KIPP Academy of Innovation

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

Alice Lai, School Leader

⌖ Principal, KIPP Academy of Innovation

About Our School

KIPP Academy of Innovation is a tuition-free public charter middle school in East Los Angeles. KIPP Academy of Innovation currently serves 105 fifth graders in 2014-2015 and will add one grade each year until reaching full capacity in 2017 with 526 students in fifth through eighth grade. 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

5156 Whittier Blvd.
Los Angeles, CA
90022

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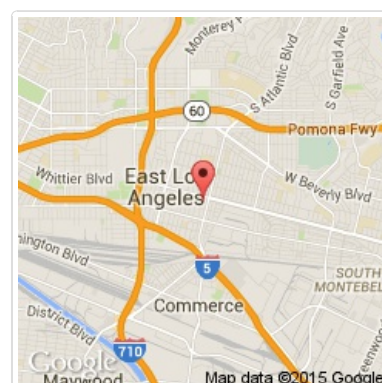
About This School

Contact Information - Most Recent Year

School	
School Name	KIPP Academy of Innovation
Street	5156 Whittier Blvd.
City, State, Zip	Los Angeles, Ca, 90022
Phone Number	323-406-8000
Principal	Alice Lai, School Leader
E-mail Address	alai@kippla.org
Web Site	http://www.kippla.org/innovation
County-District-School (CDS) Code	19647330128512

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/14/2015

School Description and Mission Statement (Most Recent Year)

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.

With rigorous literacy based instruction as the gateway to learning, interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) curricula, and a deep culture of character development, our students are empowered as 21st century learners and leaders to innovate and compete in the global arena.
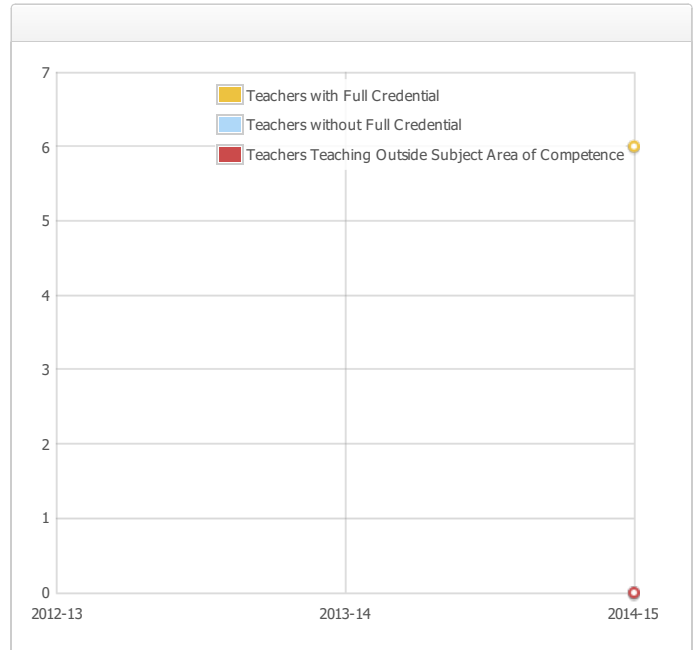
Last updated: 1/14/2015

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential			6	180
Without Full Credential			0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	0

Last updated: 1/28/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0
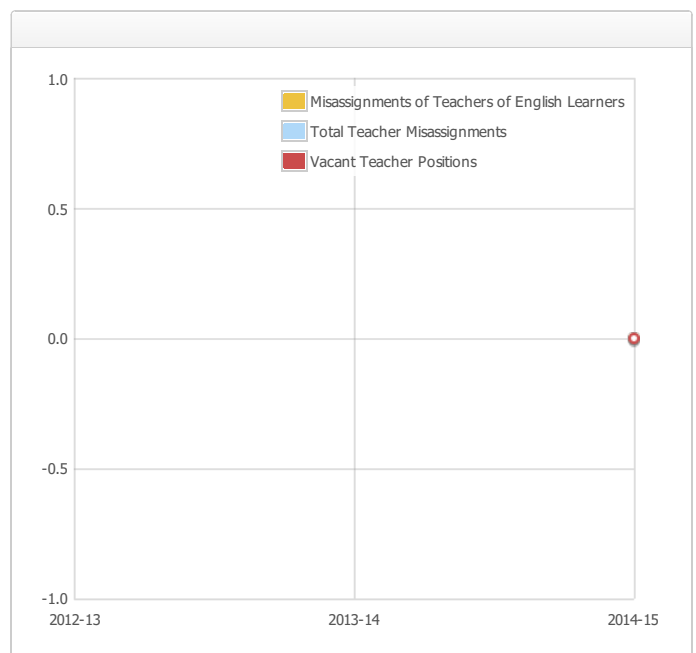
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/14/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/21/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Achieve3000 Fountas and Pinnell Leveled Literacy Intervention - Gold Fountas and Pinnell Leveled Literacy Intervention - Red Great Nonfiction for 3-5 Stem Grades for 3-4 Latino Biographies 'If You' Series 'Community and Neighborhood' Series	Yes	0.0
Mathematics	ST Math Eureka Math Singapore Math FACEing Math Set	Yes	0.0
Science	Teacher created Curriculum NGSS Reader Pack	Yes	0.0
History-Social Science	Teacher created Curriculum History Alive THe Alexandria Plan: U.S. and World History	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	The Art Teacher's Survival Guide Art Lab for Kids Drawing Lab for Mixed Media Artists		0.0

	Paint Lab	
Science Laboratory Equipment (grades 9-12)	N/A	0.0

School Facility Conditions and Planned Improvements - Most Recent Year

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. At this moment KIPP Academy of Innovation does not have any planned facility improvements.

Last updated: 1/22/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas leaks, Mechanical/HVAC, Sewer repairs are not needed
Interior: Interior Surfaces	Good	Interior Surfaces repairs are not needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Campus is kept clean at all times; we do not have a pest/vermin infestation
Electrical: Electrical	Good	Electrical repairs are not needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repairs are not needed for our restrooms/fountains
Safety: Fire Safety, Hazardous Materials	Good	Fire/Safety repairs are not needed
Structural: Structural Damage, Roofs	Good	Repairs are not needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	School grounds and window/doors do not need repairs

Overall Facility Rate - Most Recent Year

Overall Rating	Good

Last updated: 1/22/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)									

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/21/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012
Statewide		
Similar Schools		

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012
All Students at the School		
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged		
English Learners		
Students with Disabilities		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six 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: 1/21/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

All families are encouraged to have an active role At KIPP Academy of Innovation. Families are invited to particpate in various school events/meetings throughout the year, such as Coffee with the Principal, parent workshops, student-led Conferences, and Team and Family activities. In spring 2014 parents were involved with the development of the 2014-15 LCAP. Families are also given the opportunity to be leaders in the school's community by participating in the Innovation Parent Council and by co-facilitating school-wide fundraising efforts. In addition, parents are welcomed to serve as volunteers on campus and assist with student supervision. Volunteer opportunites are announced via our weekly Family Bulletin, calls, notices, and school website.

State Priority: Pupil Engagement

Last updated: 1/28/2015

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

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

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

	School			District			State		
Indicator	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				64.75	66.63	68.07	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
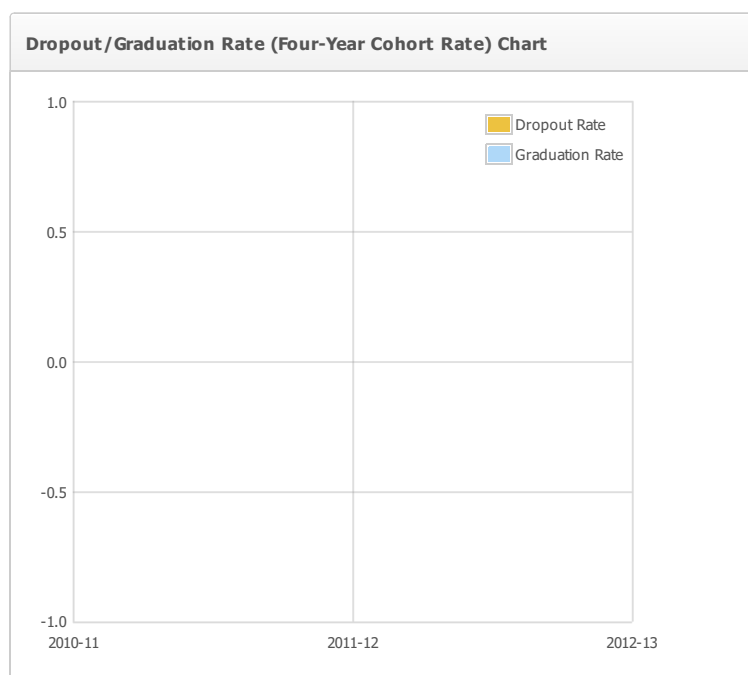
Last updated: 1/21/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Completion of High School Graduation Requirements

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions									
Expulsions									

Suspensions	Expulsions
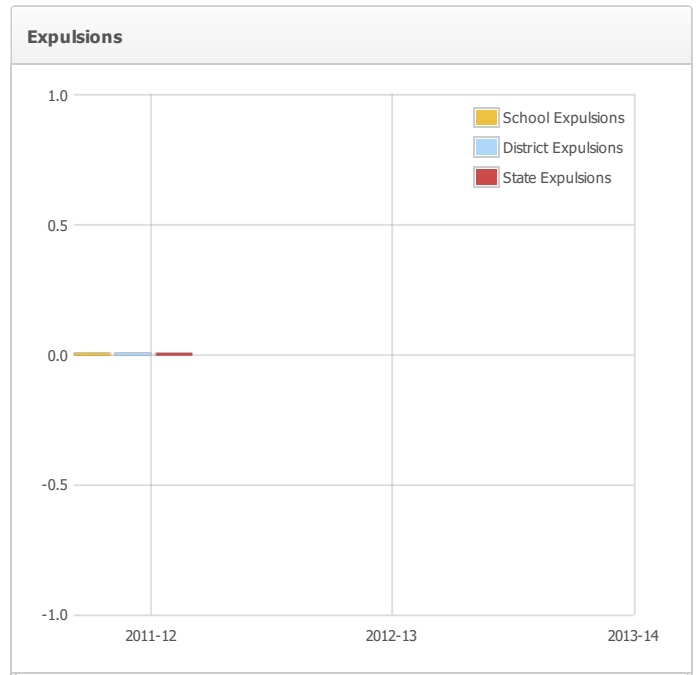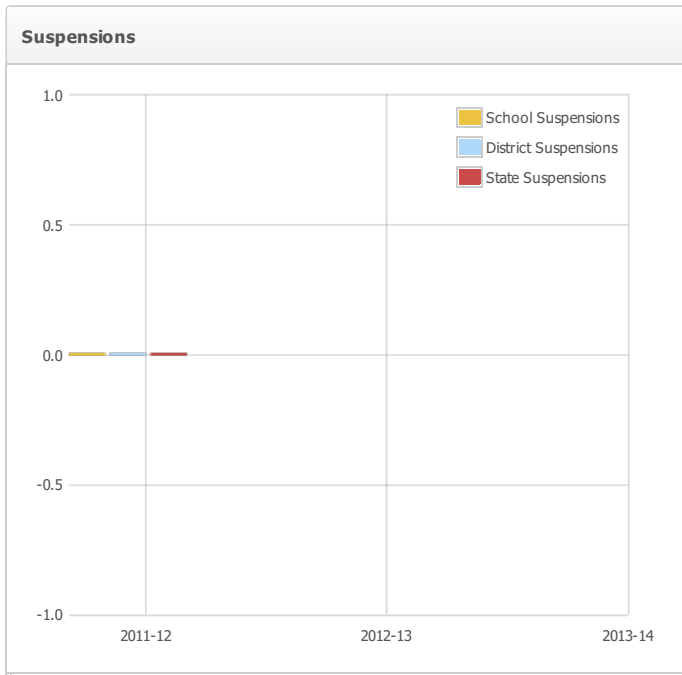
School Safety Plan - Most Recent Year

KIPP Academy of Innovation's Emergency Reponse Plan for the 2014-15 school year was implemented in September 2014. 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 2014. Monthly drills are conducted and every classroom is equipped with a copy of the site's Emergency Reponse Plan, evacuation map, and an emergency backpack.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		N/A

Last updated: 1/21/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/21/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/21/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	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.

Last updated: 1/21/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

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		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/21/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$4,690	$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/21/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,788	$41,761
Mid-Range Teacher Salary	$63,553	$66,895
Highest Teacher Salary	$78,906	$86,565
Average Principal Salary (Elementary)	$104,385	$108,011
Average Principal Salary (Middle)	$114,264	$113,058
Average Principal Salary (High)	$115,542	$123,217
Superintendent Salary	$330,000	$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
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
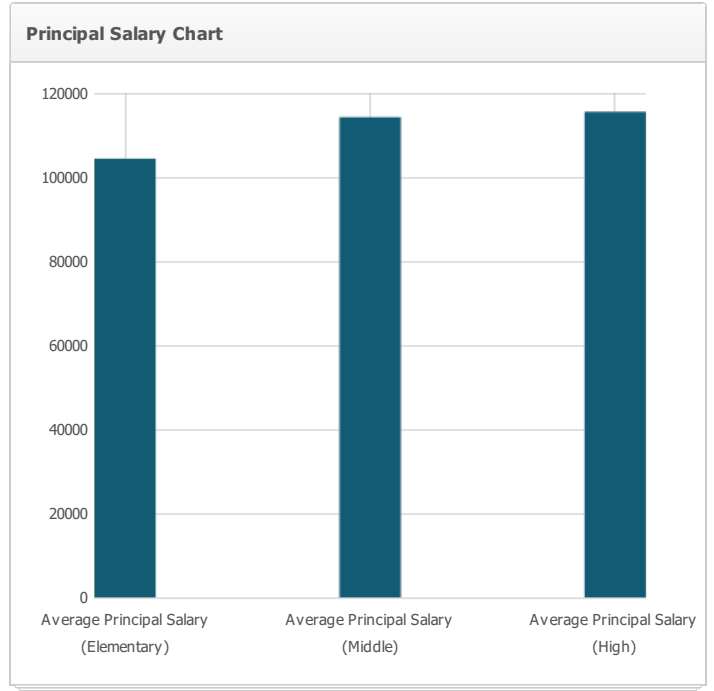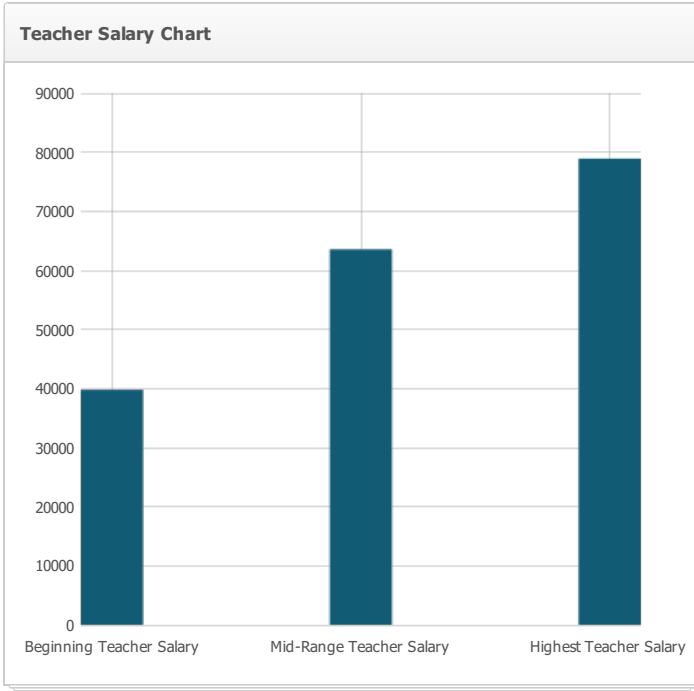
Last updated: 1/21/2015

Advanced Placement Courses (School Year 2013-14)

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

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

*Where there are student course enrollments.

Last updated: 1/21/2015

Professional Development – Most Recent Three Years

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 the community in which we will one day serve 526 innovators.

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, and 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 individualized 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: 1/22/2015