KIPP Los Angeles College Preparatory

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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 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.

Monica Madrigal, School Leader

📍 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 505 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 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. KIPP LA Prep is 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.

Contact

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

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

About This School

Contact Information (School Year 2018—19)

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

School Contact Information (School Year 2018—19)	
School Name	KIPP Los Angeles College Preparatory
Street	2810 Whittier Blvd.
City, State, Zip	Los Angeles, Ca, 90023-1527
Phone Number	323-264-7737
Principal	Monica Madrigal, School Leader
E-mail Address	mmadrigal@kippla.org
Web Site	http://kippla.org/laprep/index.cfm
County-District-School (CDS) Code	19647330100867

Last updated: 1/14/2019

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

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.

Last updated: 1/22/2019

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

Grade Level	Number of Students
Grade 5	130
Grade 6	130
Grade 7	117
Grade 8	119
Total Enrollment	496
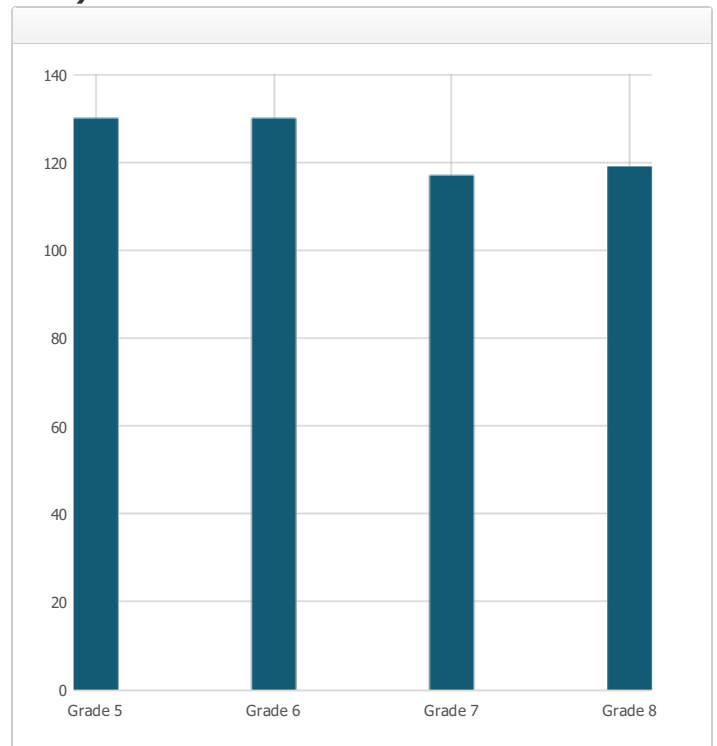
Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	0.6 %
Hispanic or Latino	98.6 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	%
Other	0.6 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.5 %
English Learners	14.9 %
Students with Disabilities	11.7 %
Foster Youth	0.2 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	24	19	
Without Full Credential	2	8	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
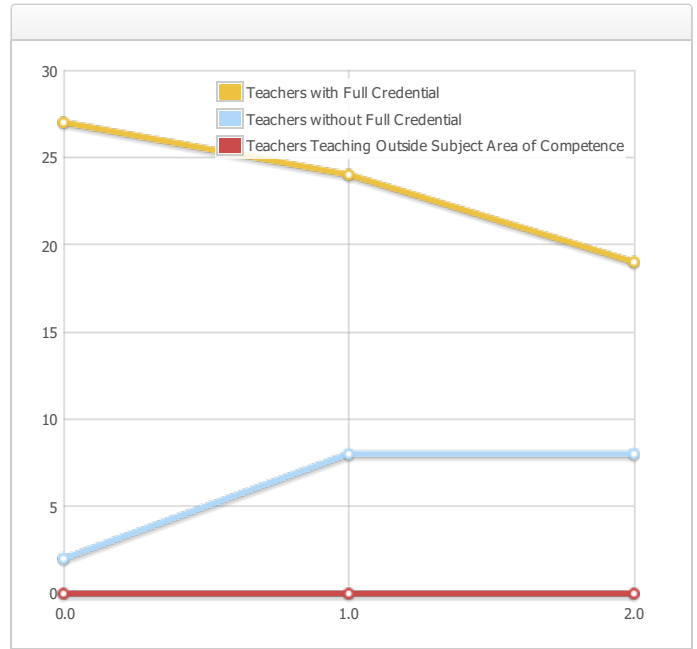
Last updated: 1/14/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2019

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

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Units of Study Novel Based Instruction Teacher Created Curriculum Wheatley Curriculum	No	0.0 %
Mathematics	5th grade Math: Bridges 6th grade Math: Open Up resources 7th & 8th grade Math: Open Up Resources Geometry & Algebra: Glencoe	No	0.0 %
Science	5th-8th grade: Amplify Curriculum 5th & 8th grade: Measuring Up	No	0.0 %
History-Social Science	Teacher created curriculum "Medieval to Early Modern Times"	No	0.0 %
Foreign Language			0.0 %
Health	Teacher created curriculum	No	0.0 %
Visual and Performing Arts	Teacher Created Curriculum for photography, Painting, DrawingConstruction, and Fundamentals of Art Teacher Created Curriculum for Band, Beginning Music, Choir, Instruments, Orchestra, and Mariachi Teacher Created Curriculum for Beginning Dance, Advance Dance, and Folklorico Teacher Created Curriculum for Theater	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 1/22/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 1/22/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	72.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	71.0%	71.0%	30.0%	32.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/15/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	489	100.00%	72.39%
Male	237	237	100.00%	64.98%
Female	252	252	100.00%	79.37%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	482	482	100.00%	72.20%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	455	455	100.00%	71.65%
English Learners	216	216	100.00%	59.72%
Students with Disabilities	55	55	100.00%	12.73%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	489	100.00%	70.55%
Male	237	237	100.00%	66.67%
Female	252	252	100.00%	74.21%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	482	482	100.00%	70.33%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	455	455	100.00%	70.11%
English Learners	216	216	100.00%	58.33%
Students with Disabilities	55	55	100.00%	25.45%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/15/2019

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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/15/2019

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

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/15/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

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 activites 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: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	2.0%	0.8%	0.8%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
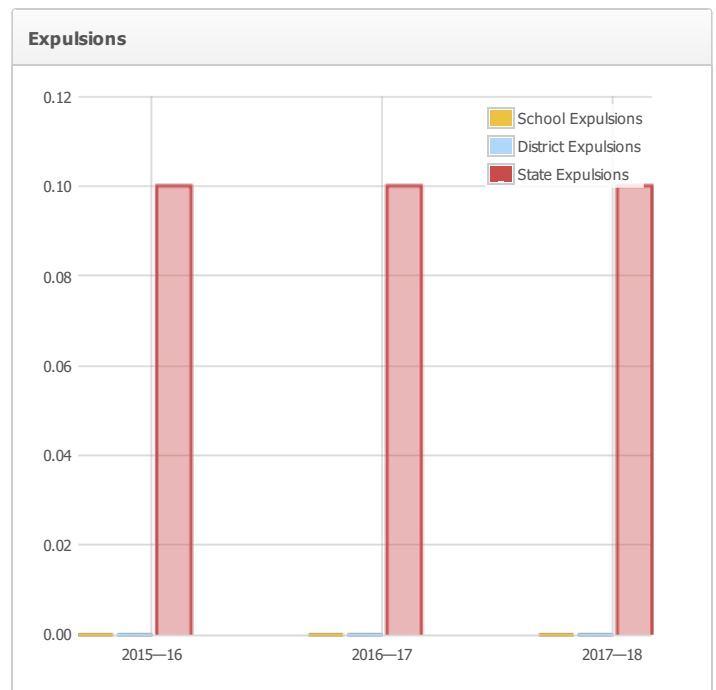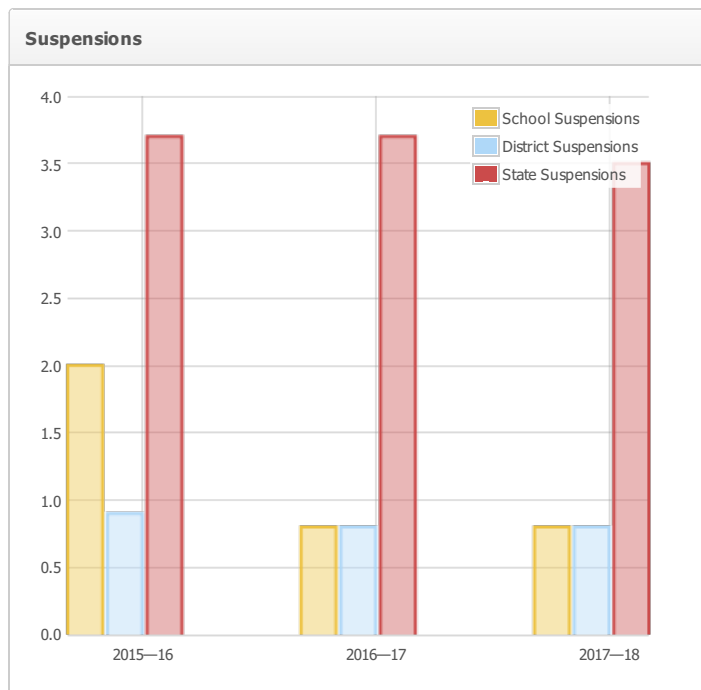
Last updated: 1/15/2019

School Safety Plan (School Year 2018—19)

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. 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.

Last updated: 1/15/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	31.0	2	22	3
6	33.0	2	16	13
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	36.0	2	3	14
6	31.0	3	16	17
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5	35.0	3	1	20
6	44.0	3	3	31
Other**	130.0			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.

Last updated: 1/15/2019

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0		8	
Mathematics	21.0	5	6	
Science	29.0	1	7	
Social Science	29.0		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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	2	7	1
Mathematics	20.0	7	5	
Science	30.0	1	5	2
Social Science	27.0	2	6	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	3	7	1
Mathematics	18.0	9	4	
Science	30.0		8	
Social Science	30.0		7	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/15/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other	0.2	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: 1/29/2019

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12570.0	$3150.0	$9420.0	$71927.0
District	N/A	N/A	$10881.0	$75094.0
Percent Difference – School Site and District	N/A	N/A	-13.4%	-4.2%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	43.3%	-10.9%

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

Last updated: 1/22/2019

## Types of Services Funded (Fiscal Year 2017—18)

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.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,903
Mid-Range Teacher Salary	$70,141	$74,481
Highest Teacher Salary	$87,085	$98,269
Average Principal Salary (Elementary)	$116,726	$123,495
Average Principal Salary (Middle)	$131,879	$129,482
Average Principal Salary (High)	$133,989	$142,414
Superintendent Salary	$350,000	$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
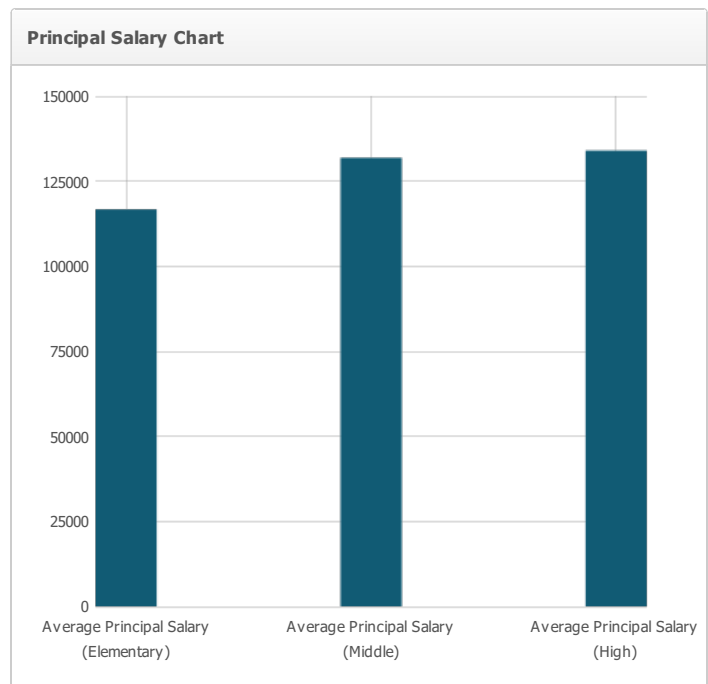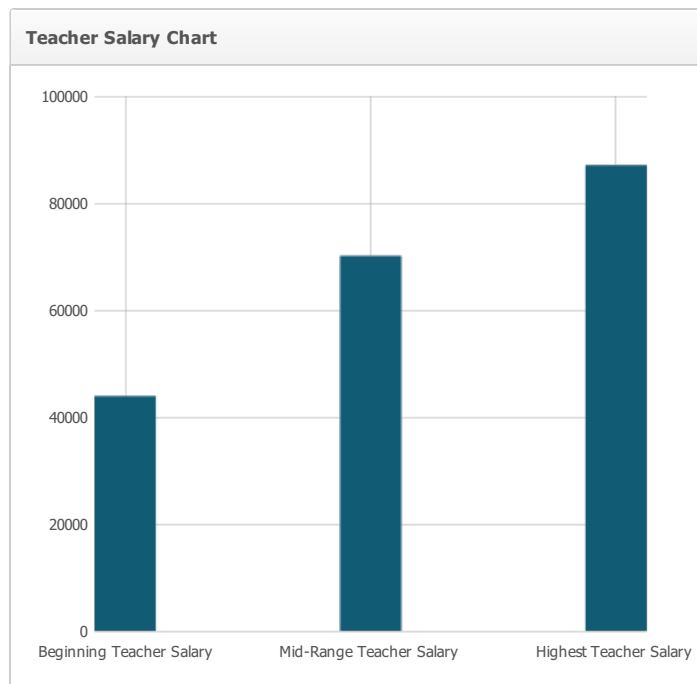
Last updated: 1/15/2019

Professional Development

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. 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.