

KIPP Academy of Innovation

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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
4240 E. Olympic Blvd.
Los Angeles, CA 90023*

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	KIPP Academy of Innovation
Street	4240 E. Olympic Blvd.
City, State, Zip	Los Angeles, Ca, 90023
Phone Number	323-406-8000
Principal	Alice Lai, School Leader
E-mail Address	alai@kippla.org
Web Site	http://kippla.org/kai
County-District-School (CDS) Code	19647330128512

Last updated: 1/15/2019

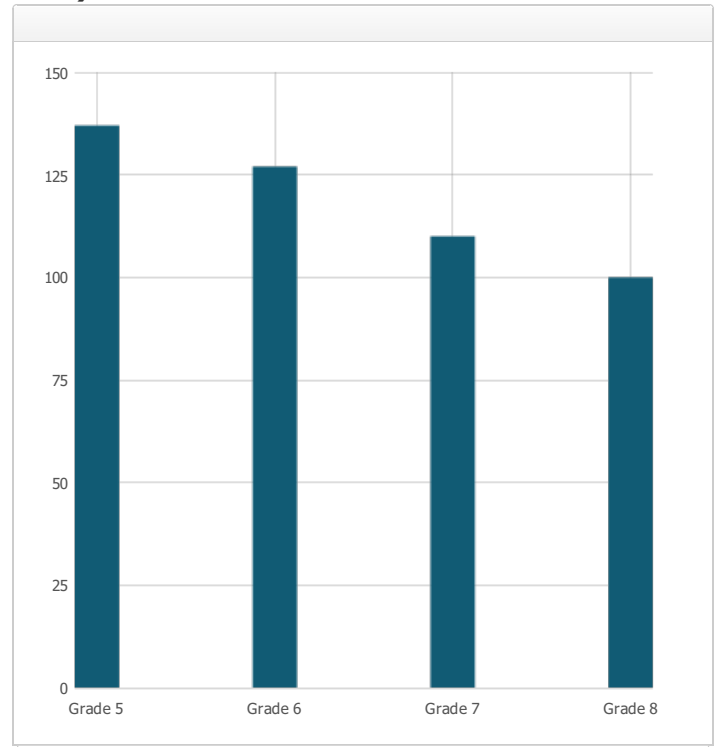
School Description and Mission Statement (School Year 2018—19)

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: 1/27/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 5	137
Grade 6	127
Grade 7	110
Grade 8	100
Total Enrollment	474



Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.2 %
Asian	0.2 %
Filipino	%
Hispanic or Latino	98.1 %
Native Hawaiian or Pacific Islander	%
White	0.2 %
Two or More Races	%
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.0 %
English Learners	13.9 %
Students with Disabilities	13.9 %
Foster Youth	0.4 %

A. Conditions of Learning

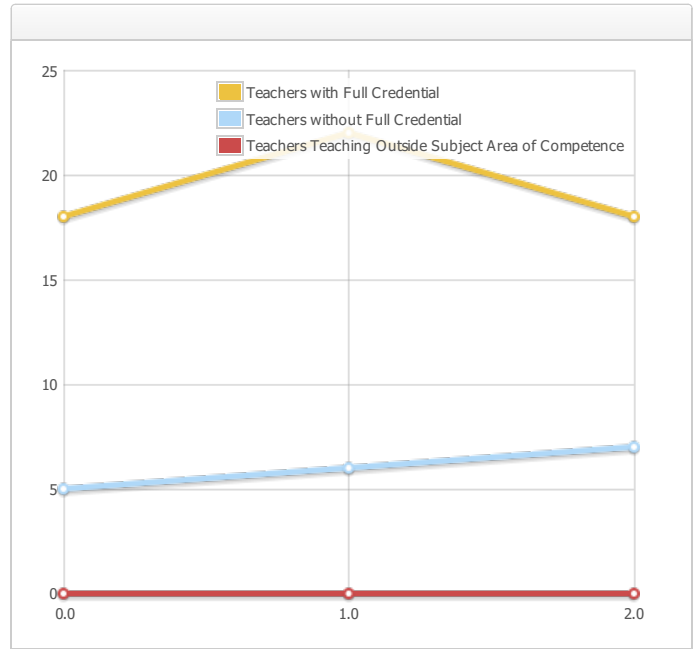
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	22	18	
Without Full Credential	5	6	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/15/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education 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	IXL Math Bridges Illustrative 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			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: 1/28/2019

School Facility Conditions and Planned Improvements

In January 2019, KIPP Academy of Innovation moved into a brand new building. The new building has 2 learning labs, an iLab, and an indoor cafeteria. Facilities at KIPP Academy of Innovation are inspected on a monthly and quarterly basis. These 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: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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 2019

Overall Rating	Good
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Last updated: 1/15/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	60.0%	59.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	56.0%	52.0%	30.0%	32.0%	37.0%	38.0%

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.

Last updated: 1/15/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	460	456	99.13%	58.99%
Male	244	241	98.77%	52.70%
Female	216	215	99.54%	66.05%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	452	448	99.12%	59.15%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	420	416	99.05%	58.89%
English Learners	200	200	100.00%	53.50%
Students with Disabilities	68	66	97.06%	12.12%
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: 1/15/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	460	456	99.13%	52.19%
Male	244	241	98.77%	49.79%
Female	216	215	99.54%	54.88%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	452	448	99.12%	52.23%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	420	416	99.05%	52.40%
English Learners	200	200	100.00%	44.00%
Students with Disabilities	68	66	97.06%	13.64%
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: 1/15/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/15/2019

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 2017–18)

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	15.2%	9.1%	--
7	22.4%	10.3%	2.8%

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: 1/15/2019

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 2018—19)

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 participate in various school events and meetings throughout the school year, such as Coffee with the Administration Team, parent education workshops, Student-Led Conferences, School Success Team meetings, and Team & Family activities.

Families are also offered opportunities throughout the school year to be parent 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 opportunities are announced via our weekly KAI Community 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

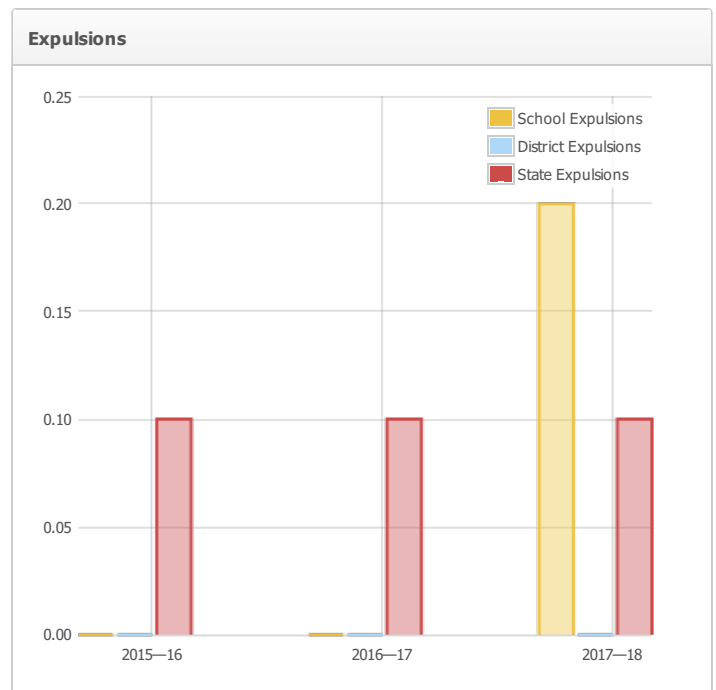
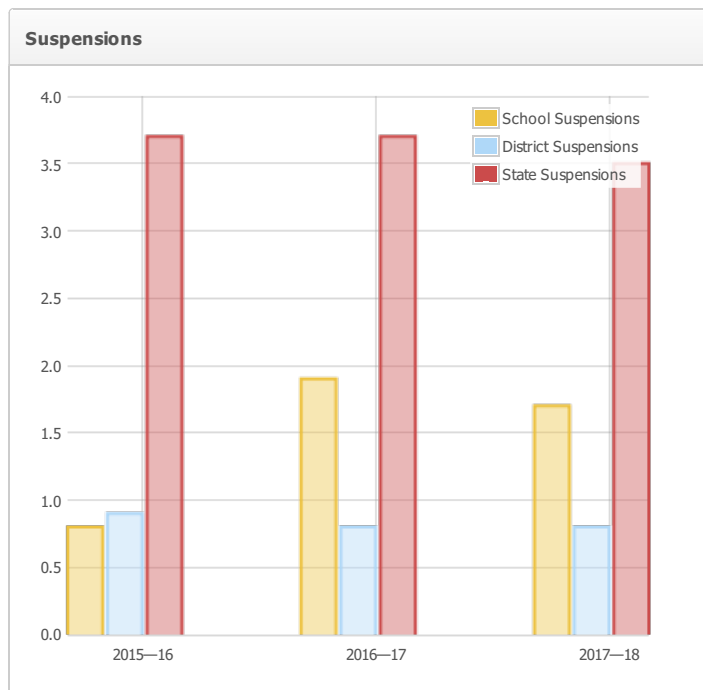
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.8%	1.9%	1.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

School Safety Plan (School Year 2018—19)

KIPP Academy of Innovation's Comprehensive School Safety Plan for the 2018-19 school year was implemented in August 2018. 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 2018. Monthly drills are conducted and documented, and every classroom is equipped with a copy of the site's Comprehensive School Safety Plan, evacuation map, emergency backpack, and lockdown kit.

Last updated: 1/27/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	33.0			4
6	28.0		4	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	33.0		4	
6	34.0		4	
Other**	30.0		4	

* 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				
1				
2				
3				
4				
5	35.0			4
6	32.0		4	
Other**	30.0		4	

* 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.

Last updated: 1/15/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0		4	
Mathematics	22.0	2	3	
Science	28.0		4	
Social Science	27.0		4	

* 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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	1	6	1
Mathematics	23.0	5	3	1
Science	30.0	1	4	2
Social Science	30.0	1	3	3

* 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: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		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: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12030.0	\$2775.0	\$9255.0	\$63919.0
District	N/A	N/A	\$10881.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	-15.0%	-14.9%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	40.8%	-20.9%

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

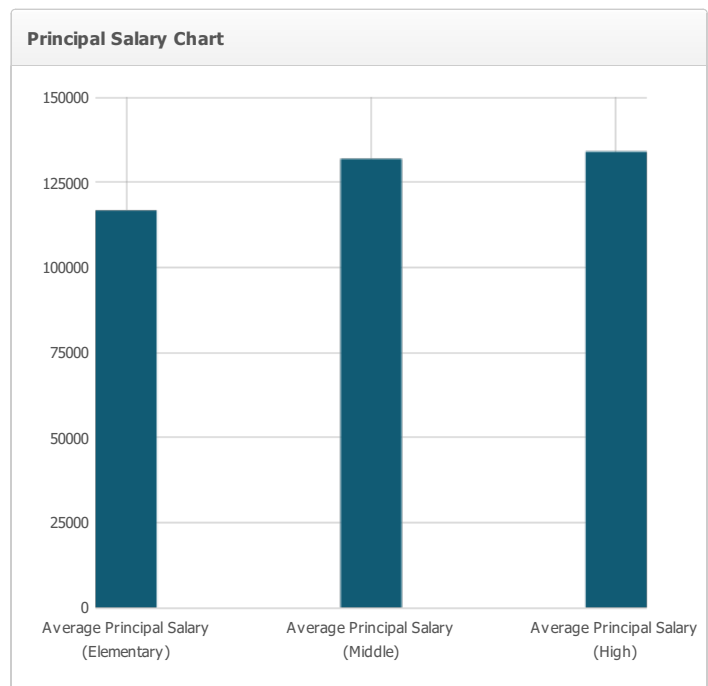
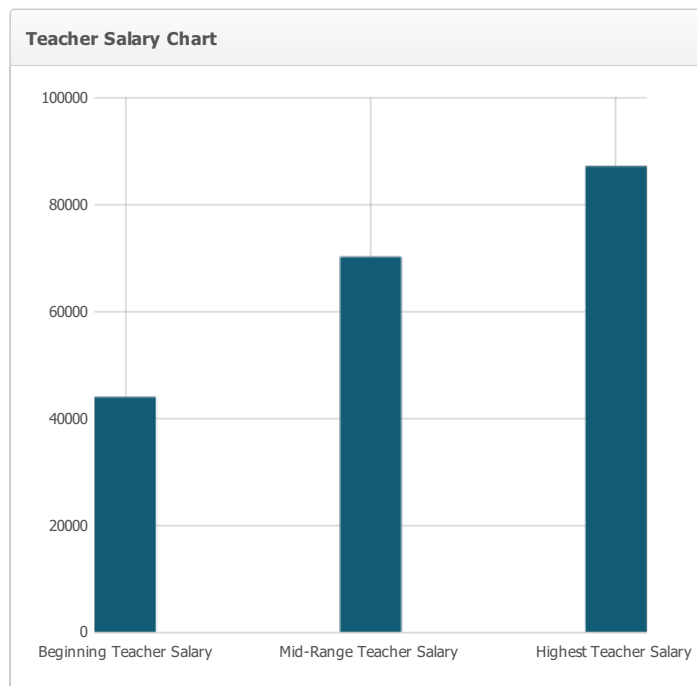
KIPP Academy of Innovation offers an afterschool program that is ASES funded. The main goal of our afterschool program is to support students by providing literacy and enrichment activities. Everyday students receive academic assistance in the core subject areas of reading, language artes, mathematics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

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/15/2019

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 1:15–4:00pm. 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 this 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: 1/28/2019