

KINETIC ACADEMY

School Accountability Report Card

Report Using Data from the 2019-20 School Year
Published during 2020-21

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

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

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.

About This School

District Contact Information (School Year 2020–2021)

Entity	Contact Information
District Name	Huntington Beach City Elementary
Phone Number	714.378.2021
Superintendent	Liesa Winston
Email Address	lwinston@hbcsd.us
Website	www.hbcsd.us

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Kinetic Academy
Street	721 Utica Ave.
City, State, Zip	Huntington Beach, CA 92648-3219
Phone Number	714.465.4565
Principal	Bre Lionetti, Executive Director
Email Address	breionetti@kineticacademy.org
Website	www.kineticacademy.org
County-District-School (CDS) Code	30-66530-0134221

School Description and Mission Statement (School Year 2020–2021)

Kinetic Academy serves approximately 266 students in grades TK-6 that includes 61% White, 20% Hispanic, 7% Asian, 6% 2+ Races, 8% Socioeconomically Disadvantaged, 2% English Learners, and 11% Students with Disabilities. Kinetic Academy is a public charter school situated in Huntington Beach authorized by Huntington Beach City School District to serve grades TK-8 by the 2022-23 school year.

MISSION

Kinetic Academy educates and inspires lifetime learners by promoting academic success, community involvement, collaboration, and providing as many varied experiences 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 the students of Kinetic Academy 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 to causes meaningful to each student along with coordinated, project-based, multi-generational efforts. 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, English Language Development (“ELD”) Standards, and remaining State Content Standards (collectively, the “State Standards”) will enable Kinetic Academy graduates to enter postsecondary education with a breath 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 could include foreign language, coding, art, music, robotics, maker-space projects, and many other options. We will survey our community regularly 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. This pedagogical approach engages students in creating, questioning, and revising knowledge while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis and resilience (Barron & Darling-Hammond, 2008)

Kinetic Academy started the 2020-21 school year with 100% distance learning for all students (Phase #1); and transitioned to Hybrid instruction mid-Fall semester. All students receive synchronous and asynchronous instruction, including access to “specials” classes that consist of Art, Spanish and Physical Education, in addition to small group instruction and designated and integrated English Language Development for English Learners. All teachers provide office hours to provide additional student support and to meet with parents. Kinetic Academy conducted a technology needs assessment to identify students who lacked a computer/laptop and/or connectivity at home in order to fully participate in daily instruction. Chromebooks and Wi-Fi hotspots were distributed and the school’s IT Technician provides families and staff with tech support and troubleshooting.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	63
Grade 1	48
Grade 2	50
Grade 3	44
Grade 4	42
Grade 5	39
Grade 6	--
Grade 7	--
Grade 8	--
Ungraded Elementary	--
Grade 9	--
Grade 10	--
Grade 11	--
Grade 12	--
Ungraded Secondary	--
Total Enrollment	286

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0.7%
American Indian or Alaska Native	0%
Asian	7.0%
Filipino	0.3%
Hispanic or Latino	19.9%
Native Hawaiian or Pacific Islander	0%
White	60.5%
Two or More Races	6.3%
Socioeconomically Disadvantaged	21.7%
English Learners	1.7%
Students with Disabilities	5.6%
Foster Youth	0.3%
Homeless	0%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	18	19	15	238
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	**2
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**** Note: the 2 teachers are credentialed to teacher but teaching outside of their subject area competence: teaching “Special courses” Art & Spanish.**

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2020–2021)**

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Smarty Ants Achieve 3000 SIPPS Intervention Program Reading & Writing Workshop Gr 4-5 Literacy Footprints Step Up to Writing: K-3	Yes	0%
Mathematics	Bridges Math	Yes	0%
Science	Foss Kits	Yes	0%
History-Social Science	TCI	Yes	0%
Foreign Language	Voces	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.

School Facility Conditions and Planned Improvements

Kinetic Academy is housed in a leased office building, which consists of four buildings.

- Building #1: Main Building that houses the office and classrooms
- Building #2: Classrooms, Multi-purpose Room and Library
- Building #3: Classrooms
- Building #4: Teachers workroom and staff lounge

Kinetic Academy ensures that its school site is safe, and clean at all times. Custodial staff has established cleaning standards outlined and 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.

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 2021

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			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts/Literacy (grades 3-8 and 11)	75%	N/A	75%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	71%	N/A	69%	N/A	39%	N/A

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

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

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

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

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

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

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

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

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

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

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

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

**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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
Science (grades 5, 8 and HS)	62%	N/A	57%	N/A	30%	N/A

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

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

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

**CAASPP Test Results in Science by Student Group: Grades Five, Eight, and High School (School
Year 2019–2020)**

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

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

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

Career Technical Education Programs (School Year 2019–2020)

Kinetic Academy serves grades K-6 and therefore does not have a CTE Program.

Career Technical Education (CTE) Participation (School Year 2019–2020)

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	--

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Kinetic Academy has created structures for communication with our families and students to maintain ongoing communication and transparency and ensure student engagement and participation while the Governor's "stay-at-home" order is in effect. Expectations for participating in daily online instruction and support was discussed with families, and currently 90% of our students are attending and participating in daily virtual instruction.

School staff regularly communicates with families to promote daily attendance with the distance learning platform. Kinetic Academy administers check-in surveys to assess student/family needs to ensure supports are provided in a timely manner, particularly for families experiencing hardship due to COVID, such as unemployment, housing insecurity, etc.

Kinetic Academy provides all parents with information to engage as partners in their child's education.

- Translation Services are available and provided for non-English speaking families. :
- *ParentSquare* notifications are sent on a daily basis/weekly basis to ensure that families are provided with regular ongoing updates on instruction.
- *ParentSquare* is also utilized for daily/weekly communications with parents to provide updates on their child's progress.
- Individual Meet & Greets took place with students/families prior to the start of the school year.
- Individual assessments for Transitional Kindergarten and Kindergarten students were administered to provide staff with baseline academic data to inform instruction and cognitive skills.
- Kinetic Academy's website is updated regularly including the school's calendar to keep families/students updated.
- Social Media is also used to communicate with families and provide schoolwide updates.
- Kinetic Academy provides parents with access to PowerSchool's Parent Portal where they can view and monitor their child's academic grades, progress, and attendance.
- 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.

The Student Services Coordinator collaborates and communicates with school staff and school administrators to monitor student engagement and if necessary, attempts to verify contact information, and provide outreach for engagement.

1. School staff contacts parents on the first day of absence and follow up with parents after 1 day of non-participation. If the nonengagement/attendance issue persists for 3 days, the school administrator will be notified.
2. Notifications take place in the form of phone calls, emails or home visits.
3. If connectivity is the issue, IT is notified to provide support.
4. School staff engage with families to assess student needs in order to fully participate in distance learning (For example: support issues such as language barrier, mental health supports, medical issues, etc.).
5. Access to After School Academy or Intervention as needed for additional support.

As Kinetic Academy transitions to a hybrid model, students are monitored during in-person instruction with reengagement protocols that are implemented by the Student Services Coordinator.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	--	--	--	--	--	--	9.1%	9.6%	9.0%
Graduation Rate	--	--	--	--	--	--	82.7%	83.0%	84.5%

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

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

Rate	School 2017– 2018	School 2018– 2019	District 2017– 2018	District 2018– 2019	State 2017– 2018	State 2018– 2019
Suspensions	0.7%	0.7%	1.9%	2.0%	3.5%	3.5%
Expulsions	0%	0%	0%	0%	0.1%	0.1%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0%	1.1%	2.5%
Expulsions	0%	*	*

* At the time of this SARC Report: Expulsion data has not yet been publicly reported by the CDE.

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

School Safety Plan (School Year 2020–2021)

Annually, Kinetic Academy’s Leadership Team reviews, and revises, the school’s Comprehensive School Safety Plan prior to the start of the school year. School staff receives training on the contents of the School Safety Plan, and monthly drills take place in compliance with the plan. . The evacuation plan is clearly posted on the wall of every classroom.

The School Safety Plan was reviewed, and updated and shared with school staff with guidance from the County and State Health Department,

Once onsite instruction resumes, on a monthly basis the School Safety Plan will be discussed with students and staff and implemented regularly through drills and appropriate strategies are identified and implemented to ensure compliance with CA Education Codes 32270-32289.5 which includes:

- Child abuse reporting procedures
- Disaster procedures, routine and emergency, including adaptations for students with disabilities
- Suspension/expulsion policies and procedures
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policy that includes hate crime reporting procedures/policies
- If a schoolwide dress code exists, include prohibition of gang-related apparel
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school
- Maintain a safe and orderly environment conducive to learning at the school
- Rules and procedures on school discipline are adopted
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions
- Use of PPE including face coverings, hand sanitation, social distancing, campus cleaning

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.0	1	2	0
1	24.0	0	2	0
2	25.0	0	2	0
3	24.0	0	2	0
4	20.0	1	1	0
5	25.0	0	1	0
6	23.0	0	1	0
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	90.0	1	2	1
1	25.0	0	2	0
2	25.0	0	2	0
3	22.0	0	2	0
4	21.0	0	2	0
5	20.0	2	0	0
6	--	--	--	--
Other**	--	--	--	--

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.0	3	6	0
1	24.0	0	6	0
2	25.0	0	6	0
3	22.0	0	6	0
4	22.0	0	6	0
5	20.0	4	2	0
6	--	--	--	--
Other**	--	--	--	--

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

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

*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.

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

Title	Ratio
Pupils to Academic Counselor*	--

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

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	
Other: Interventionist & Instructional Aide	2.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,848.97	\$1,447.27	\$7,401.69	\$52,750.00
District	N/A	N/A	\$2,278.45	\$93,404.00
Percent Difference – School Site and District	N/A	N/A	+224.9%	-43.5%
State	N/A	N/A	\$7,750.12	\$84,183.00
Percent Difference – School Site and State	N/A	N/A	-4.5%	-37.3%

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

Types of Services Funded (Fiscal Year 2019–2020)

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. The school’s leadership prepared for the transition from in-person instruction to distance learning focusing on the following immediate concerns:

- Implementing a technology and connectivity needs assessment
- Providing sufficient instructional materials and resources for each student to take home
- Shifting the current online platforms utilized during in-person instruction to distance learning
- Strong focus on Literacy and Mathematics
- Continue to provide all students with access to elective courses (Art, Spanish, and Physical Education)

To support the English Learners, and foster youth, Kinetic Academy implemented “access tracking” to monitor which students had accessed the pre-recorded lessons in Google Classroom; and assignment completion was monitored using EdPuzzle. Laptops were issued to each student, and Wi-Fi hotspots for students who lacked connectivity at home.

To provide continuity of instruction for these students, the core academic teachers conduct additional small-group instructional meetings with our English Learners, as well as one-on-one meetings up to twice a week with students who are in need of additional support towards their mastery of English.

Building upon the model of support above, Kinetic teachers also monitor the academic progress of its low-income students in much the same way. Since this student population has very distinct instructional needs to close gaps in achievement, Kinetic teachers provide not only provide small group instructional support, but also conduct one-on-one interventions up to three times per week to assist students who may need it.

Given the uncertainties around the pandemic, the leadership developed short-term and long-term transition plans:

Short Term Transition Planning:

- Live daily class lessons via ZOOM online meeting platform
- Whole group/Small group/One-on-one
- Provide office hours for students and parents
- Maintain consistent instructional schedule
- Ensure staff availability during the regular instructional day
- Conduct regular staff meetings via ZOOM to maintain engagement of faculty and staff
- Support regular teacher collaboration
- Provide technology support to staff and students
- Flexible Teaching and Learning

Long Term Planning:

- Live Class Lessons through every day but Wednesdays
- Whole Group/Small Group/One on One
- Grade Level Departmentalization
- Office Hours for Students/Parents every day but Wednesdays
- Schedules for Students & Teachers to Maintain Consistency
- Staff availability during the typical school day
- Wednesday Staff Meetings
- PBL #3: School Wide Theme
- Grade Level/Grade Band Collaboration
- Technology Support; Staff & Students

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,680	\$51,004
Mid-Range Teacher Salary	\$91,680	\$82,919
Highest Teacher Salary	\$111,832	\$104,604
Average Principal Salary (Elementary)	\$135,921	\$131,277
Average Principal Salary (Middle)	\$130,282	\$136,163
Average Principal Salary (High)	--	\$128,660
Superintendent Salary	\$236,933	\$230,860
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses: _____ N/A _____

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

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

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11

Professional Development (2020-21)

All educators participated in summer Professional Development focusing on improving pedagogical strategies in virtual classrooms, including Project Based Learning (Buck Institute), Google Classrooms, EduProtocols, Reader’s and Writer’s Workshop, Teaching Number Corners virtually, Interactive Bitmoji Classroom, strategies on meaningful math discussions in a virtual environment, and conducting morning meetings to promote connectedness during distance teaching. In addition, all educators engaged and participated in Book Study of Hattie, Frey, & Fisher’s Distance Learning Playbook for implementation in the 202021 school year. All teachers also received training on PowerSchool to monitor and document student attendance and participation per SB98 requirements.

All educators received extensive training on the implementation and analysis of NWEA MAP Assessments.

We also have a dedicated Teacher on Special Assignment (TOSA) that provides ongoing staff professional development in the areas of English Language Development, instructional technology, PBIS, and supports new teachers to meet the teaching/learning expectations at Kinetic. The TOSA ensures all educators have established distance learning routines for all students, and collaborates in creating meaningful lessons and activities accessible for students and parents.