

# KIPP Stockton K-12

## 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/](http://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/](http://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/](http://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/](http://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

<b>School Name</b>	KIPP Stockton K-12
<b>Street</b>	742 Dallas Avenue
<b>City, State, Zip</b>	Stockton, CA
<b>Phone Number</b>	209.888.1686
<b>Principal</b>	Kimanh Truong-Munoz
<b>Email Address</b>	opsadmin@kippnorcal.org
<b>School Website</b>	<a href="https://stocktonms.kippnorcal.org/">https://stocktonms.kippnorcal.org/</a>
<b>County-District-School (CDS) Code</b>	39 68676 0140616

## 2021-22 District Contact Information

<b>District Name</b>	Stockton Unified School District
<b>Phone Number</b>	(209) 933-7000
<b>Superintendent</b>	John Ramirez
<b>Email Address</b>	jramirezjr@stocktonusd.net
<b>District Website Address</b>	<a href="https://www.stocktonusd.net/">https://www.stocktonusd.net/</a>

## 2021-22 School Overview

### Who We Are

KIPP Stockton Middle School prepares students for success in college and beyond. We believe every child can grow up free to create the future they want for themselves and their communities.

### Our Mission

Together with families and communities, we create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career and beyond—so they can lead fulfilling lives and create a more just world.

### Our Vision for Diversity, Equity & Inclusion

We believe in the transformative power of education to play a critical role in combating systemic racism and all forms of oppression. KIPP is committed to diversity, equity and inclusion.

### School Values

Head | Heart | Hustle

## School Facility Conditions and Planned Improvements

<b>Year and month of the most recent FIT report</b>				01/14/2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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: 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
<b>Suspensions</b>			6.01	0.02	3.47	0.20
<b>Expulsions</b>			0.05	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
<b>Suspensions</b>		5.14	2.45
<b>Expulsions</b>		0.07	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	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 fall of 2021 as the school opened for in-person learning. The overview can be found on the KIPP Response to COVID website: <https://kipponorcal.org/covid19/prevention/> and the full plan can be viewed/downloaded here: <https://kipponorcal.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

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			22