KIPP Sol Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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, 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 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).

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.

Mairin Finn, School Leader

📍 Principal, KIPP Sol Academy

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 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 will walk the brightly colored halls and you will 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 included 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!

Contact

KIPP Sol Academy
4800 East Cesar Chavez Ave.
Los Angeles, CA 90022-1307

Phone: 323-800-5220
E-mail: mfinn@kippla.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
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	Mairin Finn, School Leader
E-mail Address	mfinn@kippla.org
Web Site	http://kippla.org/sol
County-District-School (CDS) Code	19647330125641

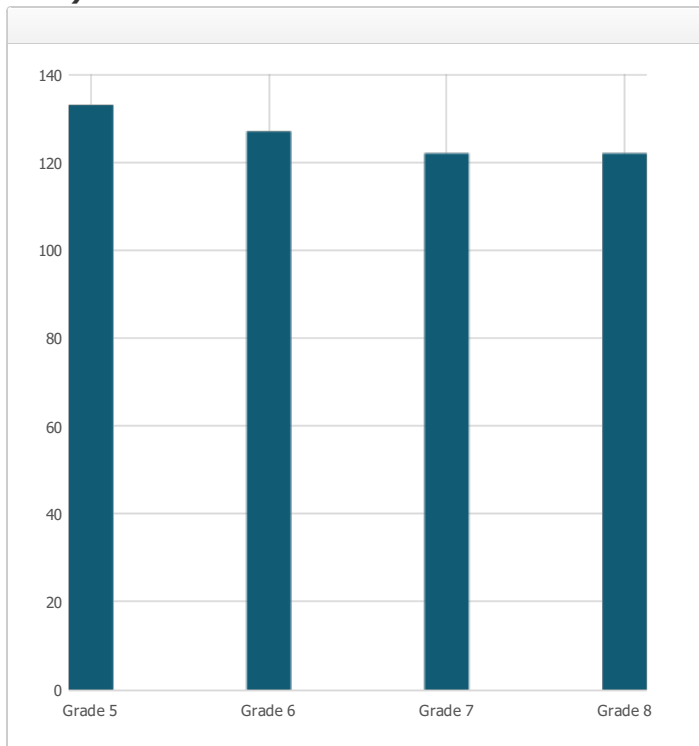*Last updated: 1/17/2019*

School Description and Mission Statement (School Year 2018—19)

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 chnage throughout the world.

Last updated: 1/17/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 5	133
Grade 6	127
Grade 7	122
Grade 8	122
Total Enrollment	504

Last updated: 1/17/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	98.6 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	1.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.5 %
English Learners	13.1 %
Students with Disabilities	12.9 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	24	24	
Without Full Credential	9	7	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
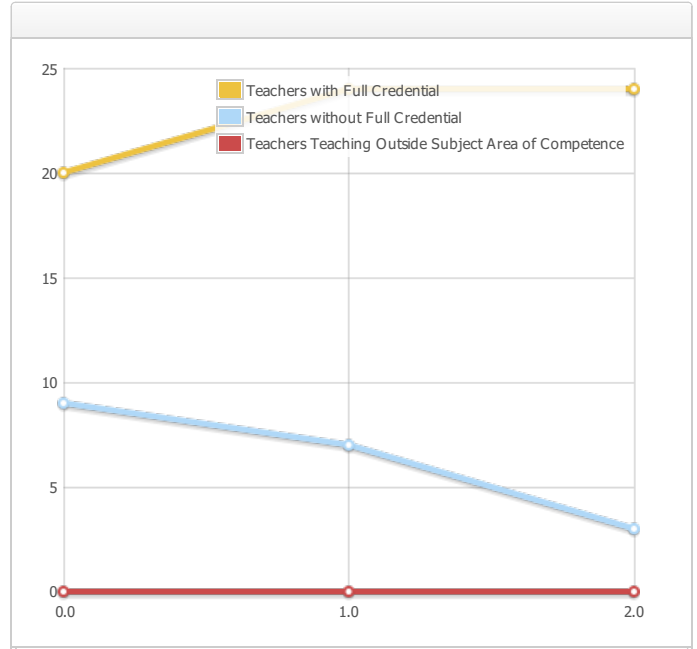
Last updated: 1/22/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2
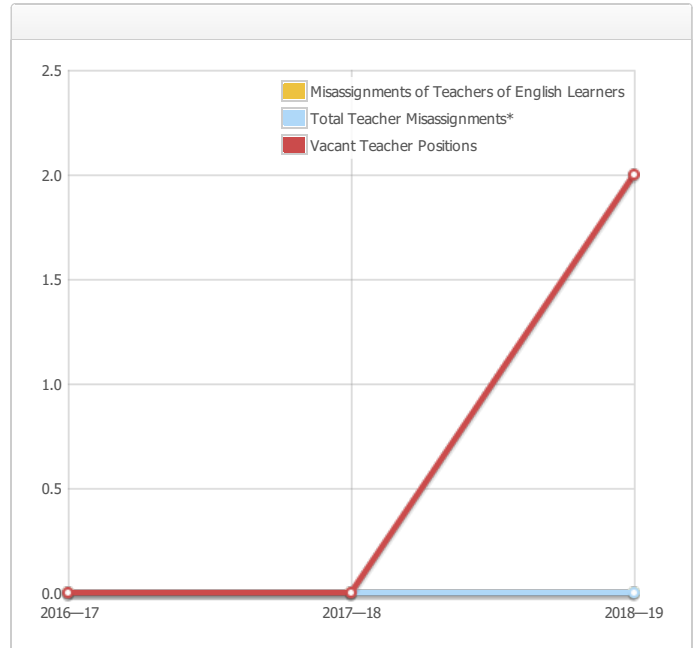
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/17/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and 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 Heinemann Units of Study for Teaching, Grades K-8 Heinemann Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8: A Common Core Workshop Curriculum		0.0 %
Mathematics	ICL Math Bridges Illustrative Math FACEing Math Set Implementing the Common Core Standards for Math		0.0 %
Science	Amplify Curriculum Teacher created Curriculum - standards aligned NGSS Reader Pack		0.0 %
History-Social Science	Teacher cerated curriculum - standards aligned History Alive The Alexander Plan: US and World History		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

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.

Last updated: 1/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary

Last updated: 1/17/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	65.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	55.0%	53.0%	30.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/17/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	496	494	99.60%	65.18%
Male	257	257	100.00%	60.31%
Female	239	237	99.16%	70.46%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	489	487	99.59%	65.09%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	433	431	99.54%	63.34%
English Learners	215	215	100.00%	54.88%
Students with Disabilities	65	64	98.46%	6.25%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/17/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	496	494	99.60%	53.44%
Male	257	257	100.00%	50.97%
Female	239	237	99.16%	56.12%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	489	487	99.59%	54.00%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	433	431	99.54%	51.28%
English Learners	215	215	100.00%	42.33%
Students with Disabilities	65	64	98.46%	9.38%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/17/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/17/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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

Last updated: 1/17/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

KIPP Sol Academy highly values parental involvement and engagement in school activities. Sol operates an open-door policy for parents which means that parents are welcomed on our campus and into our classrooms. There are many ways that parents can stay involved and engaged - whether that's by directly supporting teachers in the classroom; taking on a role with our SPA Committee (Sol Parent Advocacy); attending parent development meetings pertaining to high school matriculation, college readiness, or understanding the development of middle school-aged children; chaperoning field trips; helping to supervise lunch and after school; 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 SPA committee and various other notices sent home to families.

State Priority: Pupil Engagement

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

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

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	1.5%	1.2%	0.2%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
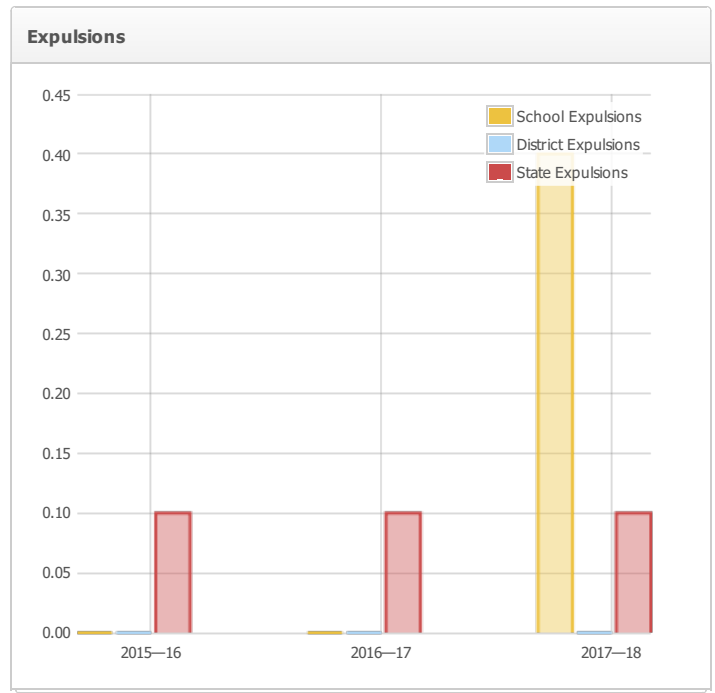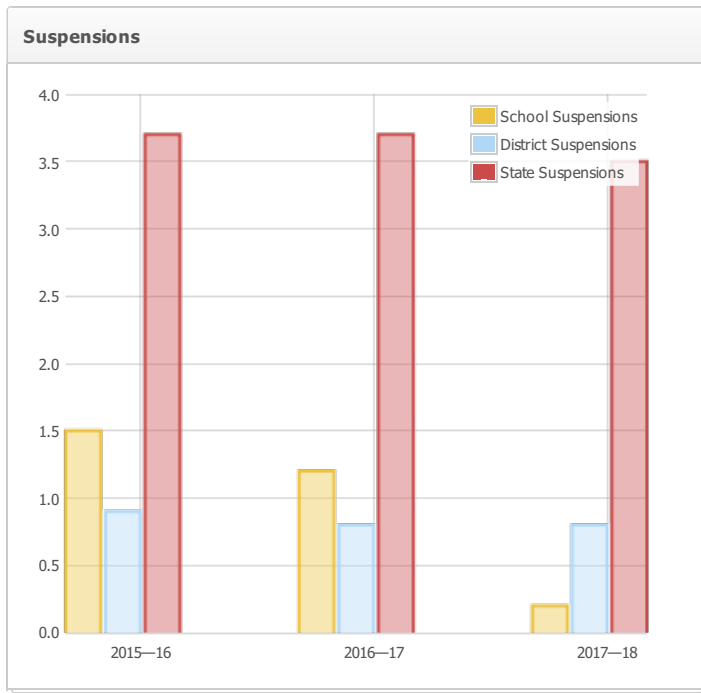
Last updated: 1/22/2019

School Safety Plan (School Year 2018—19)

KIPP Sol Academy has a comprehensive school safety plan that is reviewed, updated and discussed with faculty at the beginning of the school year. 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.

Last updated: 1/22/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	35.0			28
6	32.0	1	19	8
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	32.0		18	6
6	33.0		14	14
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	33.0			28
6	32.0		18	6
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/17/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0		3	1
Mathematics	30.0		3	1
Science	30.0		4	
Social Science	30.0		3	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0		7	1
Mathematics	31.0		8	
Science	31.0		8	
Social Science	31.0		6	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	31.0		6	2
Mathematics	31.0		7	1
Science	31.0		8	
Social Science	31.0		7	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	0.6	N/A

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

*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.

Last updated: 1/17/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11515.0	$2683.0	$8833.0	$63785.0
District	N/A	N/A	$10881.0	$75094.0
Percent Difference – School Site and District	N/A	N/A	-18.8%	-15.1%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-34.5%	-21.0%

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

Last updated: 1/22/2019

# Types of Services Funded (Fiscal Year 2017—18)

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 140 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 cheerleading, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on student interest and needs.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,903
Mid-Range Teacher Salary	$70,141	$74,481
Highest Teacher Salary	$87,085	$98,269
Average Principal Salary (Elementary)	$116,726	$123,495
Average Principal Salary (Middle)	$131,879	$129,482
Average Principal Salary (High)	$133,989	$142,414
Superintendent Salary	$350,000	$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
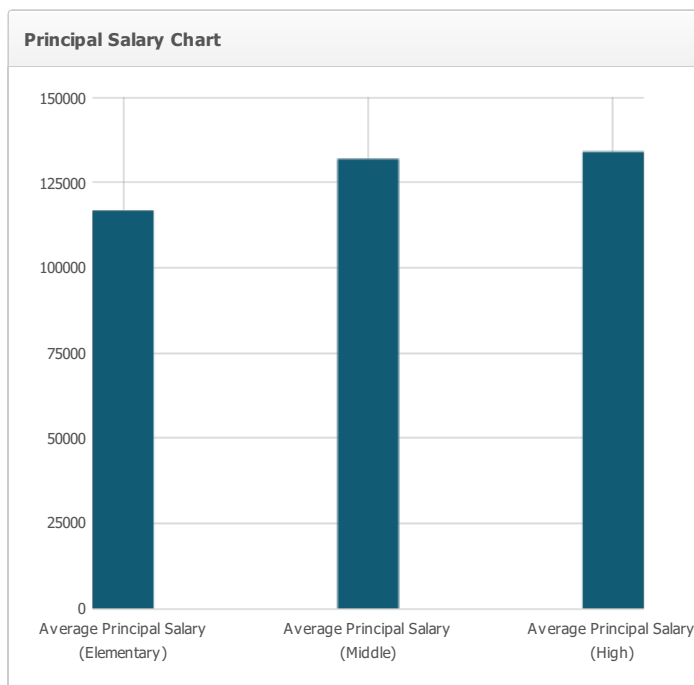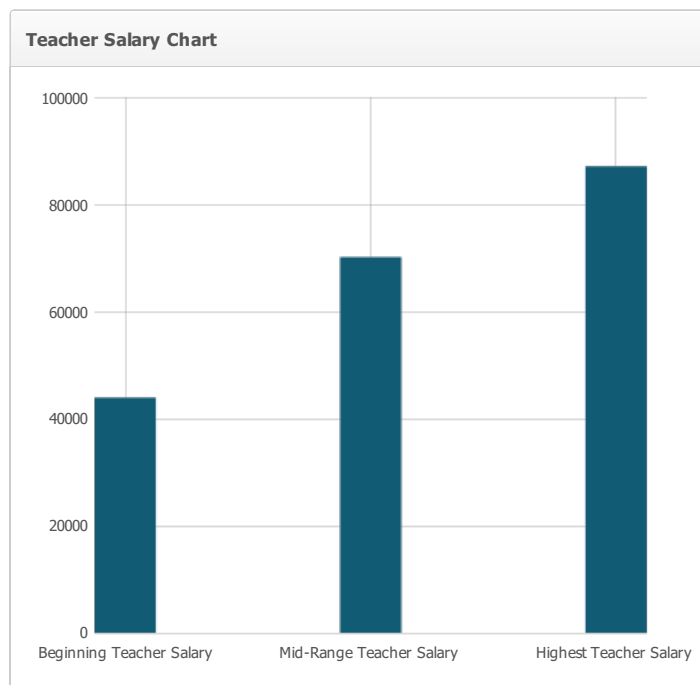
Last updated: 1/17/2019

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. Each week a teacher can expect to receive 4-5 hours for professional development.

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 O3s, 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 O3s, 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.

KSOL then uses its learnings from data- and observation-focused O3s 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.

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, KSOL'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.

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