

KIPP Academy of Innovation

4240 E. Olympic Blvd. • Los Angeles, CA, 90023 • (323) 406-8000 • Grades 5-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Los Angeles Unified

(213) 241-1000
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

KIPP Academy of Innovation teaches the academic skills, builds the intellectual habits, and fosters the character traits necessary for our students to take risks and innovate. In the pursuit of excellence in middle school, high school, college and beyond, our Innovators will transform their lives, their communities, and the world around them.

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, 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.

About the SARC

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	137
Grade 6	130
Grade 7	111
Grade 8	96
Total Enrollment	474

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	0.2
Hispanic or Latino	97.9
White	0.6
Socioeconomically Disadvantaged	92.4
English Learners	12.7
Students with Disabilities	17.3
Foster Youth	0.8

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 for KIPP Academy of	17-18	18-19	19-20
With Full Credential	22	18	17
Without Full Credential	6	7	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Angeles Unified	17-18	18-19	19-20
With Full Credential	◆	◆	21054
Without Full Credential	◆	◆	783
Teaching Outside Subject Area of Competence	◆	◆	1103

Teacher Misassignments and Vacant Teacher Positions at KIPP Academy of Innovation

Indicator	17-18	18-19	19-20
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 Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	IXL Math Bridges Illustrative Math Implementing the Common Core Standards for Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify Curriculum Teacher created Curriculum - standards aligned NGSS Reader Pack The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	Teacher created curriculum - standards aligned The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In January 2019 KIPP Academy of Innovation moved into a new and permanent facility in East Los Angeles. Our school site provides a safe, warm, joyful, and inviting space for students, families, teachers, faculty, members of the community, and stakeholders. Our main office, classrooms, play area, multipurpose room and shared spaces are clutter-free, clean, and organized. All adults on site play an active role in ensuring KIPP Academy of Innovation is a clean and operationally well-maintained middle school. By proudly representing our school's and students' values, KIPP Academy of Innovation serves as a source of pride and inspiration for the East Los Angeles community.

Planned Improvements:

- Expanding school site to add additional playground space for our students

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2019

System Inspected	Repair Status	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 Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	59	51	43	45	50	50
Math	52	49	32	34	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.4	5.3	3.0
7	16.5	8.3	4.6

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	450	98.47	50.67
Male	243	240	98.77	43.33
Female	214	210	98.13	59.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	447	441	98.66	50.57
White	--	--	--	--
Socioeconomically Disadvantaged	426	420	98.59	50.48
English Learners	184	184	100.00	41.30
Students with Disabilities	80	75	93.75	14.67
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	457	450	98.47	49.33
Male	243	240	98.77	47.50
Female	214	210	98.13	51.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	447	441	98.66	49.21
White	--	--	--	--
Socioeconomically Disadvantaged	426	420	98.59	49.05
English Learners	184	184	100.00	40.76
Students with Disabilities	80	75	93.75	18.67
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.

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)

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: 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.

School Safety Plan

KIPP Academy of Innovation's Comprehensive School Safety Plan for the 2019-20 school year was implemented in August 2019. 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 2019 as part of our team Professional Development sessions.

We practice our safety procedures via emergency drills, which are conducted on a monthly basis. We have onsite emergency supplies for the entire school community and every classroom is equipped with a copy of the site's Comprehensive School Safety Plan, evacuation map, emergency backpack, and lockdown kit.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	0.6
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	189.6

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.4
Other	2.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
5	33			28	35			28	35		1	31
6	34			28	32		28	32			6	26
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)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28		4		26	1	6	1	23	2	7	
Mathematics	22	2	3		23	5	3	1	21	3	7	
Science	28		4		30	1	4	2	26		8	
Social Science	27		4		30	1	3	3	26	1	7	

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	26	44

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, team sessions, 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 occurs on a weekly basis on Monday afternoons from 1:30–4:00pm. 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,033	\$2,932	\$9,101	\$56,762
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$6574.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	20.3	-27.8
School Site/ State	32.2	-34.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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 in the afterschool program receive academic assistance in the core subject areas of Reading, Language Arts, Mathematics and Science. Students in the program also participate in extracurricular activities such as drill, photography, music, dance, sports, art, and dance.

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.