KIPP Academy of Opportunity

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

Tanya Piyaratanaphipat, 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

7019 South Van Ness Ave.
Los Angeles, CA
90047-1659

Phone: 323-778-0125
E-mail: tpiyaratanaphipat@kippla.org

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	KIPP Academy of Opportunity
Street	7019 South Van Ness Ave.
City, State, Zip	Los Angeles, Ca, 90047-1659
Phone Number	323-778-0125
Principal	Tanya Piyaratanaphipat, School Leader
E-mail Address	tpiyaratanaphipat@kippla.org
Web Site	www.kippla.org/kao
County-District-School (CDS) Code	19647330101444

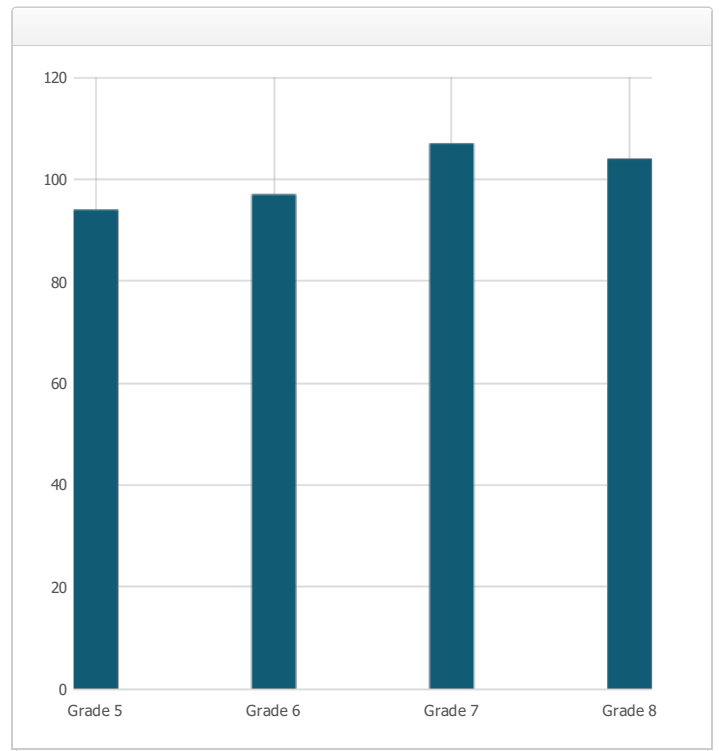| District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/30/2015

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: 1/30/2015

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 5	94
Grade 6	97
Grade 7	107
Grade 8	104
Total Enrollment	402

Student Enrollment by Student Group (School Year 2013-14)

| Group	Percent of Total Enrollment
Black or African American	87.6
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.7
Socioeconomically Disadvantaged	79.2
English Learners	1.7
Students with Disabilities	12.2
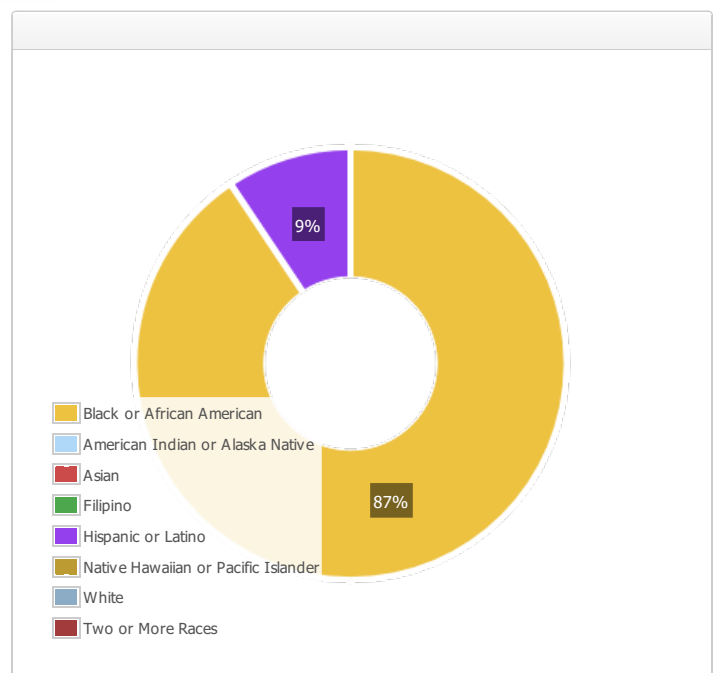
A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	23	16	180
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
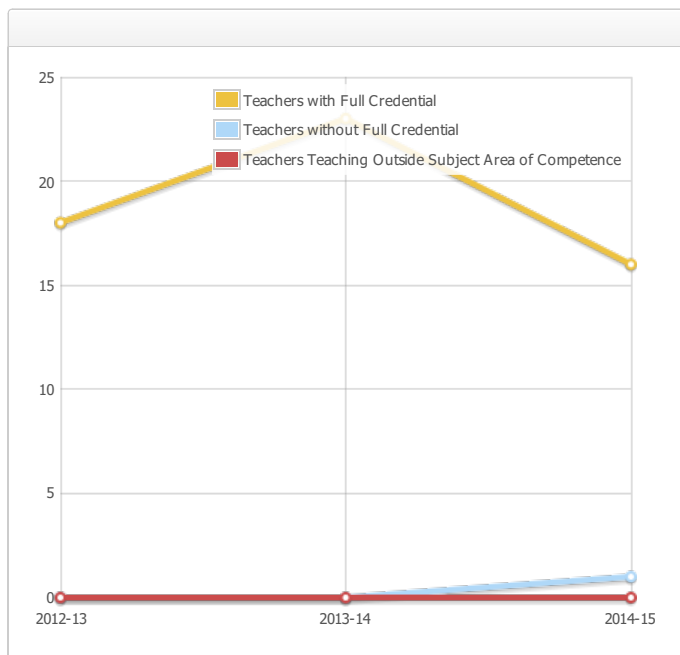
Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1
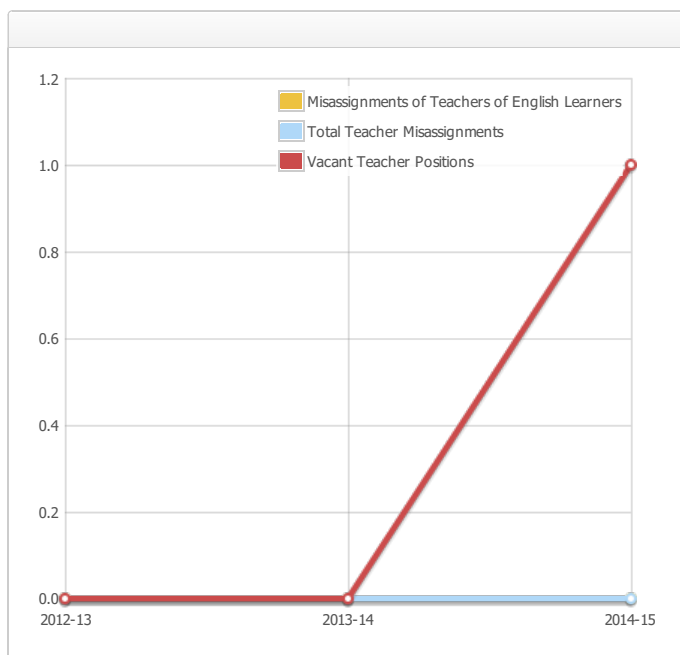
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

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.

Last updated: 1/30/2015

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

Year and month in which data were collected: January 2015

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, Marzano for vocabulary and Accelerated Reader + Achieve3000 to support literacy growth.	Yes	0.0
Mathematics	State standards to create our scope and sequence. Supplemental materials include CPM, Saxon and online programs ST Math.	Yes	0.0
Science	Driven by the state standards, supplemented by Next Generation Science Standards.	Yes	0.0
History-Social Science	History Alive curriculum accross all our grade levels.	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2015

School Facility Conditions and Planned Improvements - Most Recent Year

We strive to keep our school in the best quality for our students. This school year we painted our school and this Winter we are installing new basketball courts.

Last updated: 1/30/2015

School Facility Good Repair Status - Most Recent Year

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	Fair	
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

Overall Rating	Good

Last updated: 1/30/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	72	85	75	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/30/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	75
Male	76
Female	74
Black or African American	75
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	81
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	74
English Learners	
Students with Disabilities	43
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
Subject	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	56%	62%	52%	44%	48%	47%	54%	56%	55%
Mathematics	55%	59%	51%	43%	44%	45%	49%	50%	50%
History-Social Science	45%	80%	66%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	6	5
Similar Schools	10	10	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-9	28	-33
Black or African American	-8	30	-33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-6	21	-30
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

N/A

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

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

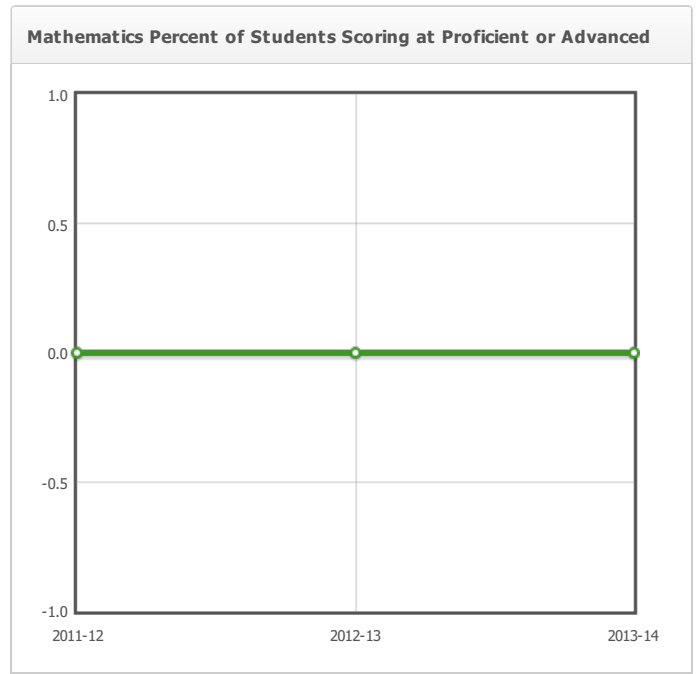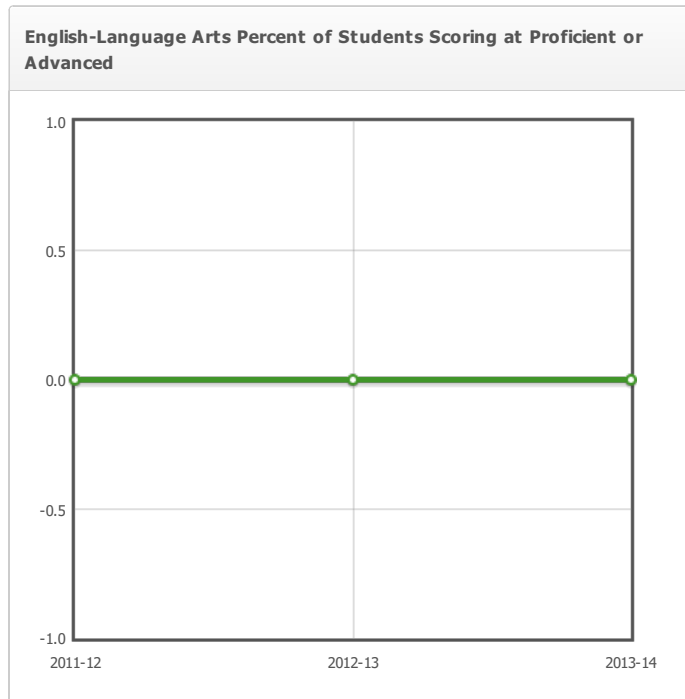| UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	45%	49%	47%	56%	57%	56%
Mathematics	N/A	N/A	N/A	50%	54%	56%	58%	60%	62%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/30/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/30/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	30.0%	26.7%	6.7%
9	N/A	N/A	N/A

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: 1/30/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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. In spring 2014 parents were involved with the development of the 2014-15 LCAP. Our goal is to continue to work closely with our families to help our students get to and through college.

State Priority: Pupil Engagement

Last updated: 1/30/2015

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

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

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

	School			District			State		
Indicator	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				64.75	66.63	68.07	77.14	78.87	80.44
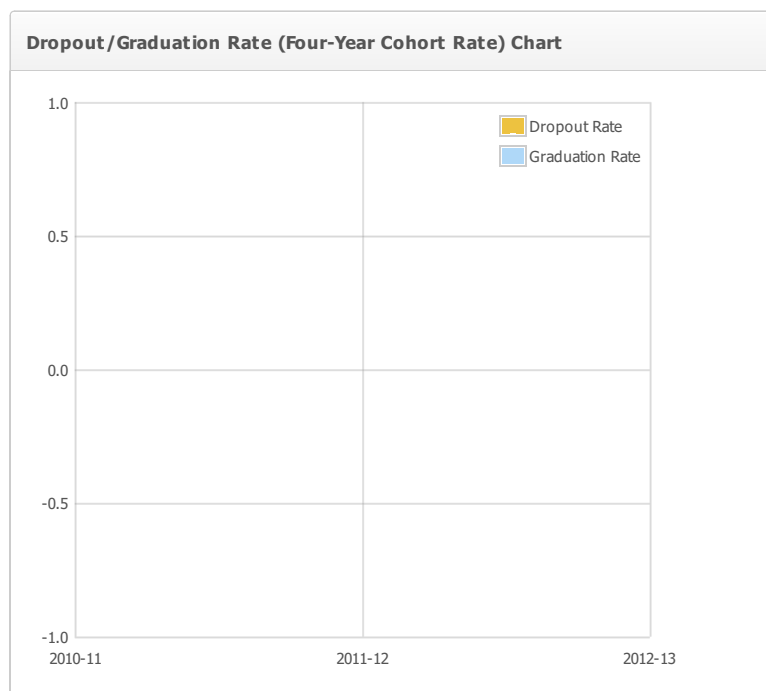
Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
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			

Completion of High School Graduation Requirements

| Group	Graduating Class of 2013		
	School	District	State

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	16.20	0.00	11.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10
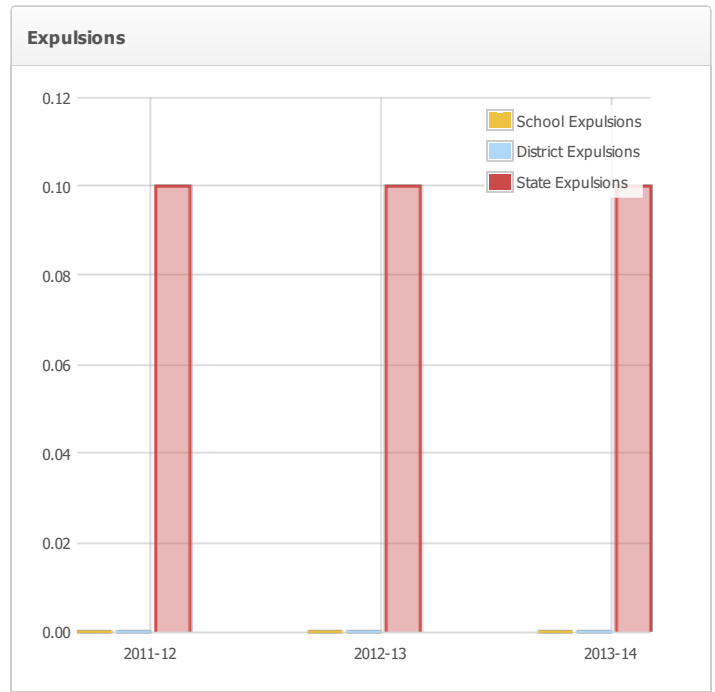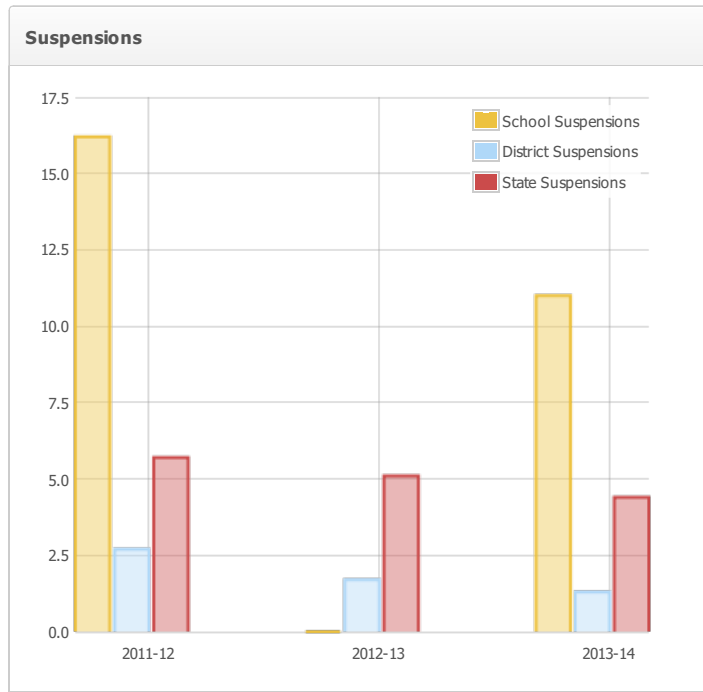
School Safety Plan - Most Recent Year

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.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2003-2004
Year in Program Improvement *		Year 3
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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12 Average Class Size	Number of Classes * 1-20	21-32	33+	2012-13 Average Class Size	Number of Classes * 1-20	21-32	33+	2013-14 Average Class Size	Number of Classes * 1-20	21-32	33+
K												
1												
2												
3												
4												
5										31.0		3	
6										32.0		3	
Other												

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

Last updated: 1/30/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12 Average Class Size	Number of Classes * 1-22	23-32	33+	2012-13 Average Class Size	Number of Classes * 1-22	23-32	33+	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+
English									35.0			6
Mathematics									35.0		1	5
Science									35.0			6
Social Science									35.0			6

* 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: 1/30/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	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: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8,930	$2,683	$6,247	$57,822
District	N/A	N/A	$10,045	$68,953
Percent Difference – School Site and District	N/A	N/A	-37.81%	-16.14%
State	N/A	N/A	$4,690	$70,720
Percent Difference – School Site and State	N/A	N/A	33.19%	-18.24%

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

Last updated: 1/30/2015

Types of Services Funded (Fiscal Year 2013-14)

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: 1/30/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,788	$41,761
Mid-Range Teacher Salary	$63,553	$66,895
Highest Teacher Salary	$78,906	$86,565
Average Principal Salary (Elementary)	$104,385	$108,011
Average Principal Salary (Middle)	$114,264	$113,058
Average Principal Salary (High)	$115,542	$123,217
Superintendent Salary	$330,000	$227,183
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/ .

Teacher Salary Chart

Principal Salary Chart
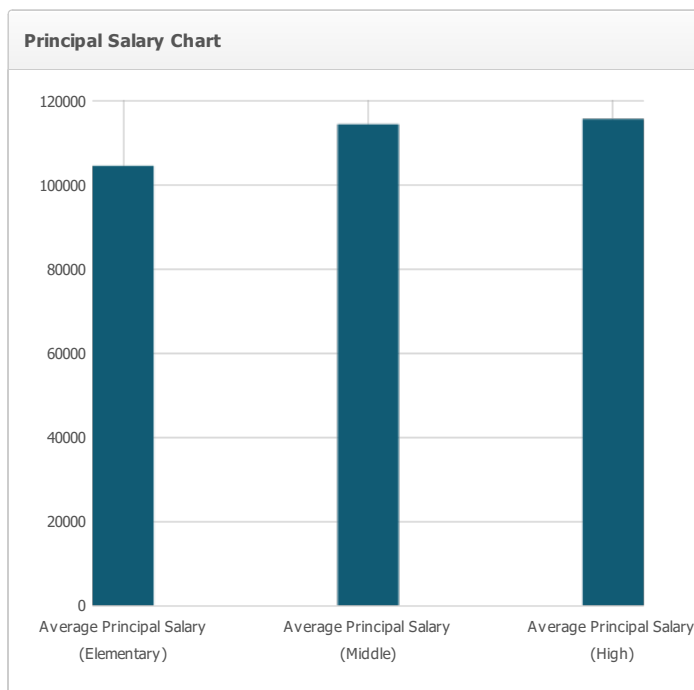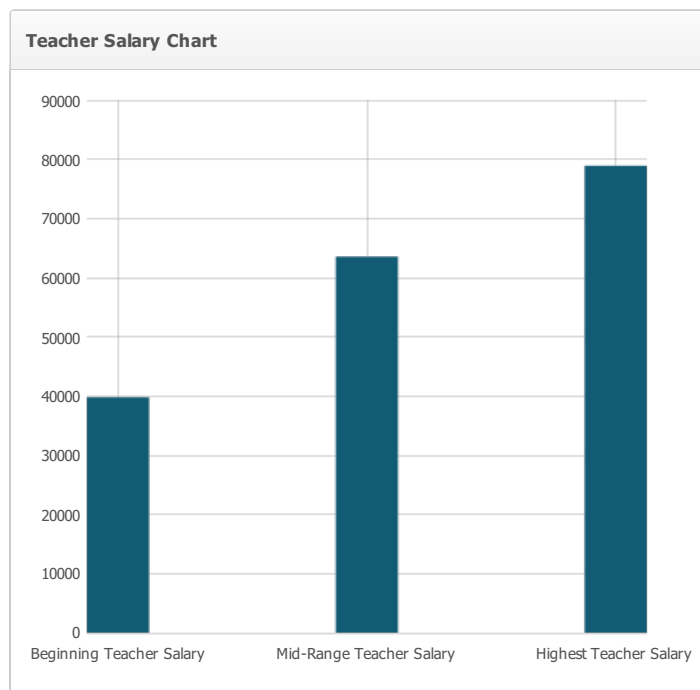
Last updated: 1/30/2015

Advanced Placement Courses (School Year 2013-14)

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.

Last updated: 1/30/2015

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: 1/30/2015