

Kinetic Academy
Huntington Beach, CA
Board of Directors
Minutes of the Board meeting
January 19, 2023

Call to order

CO. Call to order

i. Members Present

The meeting was called to order by chair Michele Asay via Zoom Conference call at 6:03 pm.

Members Present: Chair Michele Asay, Executive Director Bre Lionetti, Vice Chair Jeff Ball, Board Member Bill Brooks and Lisa Kadam. Others present: Financials, Scott Warner, Staff/Principal, Kellye Cambare, Kristie Kay Staff, Sherry Bradfield, Julie Rierson, Julian Boone and Jamie Ostrander also Erin Jackson joined the meeting.

ii. Procedural Overview

Kinetic Academy is a public entity subject to the Brown Act and meetings are conducted according to Robert's Rules of Order.

PA. Preliminary Actions

i. Agenda Adoption

An action to approve the agenda for this Meeting on December 16, 2021.

Motion: Jeff Ball/Second: Bill Brooks, F/O/A- 5/0/0

ii. Prior Meeting Minutes:

An Action to approve the meeting minutes from the prior meeting held December 15, 2022. Mr. Ball mentioned he was unable to review the minutes and Mr. Ball will abstain, and no objections taken.

Motion: Bill Brooks/Second: Bre Lionetti, F/O/A- 4/0/1

OR. Organizational Reports & Updates

i. Elementary School Principal Report: Cambare

The student survey was sent out to students 2nd through 5th grade. Students had great comments and some mention not liking dress code, food service. Kinetic West has after school programs starting (Mad Science, Ukulele, Robotics, Crazy 8's Math and an Art Class, Kids Run the OC).

ii. Middle School Principal Report: Kay

The running team is back at lunch, ASB, green team is up, homework club has started. The math class after school will be starting, the first middle school dance will be held on February 2nd. The food service has been interesting at the middle school students are disliking it so far, lunchables are provided for students to be sure they are eating lunch. Eighth grade had a field trip to a Charter high school in Long Beach and went well. Sea World is confirmed and booked. The theater performance is scheduled for March 23 and 24, 2023.

iii. KPO, no report from KPO at this time. Mrs. Asay mentioned the Spring Gala is scheduled for March 31, 2023.

iv. Financial Report was provided by Scott Warner see details attached.

v. Executive Director Report

Mrs. Lionetti discussed the school accountability report card needs to be approved, the Art, Music and instructional material grant with a heavy focus on the instructional materials and finalizing the fall one attendance reports. Enrollment is at 330 and reviewed pre-enrollment numbers. Prospective Parent information sessions are being held. Kinetic has a full time staff member taking care of Food service. There is a schedule change at the middle school due to some staffing. We will have a food service audit scheduled in the spring. Currently there are some space and vendor issues. Meetings are conducted weekly to iron out the kinks. The virtual counselor at the middle school is working out, the students feel more open to share their feelings and thoughts. The hearing and vision testing is scheduled at both campuses. Junior Achievement training has occurred, so classes will start soon. We are starting to

look at new curriculum options for the Elementary. Project Based Learning #2 is underway. The teacher and staff mid year survey is due tomorrow.

The parent survey has been sent out, reminders will be sent out as well.

Parent teacher conferences will be conducted in February. Kinetic west has some electrical work that needs to be done to accommodate the food service program.

OC. Oral Communication

Mrs. Rierson 5th grade teacher also one of the few founding teachers has mentioned she would like to see the staff and teachers brought back to be more connected, involved with the board and community as it was in prior days.

AI. Action Items

i. School Accountability Report Card

EC Section 35256 requires the governing school board to approve a SARC annually.

Motion: Jeff Ball/Second: Bill Brooks F/O/A 5/0/0

ii. Art and Music Grant

Approve use of funds as presented.

Motion: Jeff Ball/Second: Bill Brooks F/O/A 5/0/0

iii. Local Assignment Options

Approval of local teacher assignments as presented relevant to EC §44256(a),§44258.2

Motion: Jeff Ball/Second: Lisa Kadam, F/O/A 5/0/0

CS. Closed Session

Conducted in accordance with applicable sections of California law, Closed Sessions are not open to the public. If additional time is required, the Board of Directors will reconvene the Closed Session at the end of the regular meeting.

i. Conference with Real Property Negotiations (§ 54956.8) Kinetic East 19231 Harding Ln, Huntington Beach, CA, 92648

ii. CONFERENCE WITH LABOR NEGOTIATORS (Gov. Code section 54957.6.) Unrepresented employee: Teacher

iii. CONFERENCE WITH LABOR NEGOTIATORS (Gov. Code section 54957.6.) Unrepresented employee: Executive Director

CSR. Reconvene Regular Session and Report of Closed Session

No Report Given

NB. New Business

Any comments from members of the Board will be received at this time.

ADJ. Adjournment

An action to adjourn the meeting.

Motion: Jeff Ball/ Second: Bill Brooks F/O/A 5/0/0

2021–22 School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2023)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
December 2022

Contact:
SARC Team
sarc@cde.ca.gov

Important!

**Please delete this page
before using the SARC template**

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

Kinetic Academy

Address: 721 Utica Avenue

Principal: Bre Lionetti, Executive Director

Phone: 714-465-4565

Grade Span: TK-8th Grade

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

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

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	[DPC]
Phone Number	[DPC]
Superintendent	[DPC]
Email Address	[DPC]
Website	[DPC]

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	[DPC]
Street	[DPC]
City, State, Zip	[DPC]
Phone Number	[DPC]
Principal	[DPC]
Email Address	[DPC]
Website	[DPC]
County-District-School (CDS) Code	[DPC]

Table 3: School Description and Mission Statement (School Year 2022–23)

Kinetic Academy is a public charter school situated in Huntington Beach authorized by Huntington Beach City School District to serve grades TK-8.

Kinetic Academy serves approximately 320 students in grades TK-8 that includes:

64% White, 22% Hispanic, 5% Asian, 6% 2+ Races, 11% Socioeconomically Disadvantaged, 2% English Learners, and 11% Students with Disabilities.

MISSION: Kinetic Academy educates and inspires lifetime learners by promoting academic success, community involvement, collaboration, and providing as many varied experiences as possible.

VISION

STEAM Project Based Learning (PBL)

Kinetic Academy has integrated technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields via an emphasis on science, technology, engineering, art, and math (STEAM). As STEAM focuses on integration of content, pairing STEAM with PBL can hit not only STEAM content, but also content outside of the core STEAM subjects.

Financial Education

Working with Junior Achievement of Orange County, Kinetic Academy has included economic and personal finance education at all grade levels.

Service Learning

It is our goal that Kinetic Academy’s students will become model global citizens by using a service-learning strategy that integrates community service with classroom instruction and reflection. We have built a program that encourages individual service that is meaningful to each student. Students of Kinetic Academy will be known for their commitment to positively impacting their community.

Life-long Learners

Through a supportive and stimulating school environment with an emphasis on project-based learning, Kinetic Academy students have become increasingly independent learners; encouraged to become deeply and personally involved in their work, and to feel not only accountable, but engaged and driven.

Interdisciplinary Curriculum

An interdisciplinary curriculum aligned with the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, and English Language Development (“ELD”) Standards will enable Kinetic Academy graduates to enter postsecondary education with a breadth of knowledge across disciplines.

Enrichment

Kinetic Academy seeks to provide as many experiences as possible and expose students to a variety of enrichment opportunities. Over the course of a single academic year, our enrichment offerings can change depending on the special skills and talents of our staff as well as the desires of our community. Offerings include foreign language, art, theater, Smart Skills. We survey our community to learn their specific interests and endeavor to rotate our offerings accordingly.

Kinetic Academy provides all students with Project-based Learning (PBL) Instruction, with CA Standards-aligned curriculum. All educators implement inquiry-based teaching that incorporates both problem-based learning and project-based learning.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	[DPC]
Grade 1	[DPC]
Grade 2	[DPC]
Grade 3	[DPC]
Grade 4	[DPC]
Grade 5	[DPC]
Grade 6	[DPC]
Grade 7	[DPC]
Grade 8	[DPC]
Grade 9	[DPC]
Grade 10	[DPC]
Grade 11	[DPC]
Grade 12	[DPC]
Total Enrollment	[DPC]

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	[DPC]
Male	[DPC]
Non-Binary	[DPC]
American Indian or Alaska Native	[DPC]
Asian	[DPC]
Black or African American	[DPC]
Filipino	[DPC]
Hispanic or Latino	[DPC]
Native Hawaiian or Pacific Islander	[DPC]
Two or More Races	[DPC]
White	[DPC]
English Learners	[DPC]
Foster Youth	[DPC]
Homeless	[DPC]
Migrant	[DPC]
Socioeconomically Disadvantaged	[DPC]
Students with Disabilities	[DPC]

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

<u>Authorization/Assignment</u>	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	[DPC]	[DPC]
Misassignments	[DPC]	[DPC]
Vacant Positions	[DPC]	[DPC]
Total Teachers Without Credentials and Misassignments	[DPC]	[DPC]

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	[DPC]	[DPC]
Local Assignment Options	[DPC]	[DPC]
Total Out-of-Field Teachers	[DPC]	[DPC]

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]	[DPC]

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<i>National Geographic (2017)</i> <i>Lexia (2020)</i> <i>SIPPS Intervention Program (2018)</i> <i>Reading & Writing Workshop, Grades 3-8 (2016)</i> <i>Literacy Footprints Grades K-2 (2018)</i> <i>Step Up to Writing: K-3 (2018)</i>	Yes	0%
Mathematics	<i>Bridges, Grades K-5 (2016)</i> <i>MCGraw Hill- Glencoe Math Grades 6-8 (2022)</i>	Yes	0%
Science	<i>FOSS Grades K-5 (2016)</i> <i>Amplify Grades 6-8 (2021)</i>	Yes	0%
History-Social Science	<i>TCI (2016)</i>	Yes	0%
Foreign Language	<i>Senor Wooly (2021)</i>	Yes	0%
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: School Facility Conditions and Planned Improvements

Kinetic Academy serves grades TK through 8 on two campuses. The TK - 5th Grade, is housed in a privately leased space and consists of four buildings which include offices/staff spaces, classrooms, a multipurpose room, and library. As of the January 2023 FIT, all of the areas listed are in good/fair condition, and no major repairs or improvements are planned.

The 6th - 8th Grade program is housed in a single building of classrooms leased from the Huntington Beach City School District. The middle school campus (classrooms and shared playground/track field) are all in good condition, and there are no immediate needs for repairs or improvement.

Kinetic Academy ensures that both campuses are welcoming, safe, and clean. The custodial staff follows the established cleaning standards as recommended by the State and County Department of Health.

Annually our staff conducts a facility inspection using the CDE's Facility Inspection Tool (FIT) Report which is then reported on the school's SARC and LCAP report. Determination of repair status is based on the most recent SARC inspection as documented on the FIT report.

Table 13: School Facility Good Repair Status

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 of the most recent FIT report: January 2023

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: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/Fountains		x		Sinks have been not in use since Covid. Student bathrooms are getting some updates
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		x		When concrete cracks appear, they are fixed.

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Table 14: Overall Rating

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]
Mathematics (grades 3-8 and 11)	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Table 16: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

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

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.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

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

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.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

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

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.

Table 20: Career Technical Education Programs (School Year 2021–22)

Not Applicable

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	[DPC]
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	[DPC]

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

Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	N/A	N/A	N/A	N/A	N/A

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

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

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

The following outlines methods by which Kinetic Academy engages parents for their input in decision-making, provides opportunities for participation at the school:

PARENT INPUT IN DECISION-MAKING:

At Kinetic Academy, parent input in decision-making has taken place through the following venues:

- Serve on the Kinetic Board of Directors: Monthly Board meetings
- Kinetic Parent Organization: comprised of parents and teachers that meets monthly.
- Local Site Council (Advisory Committee to the Kinetic Board of Directors): comprised of parents, teachers and community members.

OPPORTUNITIES FOR PARENT INVOLVEMENT & PARTICIPATION:

Kinetic Academy provides the following opportunities to engage parents especially of unduplicated students and Students with Disabilities, as partners in their child's education as outlined in the school's LCAP Goal #3 - Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming and inclusive, and positive learning environment.

Kinetic Academy continues to engage all parents that includes providing oral and written translation for parents who need language support and providing reasonable accommodations for parents with special needs.

Kinetic Academy provides all parents with numerous opportunities to engage as partners in their child's education, which includes:

- School wide email notification/communication through ParentSquare
- Teachers utilize the ParentSquare platform regularly to communicate with parents about what is going on in the classroom.
- The school's website is updated regularly and includes school's calendar
- Utilize social media to inform parents/public about schoolwide events
- Hosts monthly Dine-Outs at local restaurants to engage parents/families
- Hosts schoolwide events that involve parents: PBL Presentations, Awards Assemblies, Back-to-School Night, Hour of Kindness, Open House, Junior Achievement, Meet the Teacher Night
- Hosts annual parent appreciation event: recognize parents who volunteer.
- PowerSchool Parent Portal – where parents are able to access their child's academic grades, progress, and attendance.
- Annual Parent Survey through California Healthy Kids, along with various surveys to gauge parent engagement and satisfaction throughout the school year.
- Coffee Chats: Informal meeting with parents to discuss schoolwide events, issues and concerns.
- Monthly Local Site Council meetings take place, another opportunity to engage parents in decision-making.
- Kinetic Parent Organization (KPO) hosts monthly meetings to discuss volunteer and community opportunities. Parents are also encouraged to participate.

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.

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–2 0	School 2020–2 1	School 2021–2 2	District 2019–2 0	District 2020–2 1	District 2021–2 2	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]
Non-Binary	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	[DPC]	[DPC]	[DPC]	[DPC]
Female	[DPC]	[DPC]	[DPC]	[DPC]
Male	[DPC]	[DPC]	[DPC]	[DPC]
American Indian or Alaska Native	[DPC]	[DPC]	[DPC]	[DPC]
Asian	[DPC]	[DPC]	[DPC]	[DPC]
Black or African American	[DPC]	[DPC]	[DPC]	[DPC]
Filipino	[DPC]	[DPC]	[DPC]	[DPC]
Hispanic or Latino	[DPC]	[DPC]	[DPC]	[DPC]
Native Hawaiian or Pacific Islander	[DPC]	[DPC]	[DPC]	[DPC]
Two or More Races	[DPC]	[DPC]	[DPC]	[DPC]
White	[DPC]	[DPC]	[DPC]	[DPC]
English Learners	[DPC]	[DPC]	[DPC]	[DPC]
Foster Youth	[DPC]	[DPC]	[DPC]	[DPC]
Homeless	[DPC]	[DPC]	[DPC]	[DPC]
Socioeconomically Disadvantaged	[DPC]	[DPC]	[DPC]	[DPC]
Students Receiving Migrant Education Services	[DPC]	[DPC]	[DPC]	[DPC]
Students with Disabilities	[DPC]	[DPC]	[DPC]	[DPC]

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.

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: 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.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

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

Table 31: School Safety Plan (School Year 2022–23)

Kinetic Academy’s Leadership Team annually reviews and revises, as needed, the school’s Comprehensive School Safety Plan prior to the start of the school year. School staff receive training on the contents of the School Safety Plan, and monthly drills take place in compliance with the plan. Each classroom is equipped with an emergency backpack, containing a first aid kit, snacks, current classroom student roster, and emergency contact information. The evacuation plan is clearly posted on the wall of every classroom.

The School Safety Plan was reviewed, and updated with school staff in August 2022. On a regular basis the School Safety Plan is discussed with students and staff and implemented monthly through drills.

The key elements of Kinetic Academy’s School Safety Plan include but are not limited to: fire, earthquake, lockdown, and drills that also take place off-site.

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.

Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*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.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	[DPC]

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	[DPC]
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	[DPC]
Speech/Language/Hearing Specialist	[DPC]
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,972.65	\$1,587.01	\$8,385.63	\$56,500
District	N/A	N/A	\$10,691.31	95,013
Percent Difference – School Site and District	N/A	N/A	22%	41%
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

During the 2021-2022 school year, Kinetic Academy funded a full TK - 7th grade in person program. We expanded into middle school and spent funds on rent, personnel, curriculum and student supports. In addition, we hired a part time reading intervention teacher to support Kinder - 4th grade students and get them early intervention and offered an After School Homework Club facilitated by credentialed teachers to our 1st - 7th grade students. Online supplemental programs to support student learning and curriculum were also purchased. Morning Meetings were implemented by all teachers to increase social-emotional wellness among students.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	[DPC]
English	[DPC]
Fine and Performing Arts	[DPC]
Foreign Language	[DPC]
Mathematics	[DPC]
Science	[DPC]
Social Science	[DPC]
Total AP Courses Offered*	[DPC]

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	12

Kinetic Academy

Policy Regarding Assignment of Teachers and Use of Local Assignment Options

Background

Pursuant to Education Code Sections 44256 and 44258.3, as made applicable to charter schools by Education Code Section 47605(l)(1), Kinetic Academy (the “Charter School”) may assign a teacher, with their consent, to a position outside their credential authorization in accordance with the local teaching assignment options described in the California Commission on Teacher Credentialing's Administrator's Assignment Manual. Such assignments shall be annually approved by the Charter School's Board of Directors. This policy, and the procedures contained herein, describe the protocols under which the Charter School will exercise local assignment options.

Assignment Under Education Code Section 44256

Assignment based on completion of sufficient coursework in the subject to be taught.

Education Code Sections 47605(l)(1) and 44256(b) together provide that the Charter School's Board of Directors, by resolution, may authorize the holder of a Multiple Subject Teaching Credential or a Standard Elementary Credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or 6 upper division or graduate units, of course work at an accredited institution in each subject to be taught. Such authorization shall be with the teacher's consent.

The Executive Director of the Charter School may recommend an assignment pursuant to these provisions upon verification that the teacher completed the required coursework in the subject of their proposed assignment, which shall be documented using the template attached to this policy as Verification of Eligibility, and presented to the Board for approval of the assignment by resolution.

Assignment Under Education Code Section 44258.3

Assignment based on subject matter knowledge.

Education Code Sections 47605(l)(1) and 44258.3 together provide that any holder of a credential (including a provisional internship permit or short-term staff permit, but not an emergency permit) may be assigned, with their consent, to teach departmentalized classes in grades K-8 regardless of the designations on their teaching credential, provided that their subject matter knowledge is verified prior to the assignment.

Prior to utilizing this assignment option, Education Code Section 44258.3 requires the Charter School to develop, adopt, and implement procedures for verifying the teacher's subject matter. The following procedures are intended to provide for the implementation of this assignment option:

1. The Executive Director identifies a subject-matter assignment need at the Charter School.
2. The Executive Director determines whether any existing staff have the appropriate credential and are interested in the assignment, or whether the local assignment option under Education Code Section 44258.3 or a different statute or regulation should be used.
3. The Executive Director identifies a consenting teacher for possible assignment pursuant to Education Code Section 44258.3 or a different statute or regulation, or a teacher may request to fill the assignment.
4. If it is determined that the local assignment option under Education Code Section 44258.3 should be used, the Executive Director shall collect information and documents from the teacher regarding the teacher's qualifications for the assignment and subject matter knowledge related thereto, including, but not limited to, resumes, school transcripts, professional development certificates, syllabi from completed courses, sample lesson plans, test scores, teaching evaluations, self-evaluations, and any other documentation evidencing subject matter knowledge.

One or more of the following methods may be used in this review:

- Successful prior teaching experience of the subject
- Successful completion of intensive professional development in the subject to be taught
- Review of a curricular portfolio containing evidence of demonstrated knowledge
- Results of an oral interview
- Successful completion of college or university course work in the subject
- Passage of an examination related to the course, grade level and state framework for the subject to be taught
- Observation of the teacher in the subject and grade level(s) currently being taught by a subject matter specialist
- Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
- Successful prior work experience in the content area
- Proof of professional performance in the content area

5. If the recommendation is in favor of the assignment, the Executive Director shall prepare the Verification of Eligibility, and present it to the Board of Directors of the Charter School for approval of the assignment by resolution.

The Executive Director, or their designee, shall be responsible for all reporting requirements and notification requirements that may exist with respect to utilization of this local assignment option.

For the 2022/2023 school year, the Kinetic Academy Board of Directors approves the following teaching assignments:

Teacher	Subject to be Taught
Cathy Anderson	Math
Julian Boone	Physical Education

Total Amount:	\$199,776.00					
Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity	Category
Science Curriculum (K-5)	\$ -	\$30,000	\$20,000.00	\$ -	\$50,000.00	PD/Instructional Materials
English Language Arts Curriculum (K-8)		\$60,000			\$60,000.00	PD/Instructional Materials
Junior Achievement Financial Education Curriculum	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$40,000.00	PD/Instructional Materials
Art Program Material	\$ -	\$5,000.00	\$ -	\$ -	\$5,000.00	PD/Instructional Materials
Theater Arts Material	\$ -	\$2,000.00	\$ -	\$ -	\$2,000.00	PD/Instructional Materials
Classroom and Library Books	\$ -	\$5,000.00			\$5,000.00	Diverse Book Collections
Art Teacher	\$30,000.00		\$ -	\$ -	\$30,000.00	Operational Costs
Theater Teacher	\$8,000.00	\$ -	\$ -	\$ -	\$8,000.00	Operational Costs
Total Planned Expenses					\$200,000	