

# KIPP Academy of Opportunity

## 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.

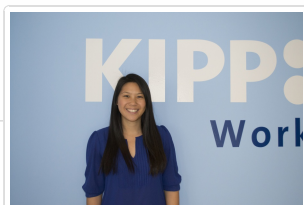
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, 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.



### Tanya Gray, School Leader

Principal, KIPP Academy of Opportunity

#### About Our School

KIPP Academy of Opportunity is a community school committed to serving students and families in South Los Angeles. We teach the the academic skills, intellectual habits and character traits necessary for success in high school, college and life. Our school is driven a deep belief that all children deserve an excellent, college-preparatory education. Our students are hard working, eager to learn and demonstrate leadership and citizenship daily. As a team and family, we are dedicated to constant growth, pursuit of excellence and building a better future for our students and our society.

#### Contact

*KIPP Academy of Opportunity*  
7019 South Van Ness Ave.  
Los Angeles, CA 90047-1659

Phone: 323-778-0125  
E-mail: [tgray@kippla.org](mailto:tgray@kippla.org)

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://results.asp?district-schools=Los%20Angeles%20Unifi">results.asp?district-schools=Los%20Angeles%20Unifi</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	KIPP Academy of Opportunity
<b>Street</b>	7019 South Van Ness Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90047-1659
<b>Phone Number</b>	323-778-0125
<b>Principal</b>	Tanya Gray, School Leader
<b>E-mail Address</b>	<a href="mailto:tgray@kippla.org">tgray@kippla.org</a>
<b>Web Site</b>	<a href="http://www.kippla.org/kao/">www.kippla.org/kao/</a>
<b>County-District-School (CDS) Code</b>	19647330101444

*Last updated: 1/26/2016*

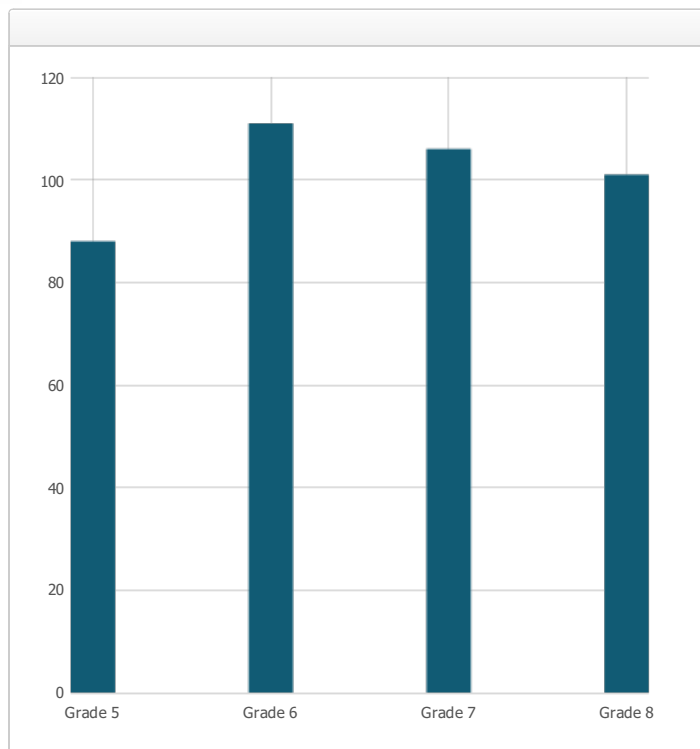
### School Description and Mission Statement - Most Recent Year

KAO's mission is to ensure that students develop the academic skills, character, and intellectual habits necessary to succeed in competitive high schools, colleges, and the world beyond. Our six guiding principles are: respect, hard work, results, constant learning, determination, and teamwork.

*Last updated: 1/26/2016*

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

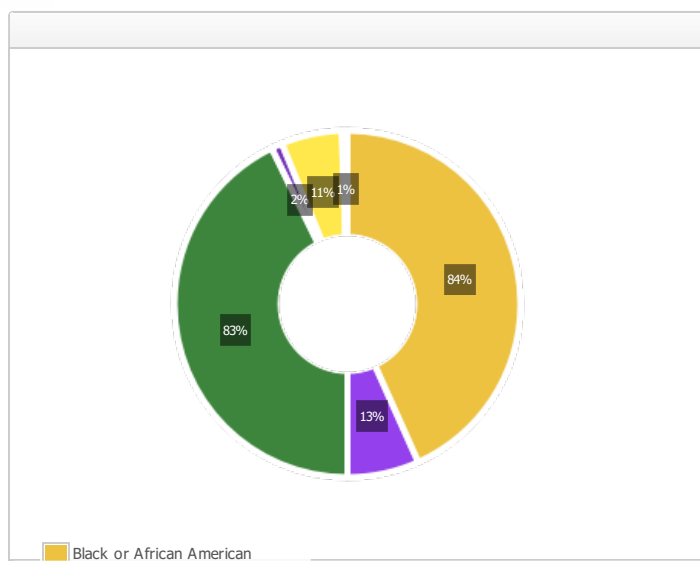
Grade Level	Number of Students
Grade 5	88
Grade 6	111
Grade 7	106
Grade 8	101
<b>Total Enrollment</b>	<b>406</b>



Last updated: 1/26/2016

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

Student Group	Percent of Total Enrollment
Black or African American	84.5 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	13.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.5 %
Socioeconomically Disadvantaged	83.3 %
English Learners	2.3 %
Students with Disabilities	11.5 %
Foster Youth	1.5 %



- 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: 12/16/2015

## A. Conditions of Learning

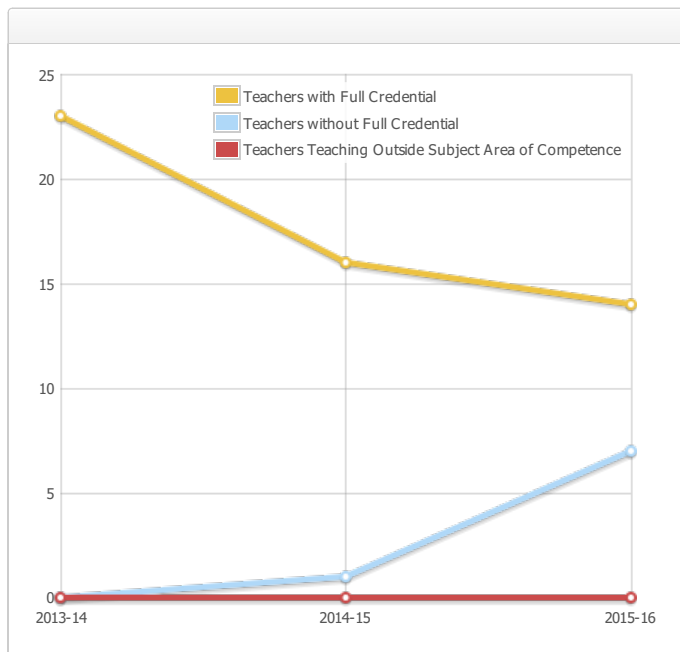
### State Priority: Basic

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

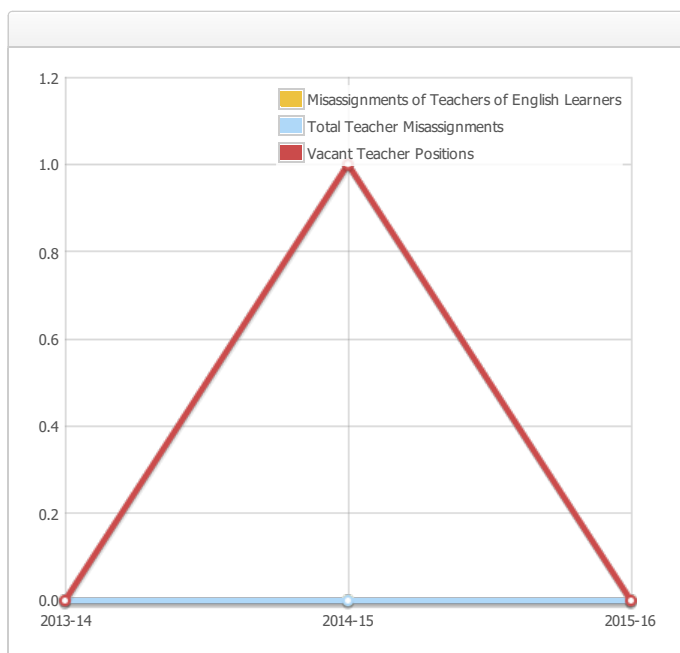
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	16	14	
Without Full Credential	0	1	7	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/28/2016

#### 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	1	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: 1/28/2016

**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: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adapted readers and writers workshop model, Accelerated Reader, Achieve3000, Scholastic Guided Reading to support literacy growth		0.0 %
Mathematics	State standards to create scope and sequence. Compass Learning digital curriculum. Supplemental materials include CPM and Eureka Math.		0.0 %
Science	Driven by the state standards, supplemented by Next Generation Science Standards.		0.0 %
History-Social Science	History Alive curriculum across all grade levels.		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/27/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

We strive to keep our school in the best quality for our students. We do not have any major planned improvements at this time.

*Last updated: 1/27/2016*

**School Facility Good Repair Status - Most Recent Year**

Year and month in which data were collected: January 2016

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	One classroom heater in process of being repaired
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	Fair	
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: January 2016

Overall Rating	Good
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*Last updated: 1/27/2016*

## 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)	29.0%	33.0%	44.0%
Mathematics (grades 3-8 and 11)	18.0%	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: 1/26/2016*

## 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	79	78	98.7%	47.0%	27.0%	18.0%	8.0%
Male	79	37	46.8%	59.0%	24.0%	14.0%	3.0%
Female	79	41	51.9%	37.0%	29.0%	22.0%	12.0%
Black or African American	79	63	79.7%	51.0%	27.0%	17.0%	5.0%
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	79	14	17.7%	29.0%	29.0%	21.0%	21.0%
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	79	68	86.1%	46.0%	29.0%	19.0%	6.0%
English Learners	79	3	3.8%	--	--	--	--
Students with Disabilities	79	7	8.9%	--	--	--	--
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: 1/26/2016



**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	100	99	99.0%	26.0%	34.0%	29.0%	10.0%
Male	100	46	46.0%	30.0%	39.0%	24.0%	7.0%
Female	100	53	53.0%	23.0%	30.0%	34.0%	13.0%
Black or African American	100	87	87.0%	24.0%	36.0%	30.0%	10.0%
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	100	12	12.0%	42.0%	25.0%	25.0%	8.0%
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	100	78	78.0%	29.0%	32.0%	27.0%	12.0%
English Learners	100	1	1.0%	--	--	--	--
Students with Disabilities	100	12	12.0%	75.0%	25.0%	0.0%	0.0%
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.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/26/2016*

## 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	97	93	95.9%	39.0%	37.0%	24.0%	1.0%
Male	97	41	42.3%	49.0%	34.0%	15.0%	2.0%
Female	97	52	53.6%	31.0%	38.0%	31.0%	0.0%
Black or African American	97	80	82.5%	40.0%	35.0%	25.0%	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	97	13	13.4%	31.0%	46.0%	15.0%	8.0%
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	97	85	87.6%	40.0%	34.0%	25.0%	1.0%
English Learners	97	2	2.1%	--	--	--	--
Students with Disabilities	97	13	13.4%	69.0%	31.0%	0.0%	0.0%
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.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/26/2016*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	97	95	97.9%	41.0%	35.0%	22.0%	2.0%
Male	97	40	41.2%	45.0%	38.0%	18.0%	0.0%
Female	97	55	56.7%	38.0%	33.0%	25.0%	4.0%
Black or African American	97	81	83.5%	42.0%	33.0%	22.0%	2.0%
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	97	12	12.4%	33.0%	42.0%	25.0%	0.0%
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	97	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	97	70	72.2%	44.0%	31.0%	23.0%	1.0%
English Learners	97	3	3.1%	--	--	--	--
Students with Disabilities	97	7	7.2%	--	--	--	--
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: 1/26/2016*

**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	79	78	98.7%	42.0%	38.0%	14.0%	5.0%
Male	79	37	46.8%	51.0%	27.0%	19.0%	3.0%
Female	79	41	51.9%	34.0%	49.0%	10.0%	7.0%
Black or African American	79	63	79.7%	46.0%	40.0%	10.0%	5.0%
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	79	14	17.7%	21.0%	36.0%	36.0%	7.0%
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	79	68	86.1%	46.0%	35.0%	16.0%	3.0%
English Learners	79	3	3.8%	--	--	--	--
Students with Disabilities	79	7	8.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/28/2016*

**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	100	99	99.0%	33.0%	36.0%	22.0%	8.0%
Male	100	46	46.0%	37.0%	35.0%	22.0%	7.0%
Female	100	53	53.0%	30.0%	38.0%	23.0%	9.0%
Black or African American	100	87	87.0%	32.0%	36.0%	23.0%	9.0%
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	100	12	12.0%	42.0%	42.0%	17.0%	0.0%
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	100	78	78.0%	33.0%	36.0%	24.0%	6.0%
English Learners	100	1	1.0%	--	--	--	--
Students with Disabilities	100	12	12.0%	83.0%	17.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/28/2016*

**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	97	93	95.9%	45.0%	41.0%	12.0%	2.0%
Male	97	41	42.3%	41.0%	41.0%	15.0%	2.0%
Female	97	52	53.6%	48.0%	40.0%	10.0%	2.0%
Black or African American	97	80	82.5%	46.0%	43.0%	9.0%	3.0%
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	97	13	13.4%	38.0%	31.0%	31.0%	0.0%
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	97	85	87.6%	48.0%	36.0%	13.0%	2.0%
English Learners	97	2	2.1%	--	--	--	--
Students with Disabilities	97	13	13.4%	77.0%	23.0%	0.0%	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: 1/28/2016*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	97	95	97.9%	68.0%	23.0%	7.0%	1.0%
Male	97	40	41.2%	70.0%	20.0%	10.0%	0.0%
Female	97	55	56.7%	67.0%	25.0%	5.0%	2.0%
Black or African American	97	81	83.5%	69.0%	22.0%	7.0%	1.0%
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	97	12	12.4%	58.0%	33.0%	8.0%	0.0%
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	97	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	97	70	72.2%	70.0%	24.0%	4.0%	1.0%
English Learners	97	3	3.1%	--	--	--	--
Students with Disabilities	97	7	7.2%	--	--	--	--
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: 1/28/2016*

## 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)	83.0%	74.0%	26.0%	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: 1/28/2016

## 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	26.0%
Male	26.0%
Female	27.0%
Black or African American	24.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	30.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	24.0%
English Learners	--
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: 1/28/2016



# 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

## 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 Academy of Opportunity provides various volunteer opportunities for parents inside and outside the classroom environment. Parents are welcome to help teachers during instructional time to help support the continual growth of students. We also encourage families to volunteer during our school wide events that we host throughout the year. Parents have participated in our monthly Coffee with the Principal, our It-Takes-A-Village Parent meetings, amongst other things. Our goal is to continue to work closely with our families to help our students get to and through college. Annually we engage our parents in the review and development of our schools' LCAP.

### State Priority: Pupil Engagement

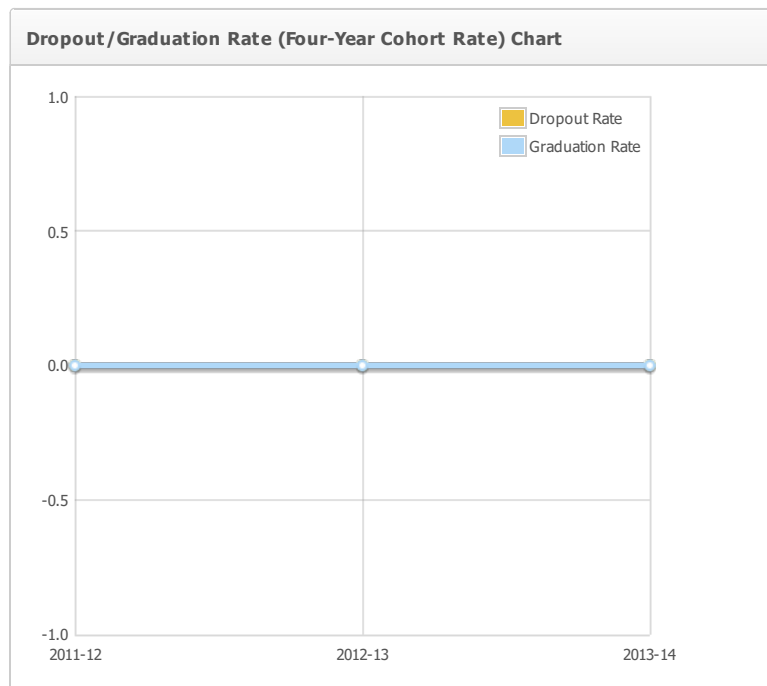
*Last updated: 2/1/2016*

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



*Last updated: 1/26/2016*

**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	88	84
Black or African American	--	86	76
American Indian or Alaska Native	--	87	78
Asian	--	94	92
Filipino	--	92	96
Hispanic or Latino	--	88	81
Native Hawaiian or Pacific Islander	--	92	83
White	--	91	89
Two or More Races	--	92	82
Socioeconomically Disadvantaged	--	89	81
English Learners	--	32	50
Students with Disabilities	--	74	61
Foster Youth	--	--	--

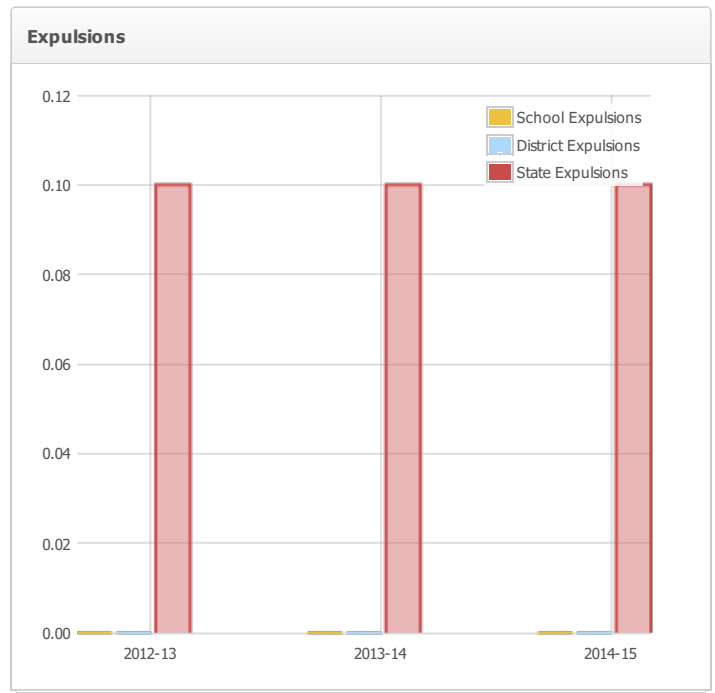
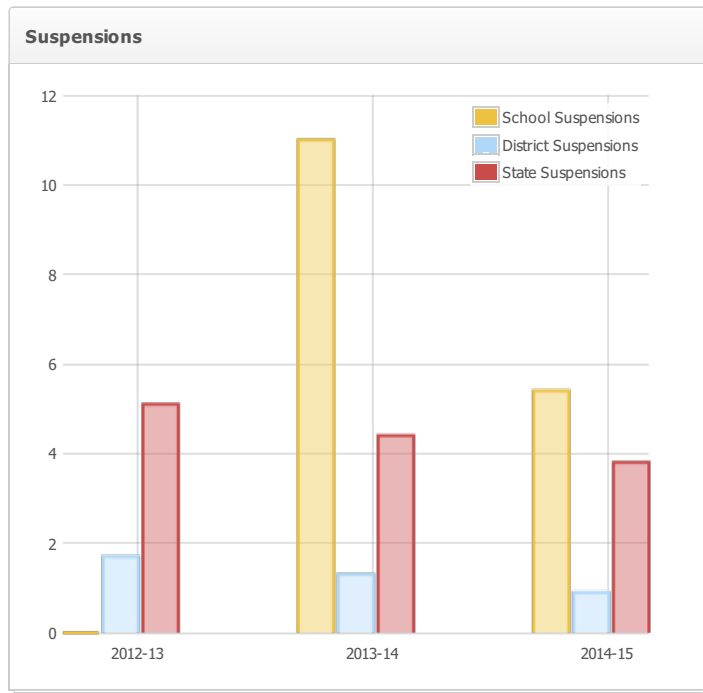
# State Priority: School Climate

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	11.0	5.4	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: 1/26/2016

## School Safety Plan - Most Recent Year

The School Safety Plan has various components to help ensure we are most compliant in maintaining the safety of our students and staff. It includes safety drills, monthly facility walkthroughs, and a thorough Incident Command System.

Last updated: 1/26/2016

## 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	
Met Graduation Rate	N/A	N/A	

Last updated: 1/28/2016

### 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: 1/28/2016

### 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	33+
K												
1												
2												
3												
4												
5				31.0		18		26.0		24		
6				32.0		12	6	25.0		32		
Other												

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

Last updated: 1/28/2016

**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	35.0				35.0		6		24.0		8	
Mathematics	35.0				35.0	1	5		24.0		8	
Science	35.0				35.0		6		24.0		8	
Social Science	35.0				35.0		6		24.0		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.

Last updated: 1/28/2016

**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	0.4	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	0.6	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: 1/28/2016

**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	--	--	--	--
District	N/A	N/A	\$0.0	\$68881.0
Percent Difference – School Site and District	N/A	N/A	--	-9.0%
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	19.9%	-14.1%

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

Last updated: 2/1/2016

## Types of Services Funded (Fiscal Year 2014-15)

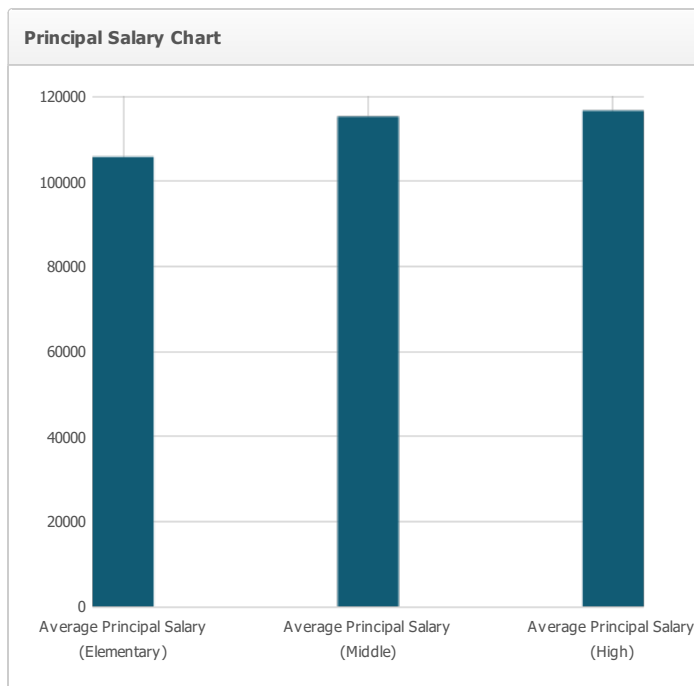
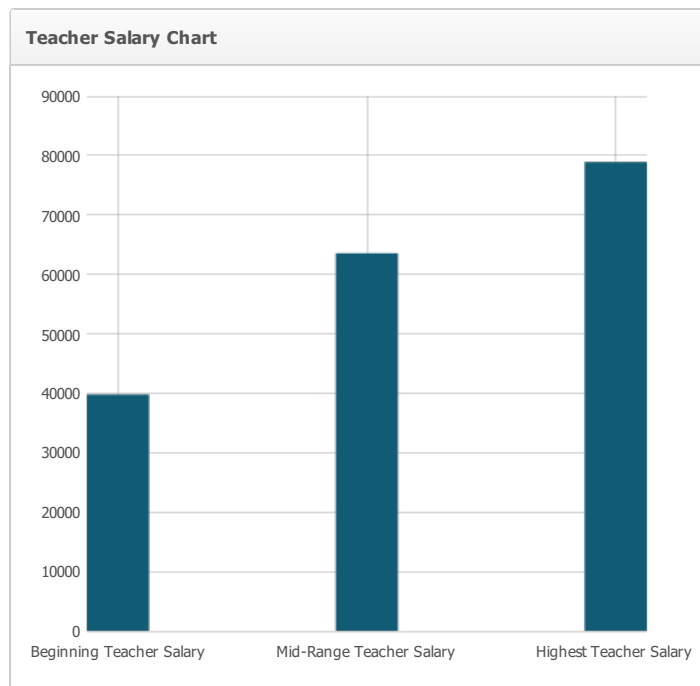
KAO offers a variety of programs to meet the needs of our students and families. Our ASES funded afterschool program assists and supports our students after hours. Our program provides literacy and enrichment activities for 200 students, grades 5th through 8th. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football and basketball, youth development strategies like performing arts, music, and dance.

Last updated: 1/26/2016

## 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: 1/28/2016

**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: 1/28/2016*

**Professional Development – Most Recent Three Years**

Our professional development is highly individualized and driven by core competencies of the KIPP Framework for Excellent Teaching and a focus on data-driven instruction. Each teacher has a set of personal goals that include performance metrics as well as development goals. These align with whole-school priorities and combine to drive professional development planning. Weekly staff PD occurs in modules consisting of 4-6 week focus areas and include whole school topics, individualized strands and professional learning communities by department. Teachers are provided with a coach who observes and meets with them weekly to drive individual development.

*Last updated: 1/26/2016*