

KIPP King Collegiate

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	KIPP King Collegiate
Street	2005B Via Barrett
City, State, Zip	San Lorenzo, CA 94580
Phone Number	(510) 317-2330
Principal	Ben Thompson
Email Address	kkc_info@kippbayarea.org
School Website	https://king.kippnorcal.org/
County-District-School (CDS) Code	01613090114421

2021-22 District Contact Information

District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Daryl Camp, Ed.D
Email Address	
District Website Address	https://www.slzsd.org/

2021-22 School Overview

Mission

The mission of KIPP King Collegiate is to prepare students to live inspired and ethical lives by developing within them extraordinary academic skills, a life-long passion for learning, and the resolve to change their own lives and the world around them through acts of excellence, justice, humanity, and courage.

KIPP has a commitment to diversity, equity and inclusion. Read more about our commitment here.

History

Named after Dr. Martin Luther King, Jr., KIPP King opened in the fall of 2007. The school is a free public charter school open to all students and focused on preparing young people for college and choice-filled lives. 95 percent of our students matriculate to college. Upon graduating from KIPP King, all students will have the wisdom, habits of mind, and commitment of heart to be change agents in their communities.

Honors

#22 Best High School in California – 2018 US News and World Report
2017-18 California Honor Roll
2019 California Distinguished School
2018 & 2019 Top Bay Area Public Schools for Underserved Students

Values

Humanity | Wisdom | Courage | Justice

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	171
Grade 10	170
Grade 11	161
Grade 12	172
Total Enrollment	674

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	26
Black or African American	11.6
Filipino	3
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.4
White	5.5
English Learners	8.2
Foster Youth	0.4
Homeless	1.2
Socioeconomically Disadvantaged	71.7
Students with Disabilities	10.4

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	TBA
Intern Credential Holders Properly Assigned	TBA
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	TBA
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	TBA
Unknown	TBA
Total Teaching Positions	TBA

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	TBA
Misassignments	TBA
Vacant Positions	TBA
Total Teachers Without Credentials and Misassignments	TBA

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	TBA
Local Assignment Options	TBA
Total Out-of-Field Teachers	TBA

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	TBA
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	TBA

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

01/14/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	144	91.14	8.86	75.71
Female	81	78	96.3	3.7	83.12
Male	77	66	85.71	14.29	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	54	51	94.44	5.56	91.84
Black or African American	16	13	81.25	18.75	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	73	65	89.04	10.96	69.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	95	91.35	8.65	81.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	15	83.33	16.67	33.33

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	145	91.77	8.23	49.66
Female	81	76	93.83	6.17	48.68
Male	77	69	89.61	10.39	50.72
American Indian or Alaska Native	0	0	0	0	0
Asian	54	49	90.74	9.26	75.51
Black or African American	16	14	87.50	12.50	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	73	67	91.78	8.22	29.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	96	92.31	7.69	55.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	15	83.33	16.67	13.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	170	NT	NT	NT	NT
Female	89	NT	NT	NT	NT
Male	81	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	39	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	92	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

KIPP actively seeks out the experiences and needs of our families, staff members and community. KIPP has held both in-person and virtual opportunities for families to engage, including KIPP Family Association (KFA) meetings, School Site Council (SSC, English Learner Advisory Committee (ELAC), Coffee with the Principal, LCAP meetings, teacher conferences and social

2021-22 Opportunities for Parental Involvement

family events. Notices for these engagement opportunities were sent through multiple formats and languages, including text, email, mail, automated phone calls and through KIPP's regional support line messaging. All students and families have access to their teacher's KIPP cell phone numbers to discuss classwork, homework or other academic needs. Family and student surveys are administered regularly in order to make sure that responses inform real action and improvement. And most importantly, thousands of personal conversations, between parents, teachers, students, school leaders, community members and KIPP's Advocacy team have been taking place throughout the school year. Parents, guardians, students and community members that wish to engage further with the school should review the schools website for meeting details, and should contact the main office if they have any questions or would like to request specific accommodations in order to participate.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.7	3.1	1.2	7.0	4.6	4.3	9.0	8.9	9.4
Graduation Rate	95.2	93.1	97.6	89.2	90.5	91.8	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	167	163	97.6
Female	88	87	98.9
Male	79	76	96.2
American Indian or Alaska Native	0	0	0.00
Asian	40	39	97.5
Black or African American	15	14	93.3
Filipino	--	--	--
Hispanic or Latino	90	88	97.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	13	100.0
English Learners	18	18	100.0
Foster Youth	0.0	0.0	0.0

Homeless	--	--	--
Socioeconomically Disadvantaged	148	145	98.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	18	94.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	665	665	64	9.6
Female	323	323	31	9.6
Male	342	342	33	9.6
American Indian or Alaska Native	0	0	0	0.0
Asian	174	174	6	3.4
Black or African American	75	75	12	16.0
Filipino	19	19	2	10.5
Hispanic or Latino	342	342	39	11.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	16	16	2	12.5
White	36	36	2	5.6
English Learners	53	53	10	18.9
Foster Youth	3	3	0	0.0
Homeless	8	8	2	25.0
Socioeconomically Disadvantaged	477	477	53	11.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	72	12	16.7

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.59	0.15	4.54	0.01	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.76	3.42	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.29	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	0.29	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	0.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

The plan includes the following elements:

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

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	65.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	7
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	4
Social Science	9
Total AP Courses Offered	27

Professional Development

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

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

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	22

San Lorenzo Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Lorenzo Unified School District
Phone Number	(510) 317-4600
Superintendent	Daryl Camp, Ed.D
Email Address	
District Website Address	https://www.slzusc.org/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4752	NT	NT	NT	NT
Female	2280	NT	NT	NT	NT
Male	2471	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	671	NT	NT	NT	NT
Black or African American	413	NT	NT	NT	NT
Filipino	303	NT	NT	NT	NT
Hispanic or Latino	2738	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	90	NT	NT	NT	NT
Two or More Races	189	NT	NT	NT	NT
White	332	NT	NT	NT	NT
English Learners	1445	NT	NT	NT	NT
Foster Youth	20	NT	NT	NT	NT
Homeless	236	NT	NT	NT	NT
Military	113	NT	NT	NT	NT
Socioeconomically Disadvantaged	3044	NT	NT	NT	NT
Students Receiving Migrant Education Services	45	NT	NT	NT	NT
Students with Disabilities	582	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4752	NT	NT	NT	NT
Female	2280	NT	NT	NT	NT
Male	2471	NT	NT	NT	NT
American Indian or Alaska Native	16	NT	NT	NT	NT
Asian	671	NT	NT	NT	NT
Black or African American	413	NT	NT	NT	NT
Filipino	303	NT	NT	NT	NT
Hispanic or Latino	2738	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	90	NT	NT	NT	NT
Two or More Races	189	NT	NT	NT	NT
White	332	NT	NT		NT
English Learners	1445	NT	NT	NT	NT
Foster Youth	20	NT	NT	NT	NT
Homeless	236	NT	NT	NT	NT
Military	113	NT	NT	NT	NT
Socioeconomically Disadvantaged	3044	NT	NT	NT	NT
Students Receiving Migrant Education Services	45	NT	NT	NT	NT
Students with Disabilities	582	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

