

KIPP Adelante Preparatory Academy

426 Euclid Avenue • San Diego, CA 92114 • 619-233-3242 • Grades 5-8

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

San Diego Unified School District (KIPP SoCal)

4100 Normal Street
San Diego, CA 92103
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District Governing Board

District Administration

Cindy Marten
Superintendent

School Description

KIPP Adelante Preparatory Academy (KAPA) is proud to have completed 16 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, music, 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, music and PE daily. To expand curiosity and nurture a love of learning, our Advocates also have an 'electives' block in which 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'. On Mondays we start the week with character lessons and we carry the focus for the week throughout our lessons and as a theme of our morning meetings and Friday team and family time. 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, 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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	38
Grade 6	84
Grade 7	88
Grade 8	81
Total Enrollment	291

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.7
Hispanic or Latino	97.9
White	0.3
Socioeconomically Disadvantaged	94.2
English Learners	49.1
Students with Disabilities	18.2
Homeless	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for KIPP Adelante	18-19	19-20	20-21
With Full Credential	8	17	8
Without Full Credential	6	3	10
Teaching Outside Subject Area of Competence	4	0	0

Teacher Credentials for San Diego Unified	18-19	19-20	20-21
With Full Credential	♦	♦	20,610
Without Full Credential	♦	♦	669
Teaching Outside Subject Area of Competence	♦	♦	1,337

Teacher Misassignments and Vacant Teacher Positions at KIPP Adelante Preparatory Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	6	0	0
Total Teacher Misassignments*	7	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading Reconsidered (Uncommon Schools), Actively Learn The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Ready Classroom, iReady The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	HistoryAlive The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	N/A Percent of students lacking their own assigned textbook: 0.0 %
Health	Standards-Aligned Teacher Created The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	Standards-Aligned Teacher Created The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In Spring of 2020, KIPP Adelante celebrated the completion of the new permanent facility, which now 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 new, 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 2020:

- 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:

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	55	N/A	50	N/A
Math	33	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	19	N/A	34	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

“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:

- Beginning in the summer and continuing throughout the year, KIPP Adelante staff participate in home visits to help engage families. These are opportunities to meet 1:1 with teachers/staff and answer questions and provide critical information about the school. Additionally, these are special opportunities to build meaningful relationships!
- 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
- Every child has a 1:1 meeting with an advisory teacher weekly; families are invited to participate in this meeting at least 1x/month
- 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 our many field trips (including some exciting overnight trips outside of San Diego)
- 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!
- 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

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.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

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 2020. 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.5	1.8	3.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
5	22		21		19	19		2	19	14		
6	31		21		39		12	8	28		21	
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 (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	28		6		30		18		28		6	
Mathematics	28		6		30		6		28		6	
Science	27		3		30		3		28		6	
Social Science	27	1	3		30		3		28		6	

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	15	49	46

KIPP schools receive an incredible amount of data about school health that ranges from bi-annual teacher surveys, student surveys, and parent surveys. These 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! We analyze the data through the lens of our KIPPSoCal 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 are we 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!

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,051	\$50,029
Mid-Range Teacher Salary	\$71,495	\$77,680
Highest Teacher Salary	\$97,176	\$102,143
Average Principal Salary (ES)	\$128,899	\$128,526
Average Principal Salary (MS)	\$131,842	\$133,574
Average Principal Salary (HS)	\$140,843	\$147,006
Superintendent Salary	\$264,819	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$15,632	\$2,377	\$13,255	\$69,615
District	N/A	N/A	\$9,056	\$80,624
State	N/A	N/A	\$7,125	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	37.6	-14.7
School Site/ State	60.2	-16.8

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

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.

We have partnered with agencies that support our mission of student advocacy such as the PHABB5 student author program and the MovementBE creative writing and public speaking program. 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.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for San Diego Unified School	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82	83.1	84.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.