

# KIPP Philosophers Academy

8300 South Central Ave. • Los Angeles, Ca, 90001-3707 • 323-584-6664 • Grades 5-8

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**KIPP Philosophers Academy**

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Los Angeles Unified

323-807-9329

[www.lausd.net](http://www.lausd.net)

#### District Governing Board

#### District Administration

Austin Beutner  
Superintendent

### School Description

KIPP Philosophers Academy is a free public charter middle school that opened in summer 2012 in South Los Angeles. KIPP Philosophers Academy currently serves students in grades 5-8.

The mission of KIPP Philosophers Academy is to provide scholars with an excellent, well-rounded education so they are able to develop their own success in high school, college, and beyond, with the ultimate goal of taking their knowledge and putting it into practice to impact their communities in a long lasting and positive way.

At KIPP Philosophers Academy, our values help drive the work we do daily with our scholars. Our values are love, zest, grit, grace, and truth.

Love-show care, to self and to others

Zest-show passion; approach all tasks with energy and excitement

Grit-show determination; don't quit, even when things get tough

Grace-show empathy; take a walk in someone else's shoes

Truth-show integrity; do the right thing, even when no one else is watching

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	59
Grade 6	65
Grade 7	94
Grade 8	98
Total Enrollment	316

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	44.3
American Indian or Alaska Native	0.3
Asian	0.3
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.6
White	0.6
Socioeconomically Disadvantaged	90.2
English Learners	16.1
Students with Disabilities	16.8
Foster Youth	0.6
Homeless	1.6

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for KIPP Philosophers	17-18	18-19	19-20
With Full Credential	16	12	10
Without Full Credential	8	11	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Angeles Unified	17-18	18-19	19-20
With Full Credential	◆	◆	21054
Without Full Credential	◆	◆	783
Teaching Outside Subject Area of Competence	◆	◆	1103

### Teacher Misassignments and Vacant Teacher Positions at KIPP Philosophers Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Guided Reading, KIPP Wheatley, Accelerated Reader, and teacher-created curriculum <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Mathematics	Bridges Open Up Resources  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Science	Amplify <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
History-Social Science	KIPP Wheatley, "A Young People's History of the United States" by Howard Zinn, and teacher-created curriculum <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Visual and Performing Arts	Teacher created curriculum <b>Percent of students lacking their own assigned textbook:</b> 0.0 %

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

KIPP Philosophers Academy is inspected monthly for safety and cleanliness. At this time, we are not planning any additional facility improvements. This summer we refreshed the blacktop, painted the exterior gate, deep cleaned all classrooms, replaced floors as needed, and painted as needed. The campus is walked through daily to ensure classrooms remain clean and safe.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	AC and HVAC systems are inspected and serviced monthly.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Inspected and treated monthly for pests.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	34	43	45	50	50
Math	25	18	32	34	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	43.1	11.8	
7	31.9	40.7	

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	298	99.00	33.56
Male	162	161	99.38	24.84
Female	139	137	98.56	43.80
Black or African American	134	132	98.51	37.88
Asian	--	--	--	--
Hispanic or Latino	159	159	100.00	30.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	271	269	99.26	30.86
English Learners	83	83	100.00	20.48
Students with Disabilities	56	56	100.00	7.14
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	301	298	99.00	17.79
Male	162	161	99.38	14.29
Female	139	137	98.56	21.90
Black or African American	134	132	98.51	16.67
Asian	--	--	--	--
Hispanic or Latino	159	159	100.00	18.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	271	269	99.26	15.99
English Learners	83	83	100.00	12.05
Students with Disabilities	56	56	100.00	1.79
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

KIPP Philosophers Academy highly values parental involvement in school activities. Throughout the year we offer opportunities for parents to join in the planning and execution of school activities such as the Fall Festival, block party, fundraising events, school dances and team and family nights.

Parents can also volunteer during field trips, in their child's classroom, office, and many other times throughout the day. Parent volunteer opportunities are announced through our weekly family newsletter and through notices sent home to families. Any families interested will contact the main office to get further information.

### State Priority: School Climate

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

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

### School Safety Plan

At KIPP Philosophers Academy safety is our number one priority. KIPP Philosophers Academy reviews and updates its safety plan every year. This year's plan was reviewed and updated on October 2, 2019. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. All staff members have been trained and have practiced earthquake, fire, lock down, and shelter in place drills. In October we participated in the Great California ShakeOut and activated our Incident Command System. Drills are conducted monthly allowing students and staff members to familiarize themselves with the processes for each disaster. KIPP Philosophers Academy has a three-day supply of food and water along with first aid supplies and search and rescue materials.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	0.9	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	158.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.7
Other	1.9

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
5	22	3	28		21	14	7		33		7	7
6	29	4	16	12	38	5		28	36			14
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 (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	30		3	2	30	2	2	4	20	2	8	
Mathematics	30		3	2	30	2	2	4	20	2	8	
Science	30		3	2	39		2	4	25		8	
Social Science	30		3	2	39		2	4	25		8	

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

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	26	44

Three hours are scheduled weekly for staff professional development. The professional development schedule is set over the summer and adjustments are made as needed. Mondays are set days for professional development. Professional development this year is focused on data-based academic improvements through a codified data cycle of assessing, analyzing, and reteaching. The focus of this professional development is strategically planned throughout the year and topics are revisited as needed. Most of the professional development is delivered during after school workshops. Other professional development opportunities consist of conference attendance and individual coaching sessions. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,339	\$3,971	\$10,368	\$57,368
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$7125.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	33.1	-26.8
School Site/ State	37.1	-33.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

KIPP Philosophers Academy offers an ASES funded afterschool program to assist and support 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 KPA students, grades 5th to 8th. 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, Basketball, Art and Cooking, and youth development strategies like performing arts and dance. Other enrichment activities are implemented based on the students’ needs and interests.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.