

KIPP Academy of Opportunity

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/fq/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.



John Coleman III, School Leader

Principal, KIPP Academy of Opportunity

About Our School

KIPP Academy of Opportunity aims 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 students will become leaders who take pride in their community and have access to choice and opportunity in order to enact change. At the core of our mission is providing our middle school students with academic skills in a college prep environment. Academic learning at KAO follows a California Common Core Content standards-based continuum through a yearlong scope and sequence focused on teaching grade-level standards to mastery. Data drives instruction at every step.

Our mission supports the notion that schooling should develop the character and self identity of students. We will cultivate character strengths and teach these strengths strategically. Macro-structures are proactively planned structures and systems that we create with the goal of developing character. These examples include KAO Way Assemblies, Character Lessons, and paychecks. The KAO mission acknowledges our school does not operate in isolation. We believe in building a strong sense of partnership, pride and respect for our community. As a college preparatory middle school, we believe our role includes working with families to support them keeping their children on the path to and through college. With this in mind, KAO and KIPP Through College create family workshops aimed to increase knowledge about the path to college and learn about profiles of students from our community who have gone on to graduate from competitive high schools and colleges.

Contact

KIPP Academy of Opportunity
8500 South Figueroa St.
Los Angeles, CA 90003-2752

Phone: 323-778-0125
E-mail: jcoleman@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 Academy of Opportunity
Street	8500 South Figueroa St.
City, State, Zip	Los Angeles, Ca, 90003-2752
Phone Number	323-778-0125
Principal	John Coleman III, School Leader
E-mail Address	jcoleman@kippla.org
Web Site	http://kippla.org/ka0/index.cfm
County-District-School (CDS) Code	19647330101444

Last updated: 1/31/2019

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

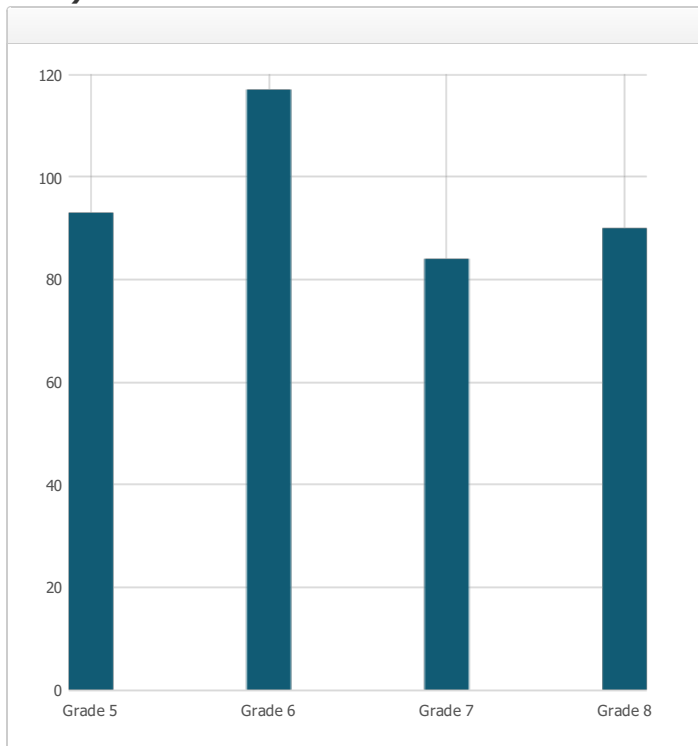
KIPP Academy of Opportunity (KAO) is a high-performing free public charter middle school located in South Los Angeles. We serve approximately 400 students in grades five through eight. KAO enables students to become self-motivated, competent, life-long learners. Our students recognize that an outstanding education is key to achieving personal success and leading a life of infinite opportunity.

Our 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 four guiding principles are: grit, honor, love, and leadership.

Last updated: 1/31/2019

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

Grade Level	Number of Students
Grade 5	93
Grade 6	117
Grade 7	84
Grade 8	90
Total Enrollment	384



Last updated: 1/17/2019

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

Student Group	Percent of Total Enrollment
Black or African American	71.6 %
American Indian or Alaska Native	0.5 %
Asian	0.3 %
Filipino	0.5 %
Hispanic or Latino	24.5 %
Native Hawaiian or Pacific Islander	%
White	0.3 %
Two or More Races	0.3 %
Other	2.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.9 %
English Learners	6.0 %
Students with Disabilities	12.8 %
Foster Youth	0.8 %

A. Conditions of Learning

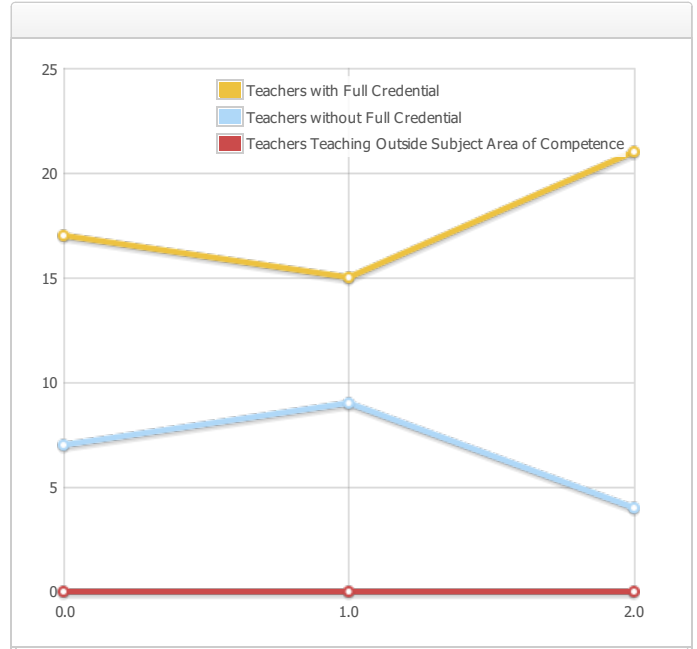
State Priority: Basic

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

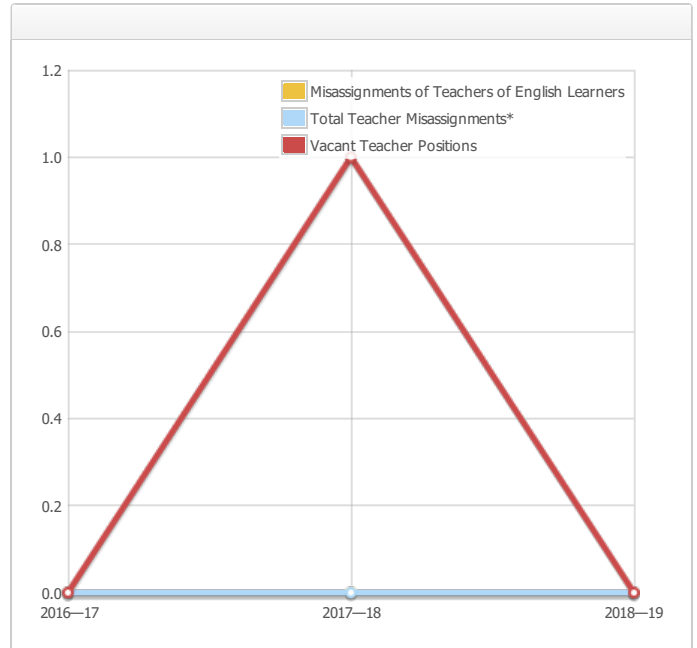
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	15	21	
Without Full Credential	7	9	4	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/17/2019

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	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: 1/17/2019

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Curriculum	Yes	0.0 %
Mathematics	5th Grade Bridges and 6-8 grade Illustrative Math	Yes	0.0 %
Science	Amplify	Yes	0.0 %
History-Social Science	TCI: History Alive	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health			0.0 %
Visual and Performing Arts	N/A		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: 1/30/2019

School Facility Conditions and Planned Improvements

KIPP Academy of Opportunity is located at its own campus located at 8500 S. Figueroa Street in South Los Angeles for the second year. This new facility includes large vibrant classroom spaces, a multipurpose area and play area for students to engage in physical activities. The new building is three stories and adjacent to another KIPP LA elementary school. The building has air conditioning and heat to accommodate for seasonal weather. A weekly classroom and building walkthrough is conducted to ensure a safe and clean building.

Last updated: 1/30/2019

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	Good
----------------	------

Last updated: 1/17/2019

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)	43.0%	31.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	15.0%	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: 1/17/2019

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	347	342	98.56%	31.29%
Male	182	180	98.90%	23.33%
Female	165	162	98.18%	40.12%
Black or African American	246	243	98.78%	29.22%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	89	87	97.75%	36.78%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	295	291	98.64%	31.27%
English Learners	44	44	100.00%	20.45%
Students with Disabilities	45	42	93.33%	4.76%
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: 1/17/2019

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	347	337	97.12%	15.43%
Male	182	177	97.25%	14.12%
Female	165	160	96.97%	16.88%
Black or African American	246	239	97.15%	--
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	89	86	96.63%	26.74%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	295	286	96.95%	14.34%
English Learners	44	44	100.00%	15.91%
Students with Disabilities	45	42	93.33%	2.38%
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: 1/17/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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: 1/17/2019

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
5	24.1%	32.5%	28.9%
7	24.7%	27.3%	26.0%

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.

Last updated: 1/17/2019

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)

There are a number of ways that parents can be involved with KAO. It Takes a Village is a monthly meeting held by our Parent Liaison that provides parents the opportunity to identify and address issues and opportunities for KAO students over the course of the year. Parents may also schedule teacher meetings or volunteer in a number of ways on campus. For additional information, please contact the main office.

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

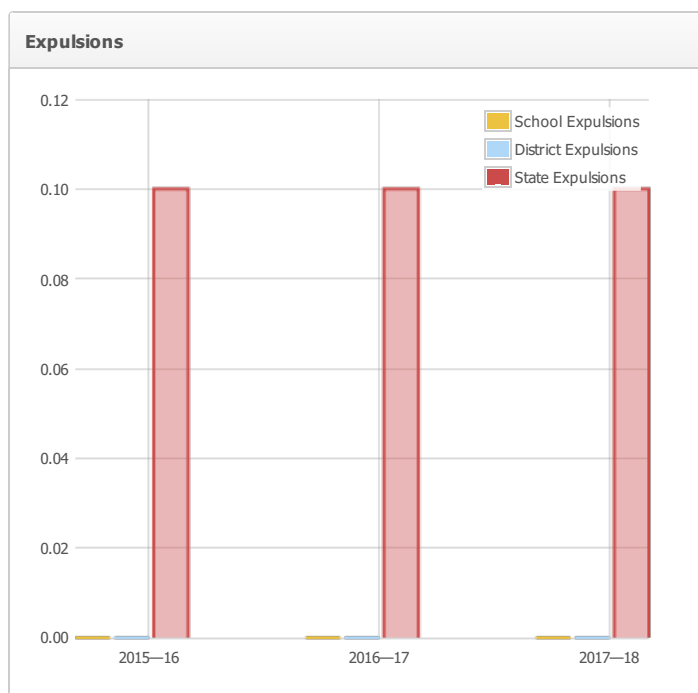
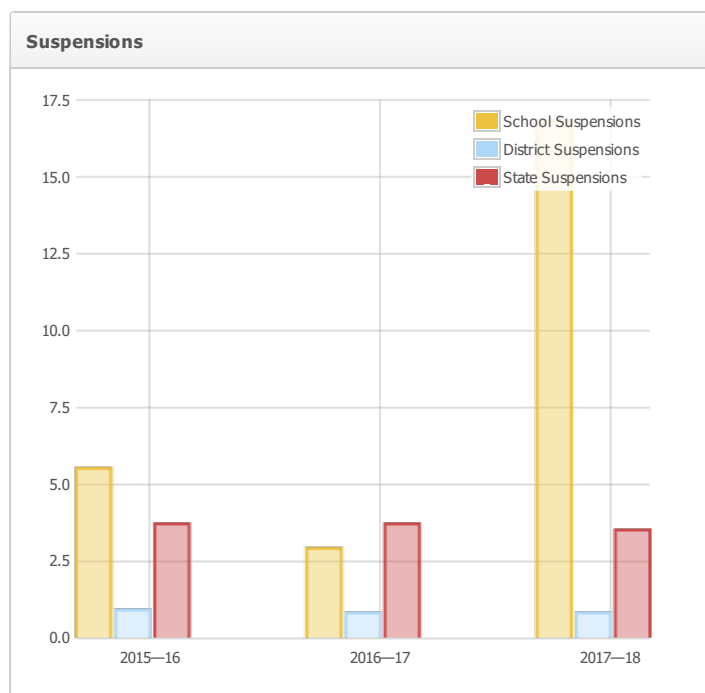
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	5.5%	2.9%	16.8%	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: 1/17/2019

School Safety Plan (School Year 2018—19)

To ensure our students and staff are prepared in the event of an emergency, regular emergency (earthquake, fire, lockdown) and egress drills are facilitated on a monthly basis. Safety plans are reviewed annually and revised as needed.

Not only does KAO have a plan for each emergency procedure, but our safety plan outlines the roles of each staff member, the locations to sweep and to shelter in, and the communication plan that flows from our chain of command to our school. We also have a plan in place for communicating to families and getting students safely to them.

During our drills, we respond to the immediate situation, and then evacuate the building (if not a lockdown) to ensure students are away from danger. Teachers will take attendance and our leadership team evaluates each drill to modify and make adjustments as needed. Our goal is to ensure a smooth, quick, and safe shelter for our students.

KAO also takes part in the CA Great Shake drill where we initiate our incident command center. In this example, we will complete search and rescue, have a first aid station, and practice reunifying our families with our students. We have sufficient food, water, and blankets in case of a big emergency. With this complete practice, we will be ready for any disaster in case it hits.

Last updated: 1/30/2019

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	32.0		15	1
6	26.0	8	24	
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	30.0		24	
6	28.0		32	
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	30.0	3	16	16
6	28.0	3	32	
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.

Last updated: 1/17/2019

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	24.0	1	7	
Mathematics	24.0	1	7	
Science	24.0	1	7	
Social Science	24.0	1	7	

* 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	26.0		8	
Mathematics	26.0		8	
Science	26.0		8	
Social Science	26.0		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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	1	7	
Mathematics	24.0	1	7	
Science	27.0		7	
Social Science	24.0	1	7	

* 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: 1/17/2019

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	0.4	N/A
Social Worker	1.0	N/A
Nurse	1.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	0.3	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: 1/17/2019

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	\$13212.0	\$2628.0	\$10584.0	\$68102.0
District	N/A	N/A	\$10881.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	-2.7%	-9.3%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	61.0%	-15.7%

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

Last updated: 1/30/2019

Types of Services Funded (Fiscal Year 2017–18)

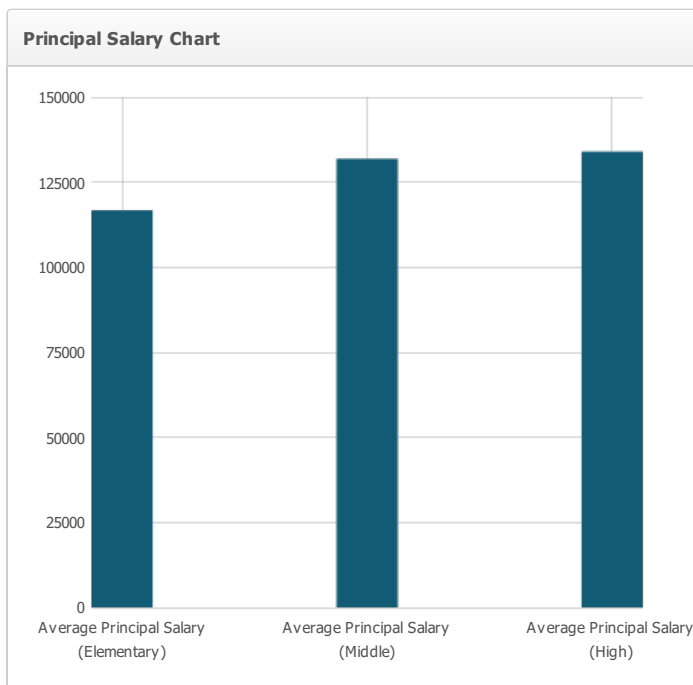
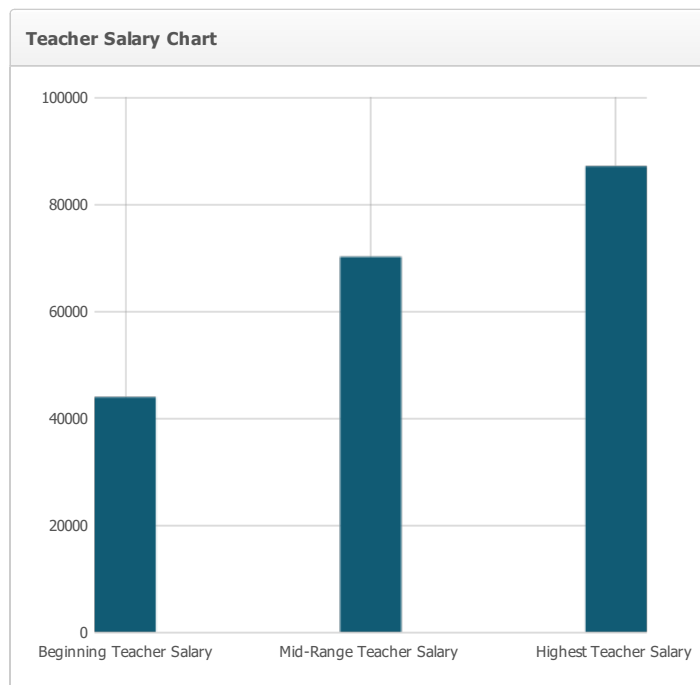
KAO offers an ASES funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for 130 students, grades 5 to 8. Every student in our program participates in a daily literacy and enrichment component. Our literacy 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. Students participate in at least 1 hour daily in a literacy element. 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 cheerleading, youth development strategies like performing arts, music, and dance. Our school also has a robotics club, which empowers students to learn more about science and engineering, and they even compete with other schools across the region. Other enrichment activities are implemented based on the students' needs and interests.

Last updated: 1/17/2019

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/> .



Last updated: 1/17/2019

Professional Development

Every week, teachers participate in professional development that focus on a number of themes including teaching and learning, data driven instruction, and student culture. This support is provided in a number of ways, through after-school workshops, content team meetings and grade level meetings. Each teacher is assigned to an Administrator and/or Instructional Support Coordinator, who provide regular observation and coaching sessions to support teachers instructional development.

Last updated: 1/31/2019