



KIPP Los Angeles College Preparatory

2810 Whittier Blvd. • Los Angeles, CA, 90023-1527 • 323-264-7737 • 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

At KIPP Los Angeles College Preparatory, we strive to develop students who are strong in academics and character. We want our students to be free thinkers who have the confidence to draw their own conclusions – whether doing a research project or when faced with peer pressure, they excel.

Prepsters have the intellectual skills and character strengths to define themselves, speak for themselves, and create for themselves so that they never risk being defined, being spoken for or created for by others.

KIPP Los Angeles College Preparatory students exiting in 8th grade will have academic skills and mindset to compete and succeed in high-performing high schools and universities. Our students will have eliminated the achievement gap. Each individual will leave middle school with the confidence to defy doubts, overcome obstacles and define their own future – one that is full of choices rather than the limitation of pathways dictated by others.

KIPP LA Prep’s vision is predicated on the recognition that excellent skills in reading, writing, critical thinking, speaking, and math give us a powerful voice and make us independent. Students will learn to learn; they will learn to question and reason; they will be capable, excited readers, skilled writers, and independent critical thinkers. If education equals freedom, our students will be free!

By 2019 and every year thereafter, we will gauge our success by the percentage of our Prepsters graduating from colleges and universities.

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 511 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 SoCal Public 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. In 2011 & 2018, KIPP LA Prep became a California Distinguished School and a recipient of the National Blue Ribbon Award and one of the top performing middle schools in Los Angeles Unified School District.

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	136
Grade 6	133
Grade 7	122
Grade 8	117
Total Enrollment	508

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.4
Hispanic or Latino	98.2
Socioeconomically Disadvantaged	92.9
English Learners	11.2
Students with Disabilities	9.8
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for KIPP Los Angeles	17-18	18-19	19-20
With Full Credential	24	19	20
Without Full Credential	8	8	5
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 Los Angeles College Preparatory

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)

Each student has sufficient textbooks and other instructional materials, including ELs.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Novel Based Instruction- Adopted 2008 Teacher Created Curriculum- Adopted 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Teacher Created Curriculum for 5th & 6th grade Math: Adopted 2016 7th & 8th grade Math: Open Up Resources- Adopted 2019 Geometry & Algebra: Glencoe- Adopted 2019 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %
Science	5th-8th grade: Amplify Curriculum- Adopted 2016 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	Teacher created curriculum- Adopted 2016 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %
Health	Health Connected Curriculum- Adopted 2019 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	<ul style="list-style-type: none"> • Teacher Created Curriculum for photography, painting, drawing Construction, and Fundamentals of Art- Adopted 2007 • Teacher Created Curriculum for Band, Beginning Music, Choir, Instruments, Orchestra, and Mariachi- Adopted 2007 • Teacher Created Curriculum for Beginning Dance, Advance Dance, and Folklorico- Adopted 2012 • Teacher Created Curriculum for Theater- Adopted 2017 The textbooks listed are from most recent adoption: No 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)

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 an 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 is completed efficiently and in the order in which they are received.

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	interior painting is done every summer.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Thorough cleaning is done on a daily basis along with monthly pest control inspections.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms, water fountains, and sinks are cleaned twice a day.
Safety: Fire Safety, Hazardous Materials	Good	Monthly drills are conducted along with intensive training in the summers.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	72	73	43	45	50	50
Math	71	72	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	26.3	26.3	39.8
7	36.8	16.0	33.6

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	504	504	100.00	73.02
Male	235	235	100.00	65.96
Female	269	269	100.00	79.18
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	495	495	100.00	72.73
Socioeconomically Disadvantaged	468	468	100.00	72.44
English Learners	179	179	100.00	56.98
Students with Disabilities	54	54	100.00	16.67
Students Receiving Migrant Education Services	--	--	--	--
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	504	504	100.00	72.22
Male	235	235	100.00	70.21
Female	269	269	100.00	73.98
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	495	495	100.00	72.12
Socioeconomically Disadvantaged	468	468	100.00	71.79
English Learners	179	179	100.00	58.10
Students with Disabilities	54	54	100.00	22.22
Students Receiving Migrant Education Services	--	--	--	--
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)

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. Parents are 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. Parent volunteer opportunities are announced through our weekly Parent Bulletin. Annually we also engage our parents in the review and development of our schools' LCAP.

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 LA Prep reviews and updates its safety plan every year. This year's plan was reviewed and updated on October 14, 2019. The safety of students and staff is a primary concern of KIPP LA Prep. To ensure the safety of students and staff, all visits during the regular school hours should be first arranged with the school admin and office team 24 hours in advance. All visitors shall register in the front office immediately upon entering KLAP when school is in session. Additionally, all visitors will need to wear a school identification badge so that the visitor is easily recognizable. The School leader has the right to refuse any visitation at any time for any reason. 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 monthly safety drills that incorporate earthquake, fire, soft and hard lockdowns.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.8
Expulsions Rate	0.0	0.0	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*	508.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.7
Other	3.4

* 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* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
5	36	2	3	14	35	3	1	20	37			24
6	31	3	16	17	44	3	3	31	29	2	13	23
Other**					130			1				

*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	25	2	7	1	23	3	7	1	23	3	9	
Mathematics	20	7	5		18	9	4		17	8	6	
Science	30	1	5	2	30		8		30		8	
Social Science	27	2	6	1	30		7	1	30		8	

* 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

Regular professional development takes place on a monthly basis, with annual workshops and seminars attended by all teachers. Professional Development occurs on Monday afternoons from 1:30-4:00pm. In addition, teachers visit schools that exemplify excellence and participate in team-building professional development opportunities throughout the year. Teachers have the opportunity to participate in specialized professional development tailored to their individual professional needs. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting. Professional development for all new teammates begins in the summer with an intensive Summer On-Boarding.

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/.

Types of Services Funded

KIPP LA Prep offers an ASES funded afterschool program to assist and support our students. Our program provides literacy and enrichment activities for all students, grades 5th -8th. Every student in our program participates in a daily literacy and enrichment component. Our ASES programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Our educational enrichment programs align with the school’s academic program and include, but are not limited to activities such as football, cheerleading, and ceramics, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students’ needs and interests.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,940	\$3,308	\$8,632	\$65,760
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	15.0	-13.3
School Site/ State	27.1	-20.5

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.