



School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

Address: 721 Utica Ave

Principal: Bre Lionetti

Phone: 714.465.4565

Grade Span: K-5

About Kinetic Academy:

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Huntington Beach City Elementary
Phone Number	714.378.2021
Superintendent	Gregg Haulk
Email Address	ghaulk@hbcasd.us
Website	www.hbcasd.us

School Contact Information (School Year 2019–20)

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 2019–20)

Kinetic Academy is a direct-funded charter school established in Fall 2016, authorized by Huntington Beach City Elementary School District.

Kinetic Academy provides an academically rigorous standard-aligned Science, Technology, Engineering, Arts and Mathematics (STEAM) educational program through Project-based learning. Currently, our school serves 286 students in grades TK-6 that includes: 61% White, 7% Asian, 20% Hispanic, 6% 2+ Races, 1% African-American, 11% Students with Disabilities (SWD), 2% English Language Learners (ELL), and 22% Socio-economically Disadvantaged.

MISSION

Through an interdisciplinary educational experience, Kinetic Academy seeks to prepare students for 21st century careers as members of a democratic society through an interdisciplinary educational experience that provides them with a foundation for their lifetime.

VISION

To support our mission of preparing students for 21st century careers, Kinetic Academy will integrate 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. As STEAM focuses on integration of content, pairing STEAM with Project-based Learning (PBL) allows our students to integrate STEAM concepts through real-world experiences outside of the classroom.

At Kinetic Academy, we believe students learn best by doing. It is this basic principle that guides the educational philosophy of Kinetic Academy. Students are provided with a scenario where they may be asked to design and construct the best building or bridge to withstand a volcanic event. Research, discussion, teamwork, design, math, and reflective writing are all incorporated into a single, engaging project. This is our goal. Additionally, Kinetic Academy offers all students with enrichment in the form of foreign language, fine arts, physical education, and financial education. Community Service is required of every student using service based learning projects.

Kinetic Academy's educational program emphasizes multicultural understanding, foreign language acquisition and academic achievement for college readiness. For native Spanish speakers, this vision includes opportunities to develop proficient reading, writing, speaking, and listening skills in Spanish, to enhance this natural asset for their personal and professional benefit. Kinetic Academy also deepens students' commitment to public participation through community service learning and student government. To accomplish these goals and to help students meet the California State Standards, Kinetic Academy focuses on an integrated curriculum, global and multicultural themes, real world learning applications, community service and leadership opportunities, a strong foreign learning program and an academic advisory program. Kinetic Academy's small school model provides a nurturing and supportive learning environment for each child to ensure academic success.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	68
Grade 1	49
Grade 2	49
Grade 3	44
Grade 4	42
Grade 5	39
Total Enrollment	291

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	1.4%
American Indian or Alaska Native	0%
Asian	9.3%
Filipino	0%
Hispanic or Latino	17.9%
Native Hawaiian or Pacific Islander	0.3%
White	60.5%
Two or More Races	6.5%
Socioeconomically Disadvantaged	17.5%
English Learners	0.7%
Students with Disabilities	13.4%
Foster Youth	0%
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 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	17	18	18	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2019–20)**

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> National Geographic: 2017 Smarty Ants- (2016) Achieve 3000 (2016) SIPPS Intervention Program (2018) Reading & Writing Workshop (Gr 4-5) Literacy Footprints: 2019 Step Up to Writing (K-3): 2019 		0%
Mathematics	Bridges: Grades K-5	2017	0%
Science	Foss Kits	2017	0%
History-Social Science	CA Social Studies: TCI	2017	0%
Foreign Language	Voces	2018	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	DPL

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

Repairs have been made to the school site that includes plumbing and water leak. Annually, the school completes the FIT tool, and results are reported on the school's SARC Report and LCAP.

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 2020

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 2020

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 2017– 18	School 2018– 19	District 2017– 18	District 2018– 19	State 2017– 18	State 2018–19
English Language Arts/Literacy (grades 3-8 and 11)	64%	75%	75%	75%	50%	50%
Mathematics (grades 3-8 and 11)	59%	71%	69%	69%	38%	39%

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 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	121	99.18%	0.82%	75.21%
Male	75	75	100%	0%	72.00%
Female	47	46	97.87%	2.13%	80.43%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100%	0%	84.62%
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100%	0%	66.67%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	65	64	98.46%	1.54%	75.00%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100%	0%	70.83%
English Learners	--	--	--	--	--
Students with Disabilities	22	22	100%	0%	63.64%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	122	121	99.18%	0.82%	71.07%
Male	75	75	100%	0%	72.00%
Female	47	46	97.87%	2.13%	69.57%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100%	0%	84.62%
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100%	0%	48.15%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	65	64	98.46%	1.54%	78.13%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100%	0%	58.33%
English Learners	--	--	--	--	--
Students with Disabilities	22	22	100%	0%	50.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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 2017– 18	School 2018–19	District 2017–18	District 2018– 19	State 2017–18	State 2018–19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Participation (School Year 2018–19)

Kinetic Academy serves grades TK-6, therefore the following indicators do not apply:

- CTE Programs
- UC/CSU A-G

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

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 2018–19)

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	18.9%	29.7%	27%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

The following outlines methods by which Kinetic Academy engages parents for their input in decision-making, provides opportunities for participation at the school, and a summary of the 2018-19 parent survey findings.

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 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 also deepens students' commitment to public participation through community service learning and student government. Kinetic Academy further collaborates with parents, families and community partners to support student learning and achievement as evidenced by 95% of parents completing the annual survey and over 90% of parents attending school events.

Kinetic Academy provides systematic professional development to teachers, staff and administrators to secure parents as partners.

Kinetic Academy provides all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education, which includes:

- Annual Parent survey
- Coffee Chats: bi-monthly informal meeting with parents to discuss schoolwide events, issues and concerns.
- Email notification/communications
- Teachers utilize ParentSquare apps daily/weekly to communicate with parents about their child
- 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: Assemblies, Back-to-School, Hour of Kindness, Lunch with a Loved One, and Open House
- 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.

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 2015–16	District 2015–16	State 2015–16
Dropout Rate	N/A	N/A	9.7%
Graduation Rate	N/A	N/A	83.8%

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

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	N/A	N/A	N/A	N/A	9.10%	9.60%
Graduation Rate	N/A	N/A	N/A	N/A	82.70%	83.00%

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	0.8%	0.7%	0.7%	2.3%	1.9%	2.0%	3.6%	3.5%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.10%	0.10%	0.10%

School Safety Plan (School Year 2019–20)

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. Each classroom is equipped with an emergency backpack, that contains a first aid kit, snacks, 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 on August 21st and 29th. On a monthly basis the School Safety Plan is discussed with students and staff and implemented regularly 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.0	1	2	-
1	21.0	1	1	-
2	21.0	1	1	-
3	22.0	0	2	-
4	25.0	0	1	-
5	23.0	0	1	-
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 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.0	1	2	-
1	24.0	-	2	-
2	25.0	-	2	-
3	24.0	-	2	-
4	20.0	1	1	-
5	25.0	-	1	-
6	23.0	-	1	-
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 2018–19)

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	25.0	-	2	-
2	25.0	-	2	-
3	22.0	-	2	-
4	21.0	-	2	-
5	20.0	2	-	-
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 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A

*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 Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	0
Psychologist	Contracted services
Social Worker	0
Nurse	Contracted services
Speech/Language/Hearing Specialist	Contracted services
Resource Specialist (non-teaching)	0
Other: SPED Aide	0.5

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,994.89	\$1,992.07	\$7,002.82	\$52,000.00
District	N/A	N/A		\$92,511.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$7506.64	\$82663.00
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2018–19)

During the 2018-19, Kinetic Academy employed an Intervention Credentialed teacher who provided academic support/intervention to Tier 2 and 3 students in reading, approximately 3-4 times/week using the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Reading Intervention Program during the instructional day. Additionally, Moby Max licenses were purchased, an online differentiated web-based program for struggling readers in grades 1-5.

Kinetic Academy also implemented the Caring School Community Program, led by classroom teachers, that supports social-emotional wellness. Our school's Project-based Learning educational model promotes learning both inside and outside the classroom/school grounds, through learning trips that align with content standards which include but are not limited to: Bolsa Chica Wetlands, Riley's Farm, Santa Ana Zoo, CA Science Center, Discovery Cube, and the Huntington Beach Civic Center to name a few.

Our school hosts assemblies to recognize student achievement, improvements in student attendance, and other awards. Kinetic Academy students also participate in Financial Literacy via the Junior Achievement Program, Spanish and Art courses that extend beyond core courses (ELA, Math, Science, Social Studies, Physical Education). Student-led conferences take place each Spring where students present their goals, progress and areas for growth to their teacher and parent(s).

Kinetic Academy has implemented Caring School Community (CSC), an evidence based program that builds classroom and schoolwide community while developing students social and emotional (SEL) skills and competencies.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	Kinetic Academy Amount	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,500	\$45,437	\$45,741
Mid-Range Teacher Salary	\$54,000	\$91,223	\$81,840
Highest Teacher Salary	\$58,500	\$111,275	\$102,065
Average Principal Salary (Elementary)	\$123,500	\$136,839	\$129,221
Average Principal Salary (Middle)	N/A	\$125,857	\$132,874
Average Principal Salary (High)	N/A	NR	\$128,000
Superintendent Salary	N/A	\$235,754	\$224,581
Percent of Budget for Teacher Salaries	39.80%	41.00%	36.00%
Percent of Budget for Administrative Salaries	5.80%	6.00%	5.00%

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 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All Courses	N/A	DPC

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

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11