities and mission/vision

KIPP Adelante is a learning organization and we create a culture of learning by modeling and practicing the intellectual curiosity and responsiveness to feedback as adults that we endeavor to cultivate in our children!

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	46	54	54