KIPP Academy of Innovation

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.
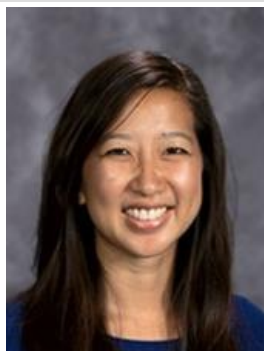
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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).

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.

Alice Lai, School Leader

Principal, KIPP Academy of Innovation

About Our School

KIPP Academy of Innovation is a tuition-free public S.T.E.A.M. charter middle school that opened in August 2014 in East Los Angeles. KIPP Academy of Innovation currently serves 470 5th-8th grade students. KIPP Academy of Innovation is a proud member of a national network of KIPP (Knowledge is Power Program) schools. The school is operated by KIPP LA Schools, a charter management organization.

We believe that all children have an unalienable right to determine their own destiny. At the center of this fundamental belief is the idea that all children deserve a high-quality education that provides them with the freedom, knowledge, and courage to choose their paths to and through college and beyond. At KAI, our students are 21st century learners and leaders, who confidently think outside the box, bravely remain ahead of the curve, and solve problems that don't yet exist.

KIPP Academy of Innovation students have access to cutting edge curriculum, instruction, and resources on a daily basis. Rigorous literacy instruction, an interdisciplinary STEAM (science, technology, engineering, art, and mathematics) curriculum, and small group intervention and acceleration provide KAI innovators with the necessary challenging academic foundation and critical character development to succeed to and through college and beyond.

Contact

KIPP Academy of Innovation
5164 Whittier Blvd.
Los Angeles, CA 90022-3932

Phone: 323-406-8000
E-mail: alai@kippla.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	KIPP Academy of Innovation
Street	5164 Whittier Blvd.
City, State, Zip	Los Angeles, Ca, 90022-3932
Phone Number	323-406-8000
Principal	Alice Lai, School Leader
E-mail Address	alai@kippla.org
Web Site	http://kippla.org/kai/index.cfm
County-District-School (CDS) Code	19647330128512

Last updated: 1/11/2018

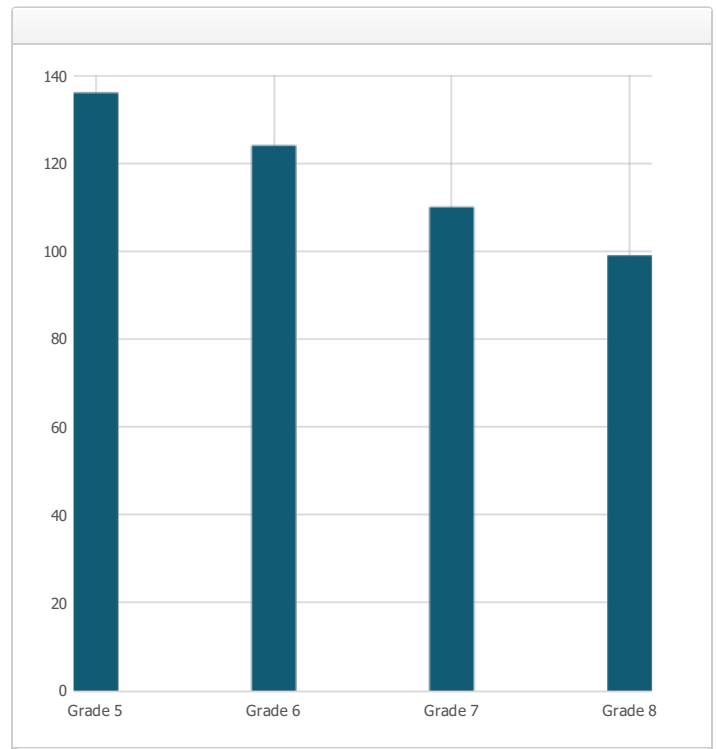## School Description and Mission Statement (School Year 2017-18)

At KIPP Academy of Innovation, we believe in the relentless pursuit of excellence beyond college for all children. We believe that excellent schools and strong partnerships transform communities in preparation for the 21st century and beyond. We believe that by educating the whole child, our students are empowered to transform their lives, the communities they live in, and the world at large. We foster a genuine love of learning by creating a collaborative culture of inquiry and learning through discovery. By building confident critical thinkers ahead of their own time, our students are courageous leaders who unapologetically try new things, take risks, and stand for change in the face of adversity.

With rigorous literacy based instruction as the gateway to learning, interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) curricula, a deep culture of character development, and a school-wide Robotics program and KIPPFit physical education program, our students are empowered as 21st century learners and leaders to innovate and compete in the global arena.

Last updated: 1/11/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	136
Grade 6	124
Grade 7	110
Grade 8	99
Total Enrollment	469

Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.3 %
Asian	0.3 %
Filipino	0.0 %
Hispanic or Latino	97.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.4 %
English Learners	13.9 %
Students with Disabilities	10.9 %
Foster Youth	0.3 %

Last updated: 1/11/2018
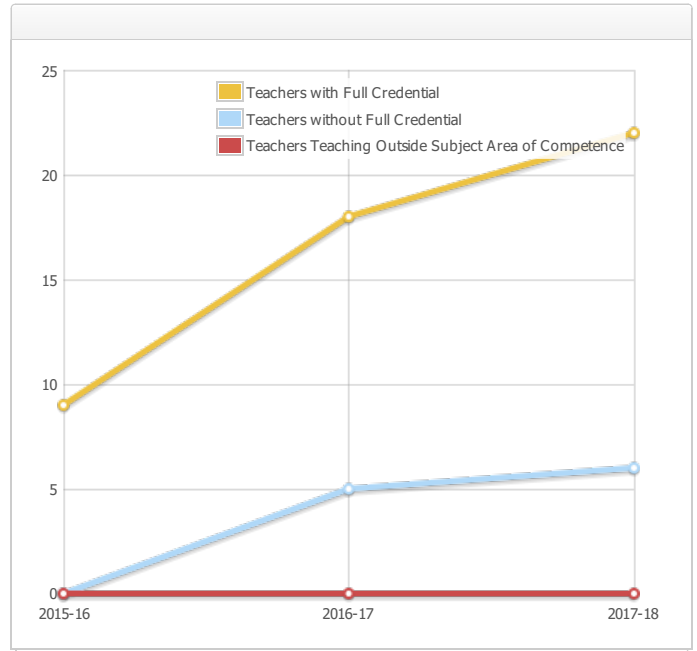
A. Conditions of Learning

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
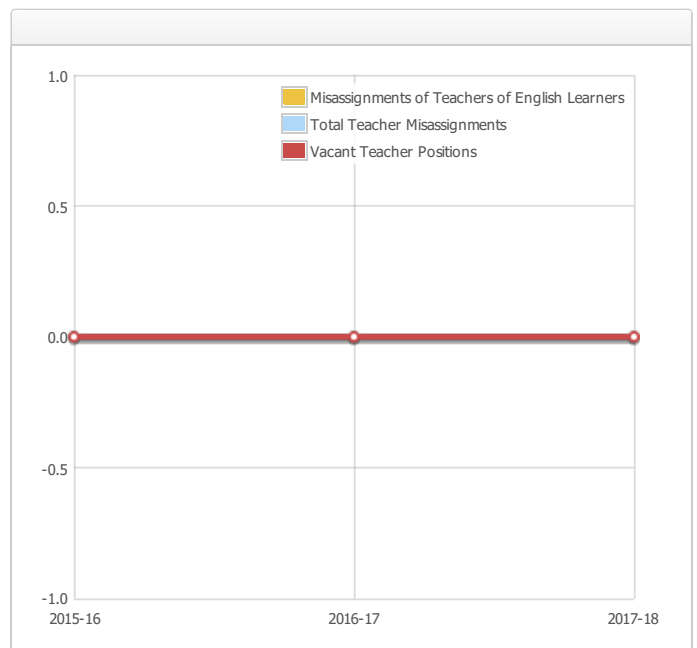- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	18	22	21842
Without Full Credential	0	5	6	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830

Last updated: 2/2/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wheatly Curriculum Fountas and Pinnell Leveled Literacy Intervention Sets Heinemann Units of Study for Teaching, Grades K-8 Heinemann Units of Study in Argument, Information, and Narrative Writing Middle School Series Bundle, Grades 6-8: A Common Core Workshop Curriculum		0.0 %
Mathematics	ST Math Bridges and Illustrative Mathematics Singapore Math FACEing Math Set Implementing the Common Core Standards for Math		0.0 %
Science	Amplify Curriculum Teacher created Curriculum - standards aligned NGSS Reader Pack		0.0 %
History-Social Science	Teacher created Curriculum - standards aligned History Alive THe Alexandria Plan: U.S. and World History		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	The Art Teacher's Survival Guide Art Lab for Kids Drawing Lab for Mixed Media Artists Paint Lab		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2018

School Facility Conditions and Planned Improvements

KIPP Academy of Innovation is inspected on a monthly basis. These monthly inspections focus on ensuring our facility is kept safe and clean for students, families, and staff members. At this moment KIPP Academy of Innovation does not have any planned facility improvements.

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good

Last updated: 1/11/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	64%	60%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	66%	56%	29%	30%	36%	37%

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.

Last updated: 1/11/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	359	100.00%	60.06%
Male	196	196	100.00%	52.55%
Female	163	163	100.00%	69.14%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	352	352	100.00%	60.40%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	334	334	100.00%	58.26%
English Learners	167	167	100.00%	54.49%
Students with Disabilities	39	39	100.00%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 1/11/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	359	100.00%	55.99%
Male	196	196	100.00%	55.10%
Female	163	163	100.00%	57.06%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	352	352	100.00%	56.25%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	334	334	100.00%	53.89%
English Learners	167	167	100.00%	49.10%
Students with Disabilities	39	39	100.00%	15.38%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 1/11/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	91.0%	95.0%	46.0%	46.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/11/2018

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/11/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

All families are encouraged to have an active role At KIPP Academy of Innovation as families play an important role in the lives of their children and our school's community. Families are invited to particpate in various school events and meetings throughout the year, such as Coffee with the Leadership Team, parent education workshops, student-led Conferences, School Success Team meetings, and Team & Family activities.

Families are also offered opportunties to be leaders in our school's community. Families are invited to actively participate in our monthly School Site Council meetings and co-facilitate school-wide fundraising events. In addition, parents/guardians are welcome to serve as volunteers on campus and assist with student supervision. Volunteer opportunites are announced via our weekly Communinty Bulletin, calls, notices, and school website.

State Priority: Pupil Engagement

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

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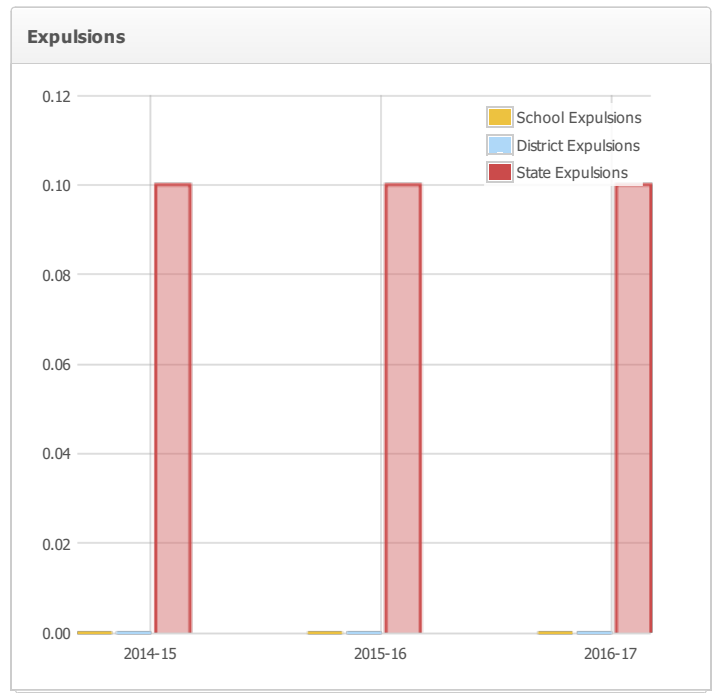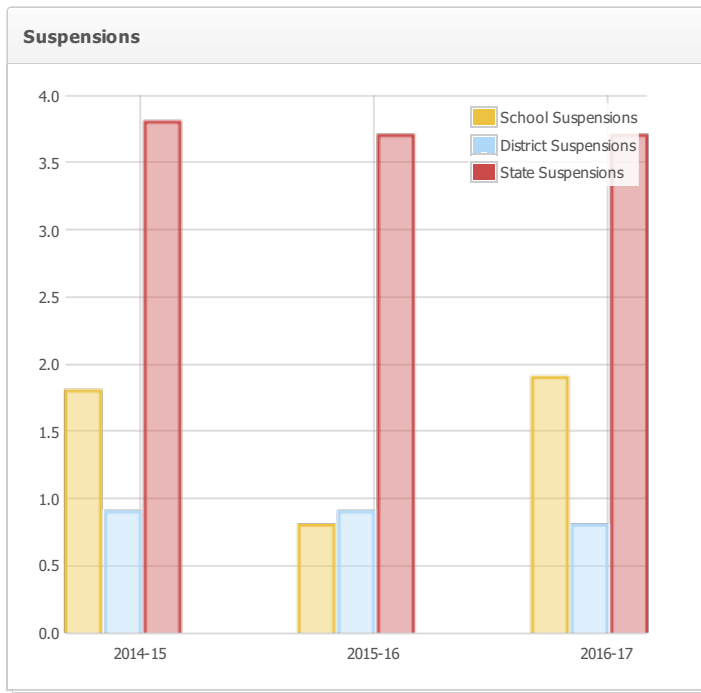- High school graduation rates

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8%	0.8%	1.9%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions

Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

KIPP Academy of Innovation's Emergency Reponse Plan for the 2017-18 school year was implemented in August 2017. All aspects of the plan - descriptions of emergency response roles, types of evacuations, evacuation and drill procedures, location of emergency supplies, emergency signals, and evacuation routes - were reviewed and discussed with all staff members in September 2017. Monthly drills are conducted and documented, and every classroom is equipped with a copy of the site's Emergency Reponse Plan, evacuation map, emergency backpack, and lockdown kit.

Last updated: 1/11/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	32.0	1	3	18	33.0	1	4	24	33.0	0	0	28
6	0.0	0	0	0	28.0	0	28	0	34.0	0	0	28
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+	2016-17 Average Class Size	Number of Classes * 1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	28.0	0	4	0
Mathematics	0.0	0	0	0	0.0	0	0	0	22.0	2	3	0
Science	0.0	0	0	0	0.0	0	0	0	28.0	0	4	0
Social Science	0.0	0	0	0	0.0	0	0	0	27.0	0	4	0

* 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.

Last updated: 1/11/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	0.8	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.3	N/A

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

*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.

Last updated: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12098.0	$2869.0	$9228.0	$58168.0
District	N/A	N/A	$7038.0	$73658.0
Percent Difference – School Site and District	N/A	N/A	-33.3%	-23.5%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	33.6%	-30.7%

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

Last updated: 2/2/2018

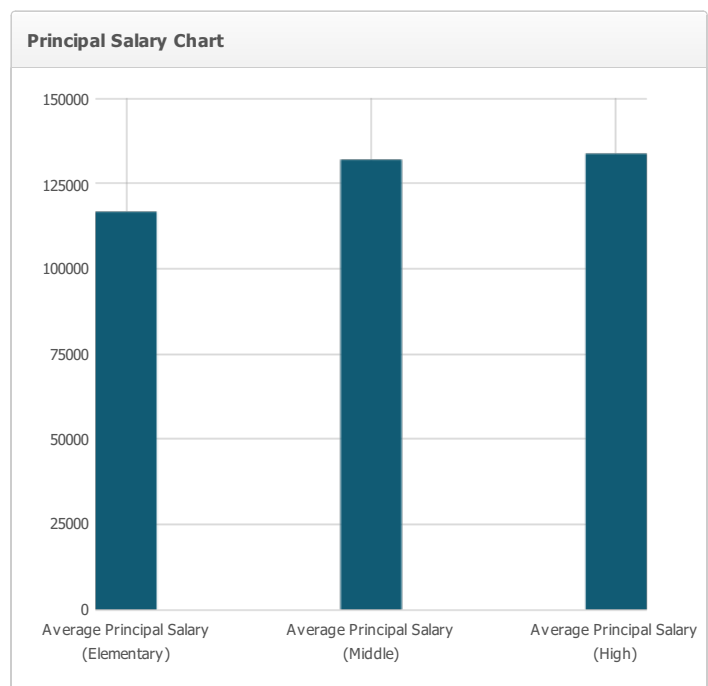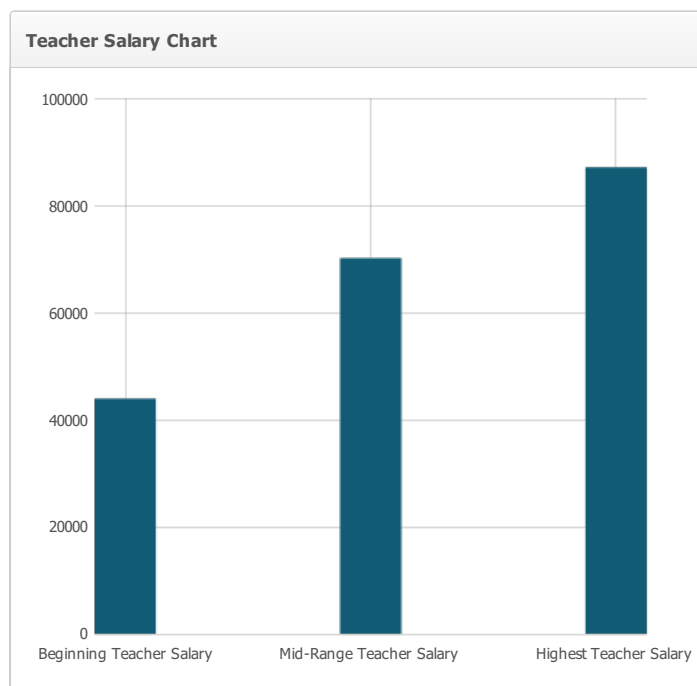## Types of Services Funded (Fiscal Year 2016-17)

KIPP Academy of Innovation offers an afterschool program that is ASES funded. The main goal of our afterschool program is to support students by providing literacy and enrichment activities. Everyday students receive academic assistance in the core subject areas of reading, language artes, mathematics and science. They also participate in extracurricular activities such as drill, photography, music, dance, sports, and art.

Last updated: 1/11/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,808
Mid-Range Teacher Salary	$70,141	$73,555
Highest Teacher Salary	$87,085	$95,850
Average Principal Salary (Elementary)	$116,684	$120,448
Average Principal Salary (Middle)	$131,969	$125,592
Average Principal Salary (High)	$133,725	$138,175
Superintendent Salary	$350,000	$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/11/2018

Professional Development

Professional development begins with an intensive KAI Summer On-Boarding for all teammates. At the end of KAI Summer On-Boarding, all KAI teachers have a clear understanding of the why behind our KIPP Academy of Innovation vision, mission, and core values. By conducting community walks, scavenger hunts, and home visits, our KAI teachers have a stronger understanding and appreciation of the beauty, value, and richness of our school community.

Professional development throughout the year continues to reinforce and build upon the momentum from the KAI Summer On-Boarding. Logistically, KAI Professional Development will occur on a weekly basis on Monday afternoons from 1:30 – 3:30pm. KAI Staff Professional Development Plan for the year will fall under two umbrellas 1) Transformational and 2) Transactional. We spend 80% of weekly PD focusing on the transformational and 20% focusing on the

transaction. For our founding year, our umbrella topics that transform the quality of classroom instruction are 1) Data Driven Instruction, 2) Everyone is a reading teacher, and 3) Design Thinking.

In addition to school-based professional development, KAI also partners with other outside organizations to provide more professional development. Depending on the needs of the team, this means sending some teachers to the Lucy Calkins Reader's Workshop Training or a Design Thinking Institute Workshop.

Last updated: 1/11/2018