

KIPP Los Angeles College Preparatory

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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.



Carlos Lanuza, Principal

Principal, KIPP Los Angeles College Preparatory

About Our School

KIPP Los Angeles College Preparatory School (KIPP LA Prep) is a high-performing tuition-free public charter middle school located in Boyle Heights. We serve 493 students in grades five through eight.

KIPP LA Prep is part of the national KIPP (Knowledge Is Power Program) network of schools. We are operated by KIPP LA Schools, a charter school management organization.

KIPP LA Prep's mission is to prepare students with the academic skills, intellectual habits, and character traits that are necessary for success in high school, college, and the competitive world beyond. In pursuing this mission, we aim to serve our community as a whole by educating students who will make a difference in our community and the world.

KIPP LA Prep is a California Distinguished School and it is the top performing middle school in Los Angeles Unified School District.

Contact

KIPP Los Angeles College Preparatory
2810 Whittier Blvd.
Los Angeles, CA 90023-1527

Phone: 323-264-7737
E-mail: clanuza@kippla.org

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| 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 - Most Recent Year | |
|---|--|
| School Name | KIPP Los Angeles College Preparatory |
| Street | 2810 Whittier Blvd. |
| City, State, Zip | Los Angeles, Ca, 90023-1527 |
| Phone Number | 323-264-7737 |
| Principal | Carlos Lanuza, Principal |
| E-mail Address | clanuza@kippla.org |
| Web Site | www.kipp.org/school-content/kipp-la-college- |
| County-District-School (CDS) Code | 19647330100867 |

Last updated: 1/19/2016

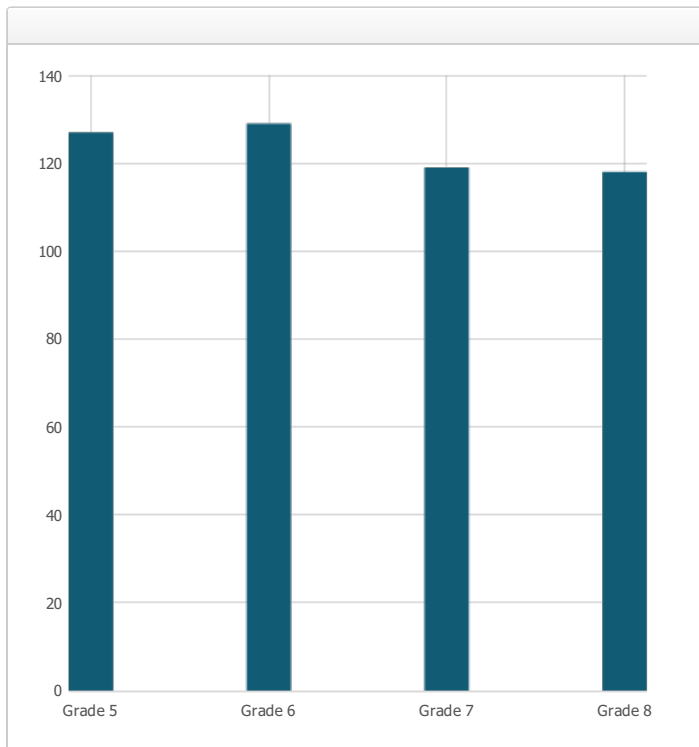
School Description and Mission Statement - Most Recent Year

KIPP LA Prep's mission is to prepare students with the academic skills, intellectual habits, and character traits that are necessary for success in high school, college, and the competitive world beyond. In pursuing this mission, we aim to serve our community as a whole by educating students who will make a difference in our community and the world.

Last updated: 1/15/2016

Student Enrollment by Grade Level (School Year 2014-15)

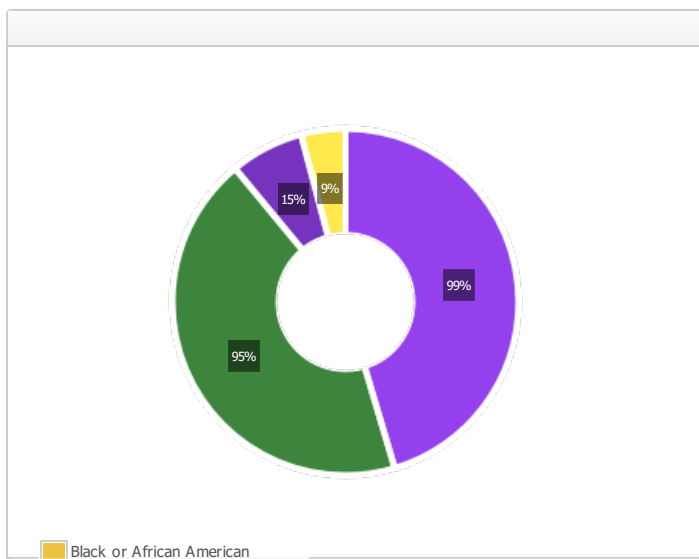
| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 5 | 127 |
| Grade 6 | 129 |
| Grade 7 | 119 |
| Grade 8 | 118 |
| Total Enrollment | 493 |



Last updated: 1/15/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.2 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 0.0 % |
| Filipino | 0.4 % |
| Hispanic or Latino | 99.0 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 0.0 % |
| Two or More Races | 0.0 % |
| Socioeconomically Disadvantaged | 95.5 % |
| English Learners | 15.4 % |
| Students with Disabilities | 9.3 % |
| Foster Youth | 0.0 % |



- 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
- Foster Youth

Last updated: 1/15/2016

A. Conditions of Learning

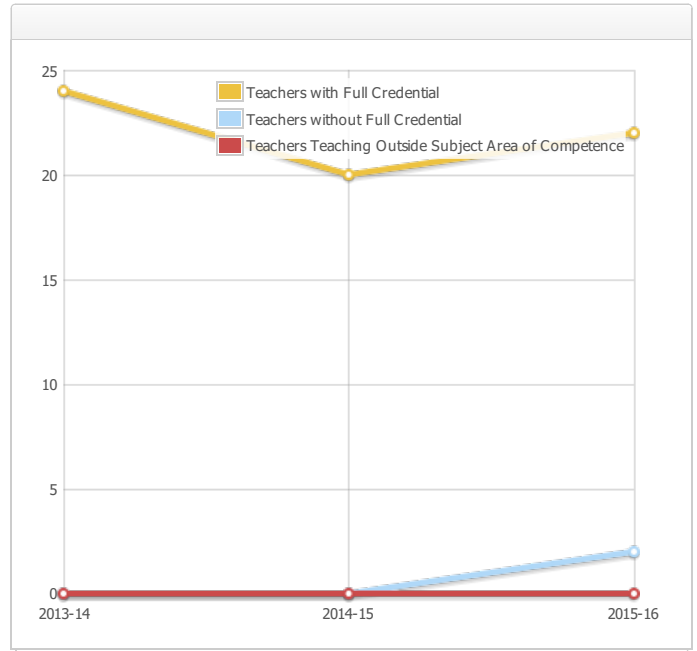
State Priority: Basic

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

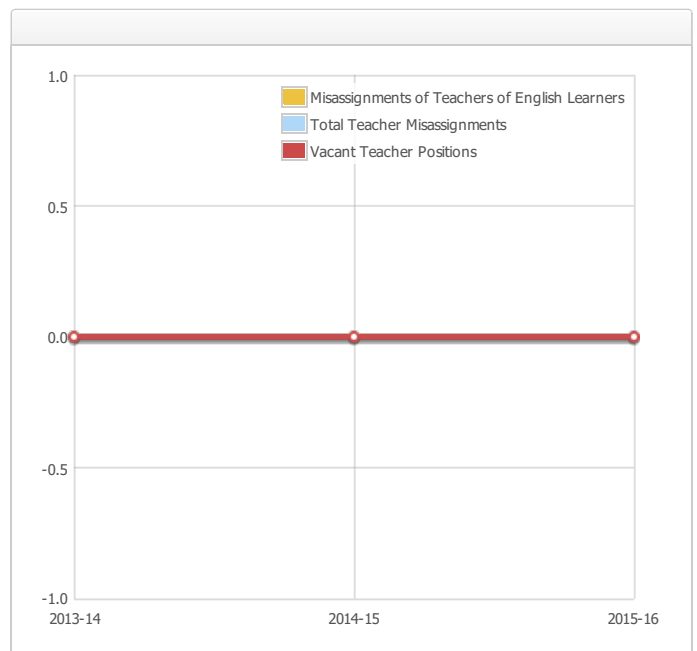
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 24 | 20 | 22 | |
| Without Full Credential | 0 | 0 | 2 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/27/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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: 1/27/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | 100.0% | 0.0% |
| All Schools in District | 88.0% | 12.0% |
| High-Poverty Schools in District | 93.0% | 7.0% |
| Low-Poverty Schools in District | 45.0% | 55.0% |

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.

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

Year and month in which data were collected: September 2015

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | <ul style="list-style-type: none"> Units of Study Novel base instruction Teacher created curriculum and standards aligned | | 0.0 % |
| Mathematics | <ul style="list-style-type: none"> 5th grade Math: Eureka 6th grade math: Eureka 7th & 8th grade: College Preparatory Math & Eureka Geometry & Algebra: Glencoe Geometry & Algebra | | 0.0 % |
| Science | <ul style="list-style-type: none"> Units of Study Novel base instruction Teacher created curriculum and standards aligned | | 0.0 % |
| History-Social Science | <ul style="list-style-type: none"> Teacher created and standards aligned curriculum that covers Medieval to Early Modern Times. | | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | <ul style="list-style-type: none"> Teacher created curriculum and standards aligned. | | 0.0 % |
| Visual and Performing Arts | <ul style="list-style-type: none"> Teacher created curriculum and standards aligned. | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | | | 0.0 % |

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

- KIPP LA Prep provides a safe and clean environment for students, staff, and volunteers. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms.
- A cleaning schedule is in place to ensure a clean, safe, and functional learning environment.
- The school site is in good condition. All systems are in proper working order and the facilities are well maintained.
- A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair request are completed efficiently and in the order in which they are received.

Last updated: 1/19/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | HVAC-maintenance are done twice a year to prevent major repairs. |
| Interior: Interior Surfaces | Good | Interior surface are done twice a year. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | Cleaning of the building is done on a daily basis and a thorough cleaning is done on a monthly basis. Pest control is scheduled for every month and pest control is called if any other problems arise. |
| Electrical: Electrical | Good | If electrical repair is needed an electrician is called. |
| 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 - Most Recent Year

Year and month in which data were collected: December 2015

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/19/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 67.0% | 33.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 66.0% | 25.0% | 33.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 128 | 127 | 99.2% | 17.0% | 23.0% | 36.0% | 24.0% |
| Male | 128 | 65 | 50.8% | 22.0% | 22.0% | 32.0% | 25.0% |
| Female | 128 | 62 | 48.4% | 11.0% | 24.0% | 40.0% | 24.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 128 | 1 | 0.8% | -- | -- | -- | -- |
| Hispanic or Latino | 128 | 126 | 98.4% | 17.0% | 23.0% | 37.0% | 24.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 128 | 119 | 93.0% | 18.0% | 22.0% | 37.0% | 24.0% |
| English Learners | 128 | 23 | 18.0% | 52.0% | 35.0% | 4.0% | 9.0% |
| Students with Disabilities | 128 | 14 | 10.9% | 50.0% | 21.0% | 29.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 126 | 126 | 100.0% | 6.0% | 29.0% | 51.0% | 13.0% |
| Male | 126 | 60 | 47.6% | 7.0% | 35.0% | 47.0% | 12.0% |
| Female | 126 | 66 | 52.4% | 6.0% | 24.0% | 55.0% | 15.0% |
| Black or African American | 126 | 1 | 0.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 126 | 1 | 0.8% | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 124 | 98.4% | 6.0% | 30.0% | 52.0% | 12.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 126 | 120 | 95.2% | 7.0% | 31.0% | 51.0% | 12.0% |
| English Learners | 126 | 18 | 14.3% | 28.0% | 44.0% | 28.0% | 0.0% |
| Students with Disabilities | 126 | 8 | 6.3% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 125 | 125 | 100.0% | 10.0% | 25.0% | 51.0% | 14.0% |
| Male | 125 | 58 | 46.4% | 9.0% | 29.0% | 55.0% | 5.0% |
| Female | 125 | 67 | 53.6% | 10.0% | 21.0% | 48.0% | 21.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 125 | 125 | 100.0% | 10.0% | 25.0% | 51.0% | 14.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 125 | 118 | 94.4% | 8.0% | 25.0% | 53.0% | 14.0% |
| English Learners | 125 | 8 | 6.4% | -- | -- | -- | -- |
| Students with Disabilities | 125 | 9 | 7.2% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 125 | 2 | 1.6% | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 110 | 110 | 100.0% | 1.0% | 20.0% | 66.0% | 13.0% |
| Male | 110 | 46 | 41.8% | 2.0% | 24.0% | 67.0% | 7.0% |
| Female | 110 | 64 | 58.2% | 0.0% | 17.0% | 66.0% | 17.0% |
| Black or African American | 110 | 1 | 0.9% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 110 | 1 | 0.9% | -- | -- | -- | -- |
| Hispanic or Latino | 110 | 107 | 97.3% | 1.0% | 21.0% | 66.0% | 12.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 110 | 1 | 0.9% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 110 | 100 | 90.9% | 1.0% | 20.0% | 66.0% | 13.0% |
| English Learners | 110 | 5 | 4.5% | -- | -- | -- | -- |
| Students with Disabilities | 110 | 9 | 8.2% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 110 | 2 | 1.8% | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Last updated: 1/19/2016

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 4 = Standard exceeded

Last updated: 1/19/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 128 | 127 | 99.2% | 10.0% | 31.0% | 28.0% | 31.0% |
| Male | 128 | 65 | 50.8% | 14.0% | 32.0% | 22.0% | 32.0% |
| Female | 128 | 62 | 48.4% | 6.0% | 29.0% | 35.0% | 29.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 128 | 1 | 0.8% | -- | -- | -- | -- |
| Hispanic or Latino | 128 | 126 | 98.4% | 10.0% | 31.0% | 29.0% | 30.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 128 | 119 | 93.0% | 11.0% | 29.0% | 29.0% | 30.0% |
| English Learners | 128 | 23 | 18.0% | 43.0% | 39.0% | 9.0% | 9.0% |
| Students with Disabilities | 128 | 14 | 10.9% | 50.0% | 29.0% | 14.0% | 7.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 126 | 126 | 100.0% | 9.0% | 36.0% | 40.0% | 15.0% |
| Male | 126 | 60 | 47.6% | 8.0% | 38.0% | 38.0% | 13.0% |
| Female | 126 | 66 | 52.4% | 9.0% | 33.0% | 41.0% | 17.0% |
| Black or African American | 126 | 1 | 0.8% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 126 | 1 | 0.8% | -- | -- | -- | -- |
| Hispanic or Latino | 126 | 124 | 98.4% | 9.0% | 36.0% | 40.0% | 15.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 126 | 120 | 95.2% | 9.0% | 38.0% | 40.0% | 13.0% |
| English Learners | 126 | 18 | 14.3% | 28.0% | 72.0% | 0.0% | 0.0% |
| Students with Disabilities | 126 | 8 | 6.3% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 125 | 125 | 100.0% | 7.0% | 26.0% | 45.0% | 22.0% |
| Male | 125 | 58 | 46.4% | 5.0% | 29.0% | 52.0% | 14.0% |
| Female | 125 | 67 | 53.6% | 9.0% | 24.0% | 39.0% | 28.0% |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 125 | 125 | 100.0% | 7.0% | 26.0% | 45.0% | 22.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 125 | 118 | 94.4% | 6.0% | 27.0% | 46.0% | 21.0% |
| English Learners | 125 | 8 | 6.4% | -- | -- | -- | -- |
| Students with Disabilities | 125 | 9 | 7.2% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 125 | 2 | 1.6% | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 110 | 110 | 100.0% | 1.0% | 15.0% | 37.0% | 47.0% |
| Male | 110 | 46 | 41.8% | 0.0% | 7.0% | 41.0% | 52.0% |
| Female | 110 | 64 | 58.2% | 2.0% | 20.0% | 34.0% | 44.0% |
| Black or African American | 110 | 1 | 0.9% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 110 | 1 | 0.9% | -- | -- | -- | -- |
| Hispanic or Latino | 110 | 107 | 97.3% | 1.0% | 15.0% | 38.0% | 46.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 110 | 1 | 0.9% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 110 | 100 | 90.9% | 1.0% | 15.0% | 37.0% | 47.0% |
| English Learners | 110 | 5 | 4.5% | -- | -- | -- | -- |
| Students with Disabilities | 110 | 9 | 8.2% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 110 | 2 | 1.8% | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | -- | -- | -- | -- | -- | -- | -- |
| 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 | -- | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/27/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 95.0% | 93.0% | 88.0% | 50.0% | 50.0% | 46.0% | 59.0% | 60.0% | 56.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 46.0% |
| All Students at the School | 88.0% |
| Male | 84.0% |
| Female | 91.0% |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 88.0% |
| Native Hawaiian or Pacific Islander | -- |
| White | -- |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 87.0% |
| English Learners | 41.0% |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

Career Technical Education Participation (School Year 2014-15)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma | -- |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

Last updated: 1/19/2016

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|-----------------------|---------|
| | |

| | |
|---|------|
| 2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission | 6.8% |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

State Priority: Other Pupil Outcomes

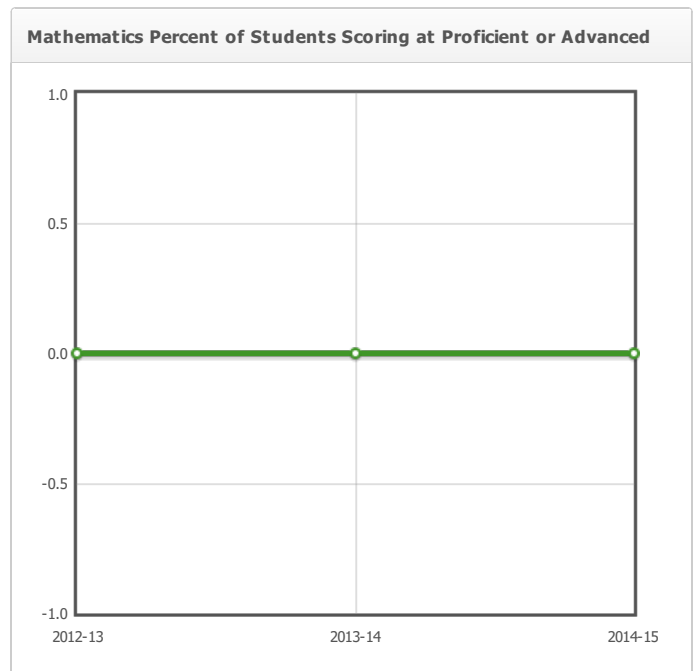
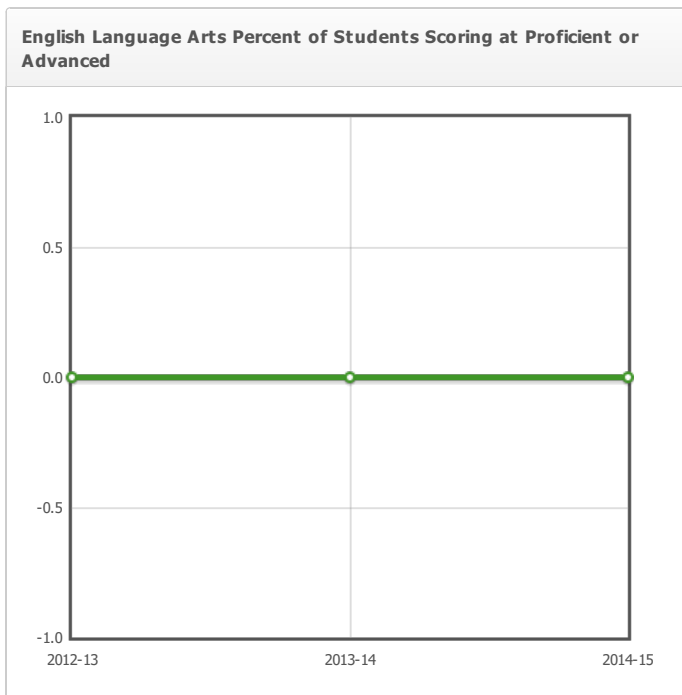
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English Language Arts | 0.0% | 0.0% | 0.0% | 49.0% | 47.0% | 49.0% | 57.0% | 56.0% | 58.0% |
| Mathematics | 0.0% | 0.0% | 0.0% | 54.0% | 56.0% | 53.0% | 60.0% | 62.0% | 59.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/19/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if

applicable)

| Student Group | English Language Arts | | | Mathematics | | |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent 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 | -- | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | 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: 1/19/2016

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 - Most Recent Year

KIPP LA Prep is committed to involving parents in their child’s learning. Parents are encouraged to attend regular workshops, parent/teacher conferences, and family activity nights. Many parents help with daily activities, including helping serve breakfast and lunch, and packing snacks. Parents were also involved in planning and implementation of school activities such as fall festival, winter concert, talent show, cheerleading competitions, and spring concert. We also offer many opportunities for take-home volunteer opportunities. Annually we also engage our parents in the review and development of our schools’ LCAP.

State Priority: Pupil Engagement

Last updated: 2/1/2016

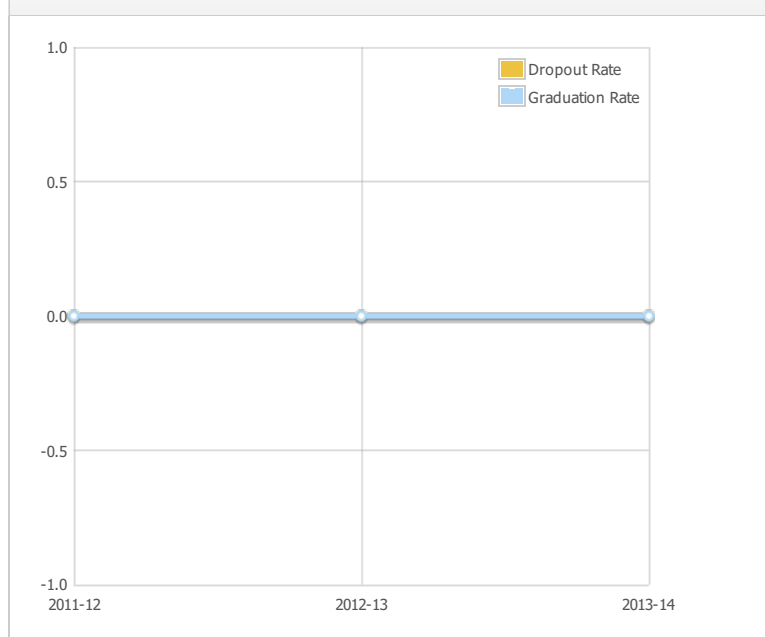
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 13.1% | 11.4% | 11.5% |
| Graduation Rate | 0.00 | 0.00 | 0.00 | 66.60 | 68.10 | 70.20 | 78.87 | 80.44 | 80.95 |

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/19/2016

Completion of High School Graduation Requirements

| Student Group | Graduating Class of 2014 | | |
|-------------------------------------|---------------------------------|-----------------|--------------|
| | School | District | State |
| All Students | -- | 70 | 84 |
| Black or African American | -- | 62 | 76 |
| American Indian or Alaska Native | -- | 64 | 78 |
| Asian | -- | 79 | 92 |
| Filipino | -- | 90 | 96 |
| Hispanic or Latino | -- | 72 | 81 |
| Native Hawaiian or Pacific Islander | -- | 59 | 83 |
| White | -- | 72 | 89 |
| Two or More Races | -- | 74 | 82 |
| Socioeconomically Disadvantaged | -- | 69 | 81 |
| English Learners | -- | 38 | 50 |
| Students with Disabilities | -- | 43 | 61 |
| Foster Youth | -- | -- | -- |

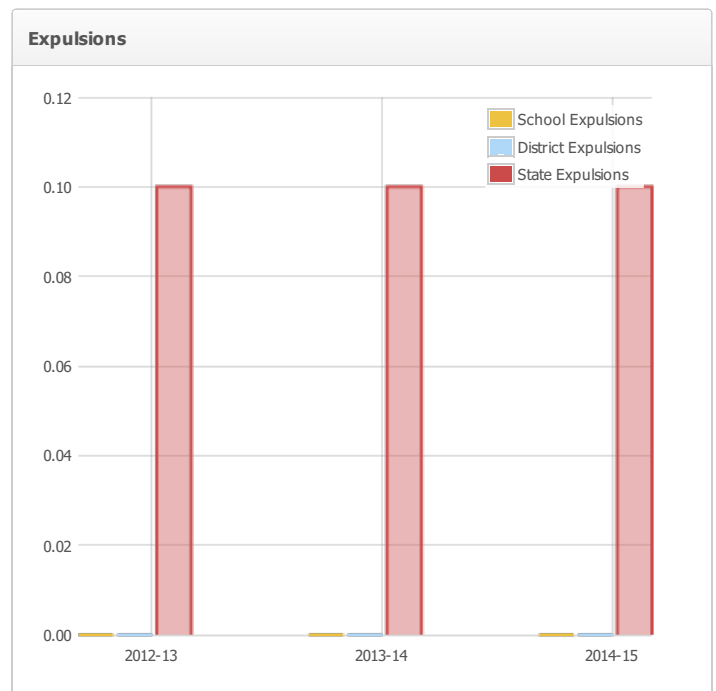
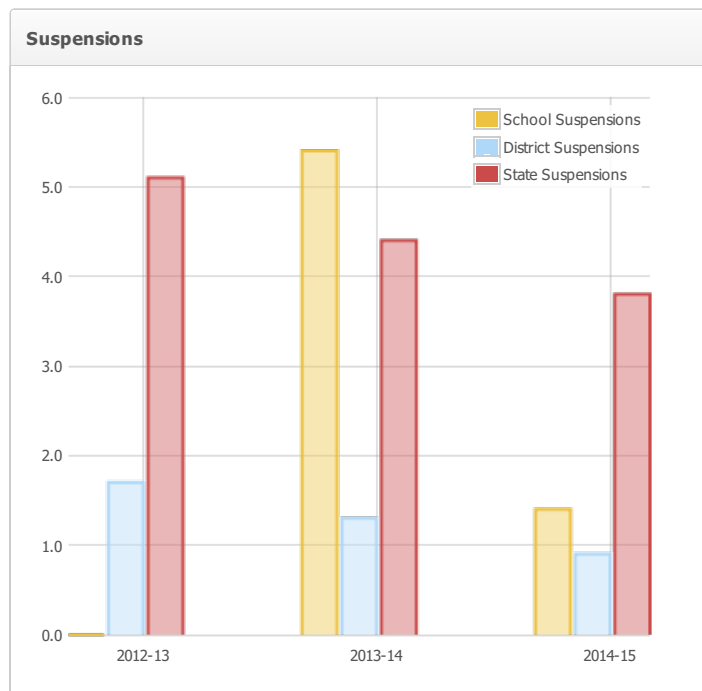
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 0.0 | 5.4 | 1.4 | 1.7 | 1.3 | 0.9 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |



Last updated: 1/19/2016

School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of KIPP LA Prep. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed and includes regular safety drills.

Last updated: 1/19/2016

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 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | Yes | |
| Met Participation Rate - English Language Arts | Yes | Yes | |
| Met Participation Rate - Mathematics | Yes | Yes | |
| Met Percent Proficient - English Language Arts | N/A | No | |
| Met Percent Proficient - Mathematics | N/A | No | |
| Met Attendance Rate | Yes | Yes | |
| Met Graduation Rate | N/A | N/A | |

Last updated: 1/19/2016

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2004-2005 |
| Year in Program Improvement | | Year 5 |
| 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.

Last updated: 1/19/2016

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | |
|-------------|--------------------|---------------------|-------|--------------------|---------------------|------|--------------------|---------------------|-----|------|-------|
| | 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 |
| K | | | | | | | | | | | |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | 30.0 | | 4 | 31.0 | | 23 | 26.0 | 6 | 19 | 5 | |
| 6 | 30.0 | | 4 | 32.0 | | 24 | 29.0 | 3 | 23 | 8 | |
| Other | | | | | | | | | | | |

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

Last updated: 1/19/2016

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|------|--------------------|---------------------|-------|-----|
| | 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 | 28.0 | | | | 8 | | | 29.0 | | 8 | | |
| Mathematics | 25.0 | | | 3 | 6 | | | 21.0 | 5 | 6 | | |
| Science | 28.0 | | | 1 | 7 | | | 29.0 | | 8 | | |
| Social Science | 28.0 | | | 1 | 7 | | | 29.0 | | 6 | 2 | |

* 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: 1/19/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

| 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 | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 0.9 | 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: 1/27/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$8975.4 | \$3552.2 | \$5423.2 | \$58364.6 |
| District | N/A | N/A | \$0.0 | \$68881.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$5348.0 | \$72971.0 |
| Percent Difference – School Site and State | N/A | N/A | 1.4% | -15.3% |

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

Last updated: 2/1/2016

Types of Services Funded (Fiscal Year 2014-15)

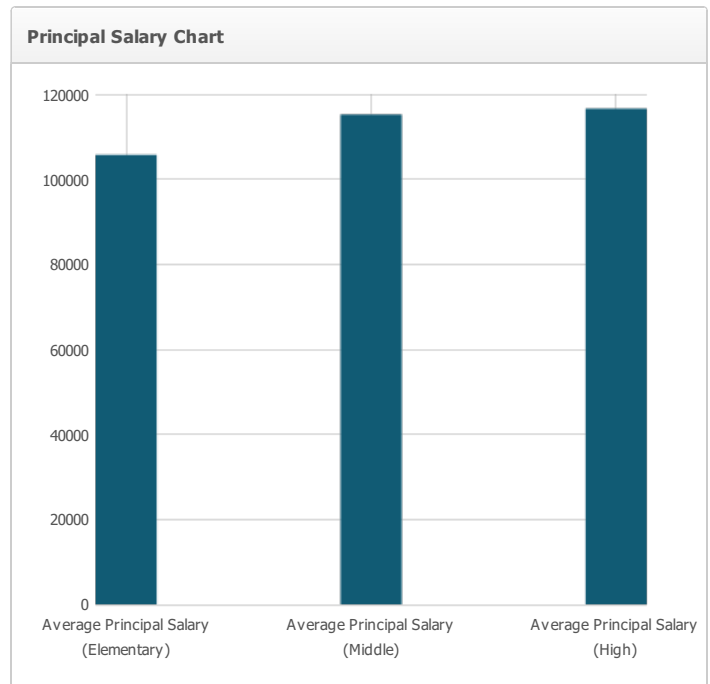
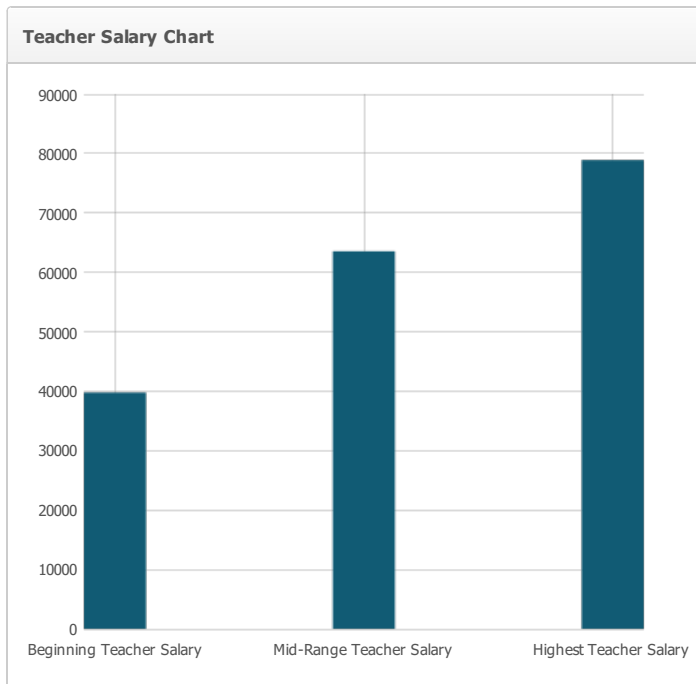
Instructional services including: general instruction, intervention instruction, special education instruction, enrichment instruction and student technology.

Last updated: 1/19/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,788 | \$43,165 |
| Mid-Range Teacher Salary | \$63,553 | \$68,574 |
| Highest Teacher Salary | \$78,906 | \$89,146 |
| Average Principal Salary (Elementary) | \$105,723 | \$111,129 |
| Average Principal Salary (Middle) | \$115,222 | \$116,569 |
| Average Principal Salary (High) | \$116,595 | \$127,448 |
| Superintendent Salary | \$350,000 | \$234,382 |
| 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/>.



Last updated: 1/19/2016

Advanced Placement Courses (School Year 2014-15)

| 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.

Note : AP means Advanced Placement.

Last updated: 1/19/2016

Professional Development – Most Recent Three Years

Regular professional development takes place on a monthly basis, with annual workshops and seminars attended by all teachers. In addition, teachers visit schools that exemplify excellence, and participate in team-building professional development opportunities continuously throughout the year.

Last updated: 1/19/2016