

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Chelsea Zegarski, Principal

Principal, KIPP Raices Academy

About Our School

The mission of KIPP Raices Academy is to teach the knowledge and skills, nurture the confidence and character, and inspire the passion needed for students to achieve their goals, excel in the competitive world, and positively impact the community through excellence in thought and action. KIPP Raices Academy is a free, open enrollment, college-preparatory public school in East Los Angeles, which opened in August 2008 with 100 Kindergarten students. Our school has grown one grade level per year and now serves 533 kindergarten through 4th grade students. 90% of our student population qualifies for free or reduced lunch, 98% are Latino, and 2% is African-American.

KIPP Raices Academy is a part of KIPP, the Knowledge Is Power Program, a national network of college-preparatory public schools in under-resourced communities throughout the United States with a proven track record of success. Our school is driven by the core operating principles of the five pillars that all KIPP schools share as follows: high expectations, choice and commitment, power to lead, more time, and focus on results. Further, our school culture is driven by our four values of love, honor, integrity, and excellence, and our school rules of be safe, work hard, and be nice.

KIPP Raices Academy offers a rigorous instructional program that builds the needed foundation to ensure our students' success in the future. The program nurtures well-rounded critical thinkers who love learning, while preparing them to master the California and Common Core standards through engaging in authentic work. KIPP Raices Academy fosters the positive development of the whole child. Art, creative play, balanced literacy, physical education, character development, and good nutrition are all critical components of a KIPP Raices education. Beyond the focus of our students performing at or above grade level in reading and mathematics, our students are artists, scientists, musicians, authors, athletes, and agents of change who develop projects to impact the community.

Our students are independent learners who are invested in driving their own learning to meet their goals. Each year, our school has achieved an API of over 961, culminating in an API of 970 in 2013.

Contact

668 Atlantic Blvd.
Los Angeles, CA
90022-1118

Phone: 323-780-3900
E-mail: raices@kippla.org





[View Larger Map](#)

About This School

Contact Information - Most Recent Year

| School | |
|--|--|
| School Name | KIPP Raices Academy |
| Street | 668 Atlantic Blvd. |
| City, State, Zip | Los Angeles, Ca, 90022-1118 |
| Phone Number | 323-780-3900 |
| Principal | Chelsea Zegarski, Principal |
| E-mail Address | raices@kippla.org |
| Web Site | www.kippla.org/raices |
| County-District-School (CDS) Code | 19647330117903 |

| 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: 1/22/2015

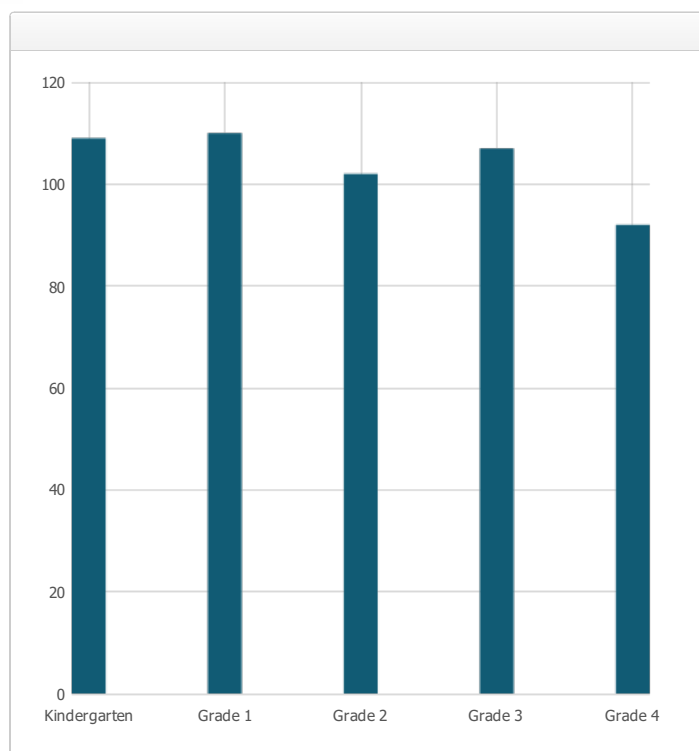
School Description and Mission Statement (Most Recent Year)

The mission of KIPP Raices Academy is to teach the knowledge and skills, nurture the confidence and character, and inspire the passion needed for students to achieve their goals, excel in the competitive world, and positively impact the community through excellence in thought and action.

Last updated: 1/22/2015

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

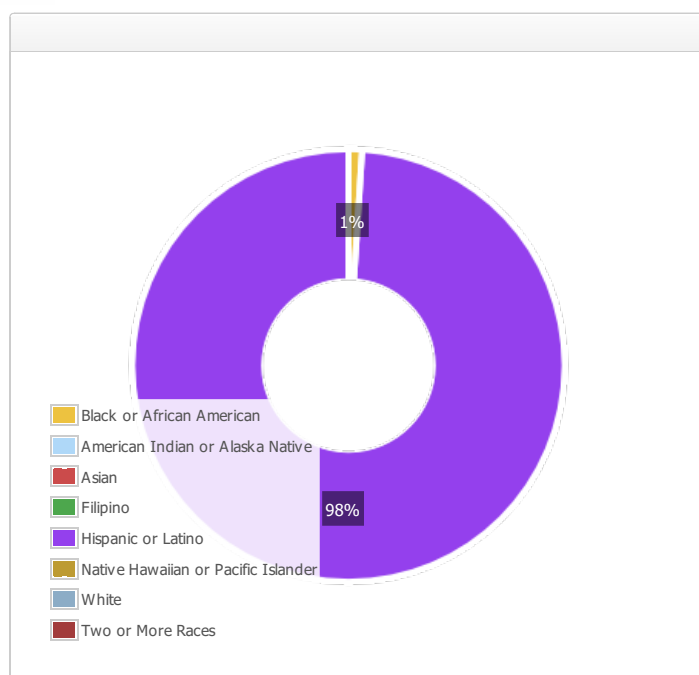
| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 109 |
| Grade 1 | 110 |
| Grade 2 | 102 |
| Grade 3 | 107 |
| Grade 4 | 92 |
| Total Enrollment | 526 |



Last updated: 1/22/2015

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

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 98.7 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 0.3 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 91.9 |
| English Learners | 56.0 |
| Students with Disabilities | 10.6 |



Last updated: 1/22/2015

A. Conditions of Learning

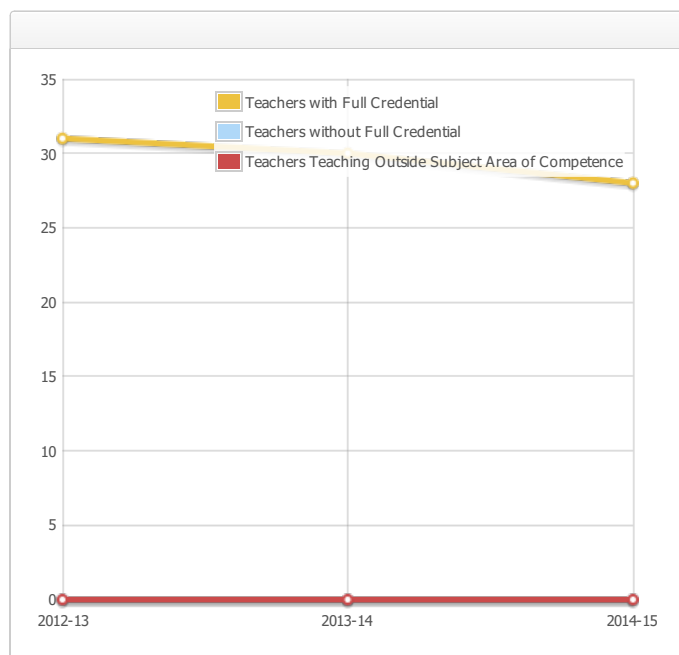
State Priority: Basic

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

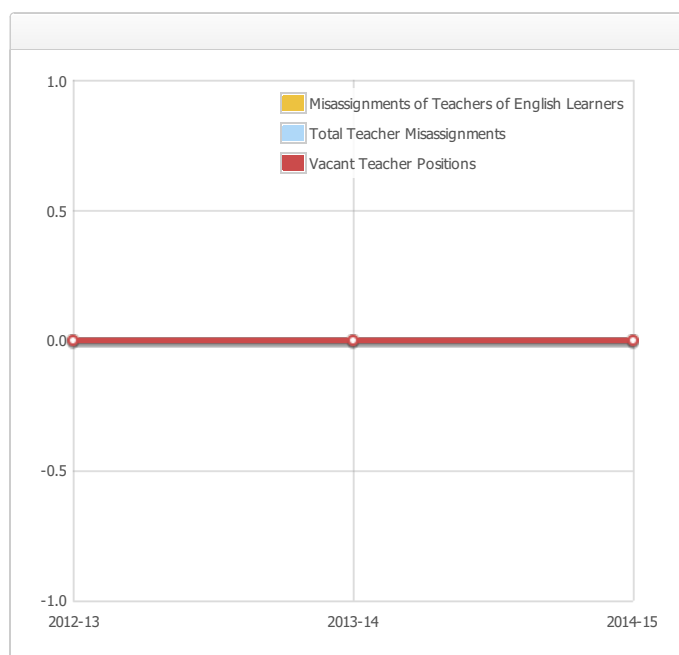
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 31 | 30 | 28 | 180 |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/22/2015

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 | 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: 1/22/2015

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: 1/22/2015

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

Year and month in which data were collected:

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|-----------------------------------|---|
| Reading/Language Arts | Words Their Way, Wordly Wise, Open Court, Accelerated Reader, Newslea | | 0.0 |
| Mathematics | Envision, ST Math | | 0.0 |
| Science | Houghton Mifflin Science Fusion | | 0.0 |
| History-Social Science | Pearson California History/Social Studies | | 0.0 |
| Foreign Language | National Geographic/Cenage Learning - Canciones y Cuentos | | 0.0 |
| Health | | | 0.0 |
| Visual and Performing Arts | | | 0.0 |
| Science Laboratory Equipment (grades 9-12) | | | 0.0 |

Last updated: 1/22/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The KIPP Raices Academy campus is inspected monthly for safety and cleanliness. At this time we are not planning any facility improvements. In August of 2013, the office was moved into an adjacent building allowing for more space in the main building for classes and creating a quiet and welcoming office environment.

Last updated: 1/22/2015

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 | Good | |
| 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: 1/22/2015

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | | | | 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: 1/22/2015

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 | |
| All Students at the School | |
| Male | |
| Female | |
| 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 | |
| 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.

Last updated: 1/22/2015

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 91% | 89% | 92% | 44% | 48% | 47% | 54% | 56% | 55% |
| Mathematics | 93% | 99% | 98% | 43% | 44% | 45% | 49% | 50% | 50% |
| History-Social Science | N/A | N/A | N/A | 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.

Last updated: 1/22/2015

Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 10 | 10 | 10 |

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

Last updated: 1/22/2015

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 | B | -2 | 9 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -3 | 10 |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | -5 | 12 |
| English Learners | | -7 | 17 |
| 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.

Last updated: 1/22/2015

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.

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 Raices Academy highly values parental involvement in school activities. Many times throughout the year we offer opportunities for parents to join in the planning and execution of school activities such as the Winter Concert, fundraising events, October Extravaganza, La Feria, and more. They often have the opportunity to take the lead with these projects and help plan the events from the ground up. Parents can also volunteer in their child's classroom, office, during morning drop-off, and many other times throughout the day. Parent volunteer opportunities are announced through our weekly family newsletter and through notices sent home to families. In spring 2014 parents were involved with the development of the 2014-15 LCAP.

State Priority: Pupil Engagement

Last updated: 1/29/2015

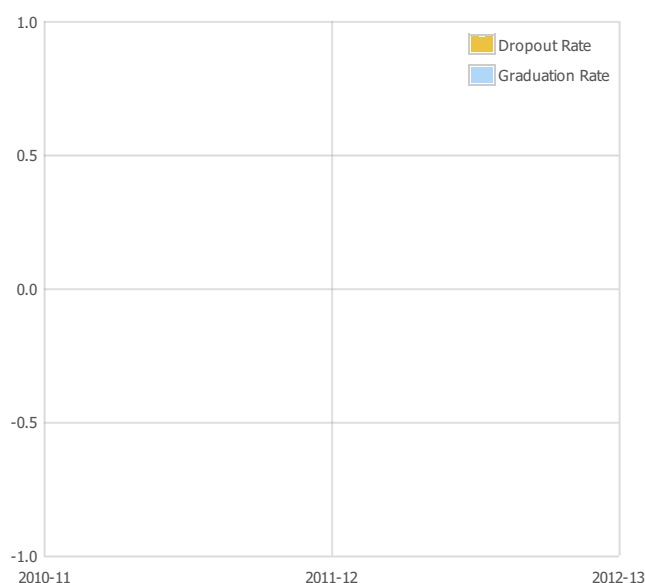
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 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



Last updated: 1/22/2015

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 | | | |

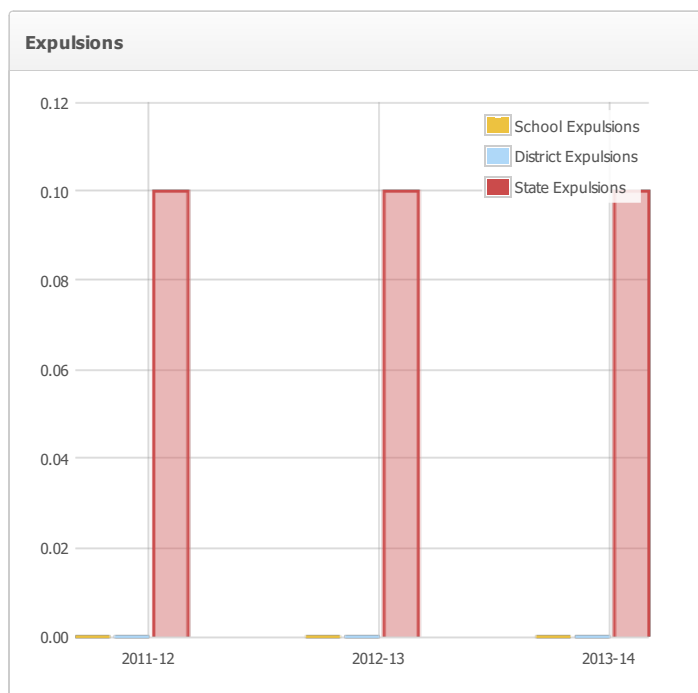
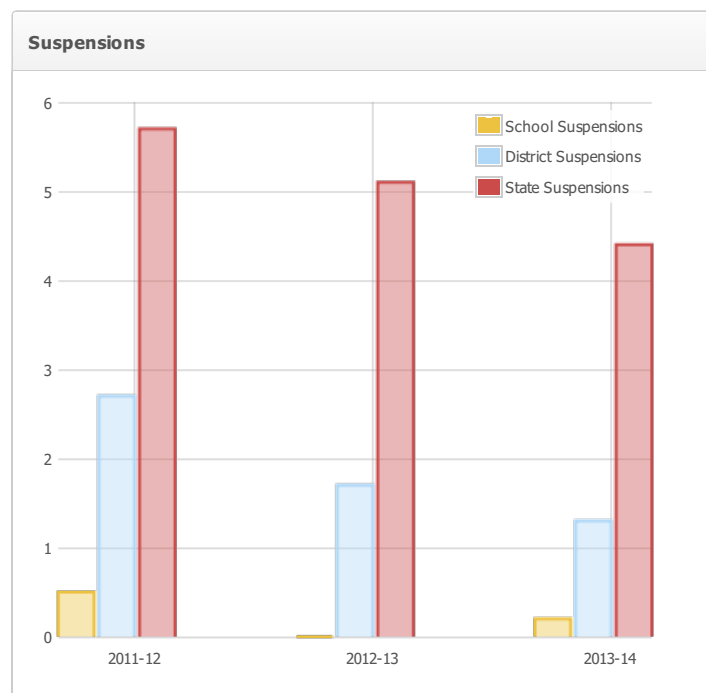
State Priority: School Climate

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 | 0.50 | 0.00 | 0.20 | 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 |



Last updated: 1/22/2015

School Safety Plan - Most Recent Year

KIPP Raices Academy is committed to the safety of our children and staff. Each year the safety plan is reviewed and updated with any new policies or procedures needed to keep our school safe. Fire drills are practiced monthly and earthquake drills are practiced quarterly. The key elements of our plan are our incident command chart, fire, earthquake, and lockdown procedures.

Last updated: 1/22/2015

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 | Yes | N/A |
| Met Participation Rate - English-Language Arts | Yes | N/A |
| Met Participation Rate - Mathematics | Yes | N/A |
| Met Percent Proficient - English-Language Arts | Yes | N/A |
| Met Percent Proficient - Mathematics | Yes | N/A |
| Met Graduation Rate | N/A | Yes |

Last updated: 1/22/2015

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: 1/22/2015

Average Class Size and Class Size Distribution (Elementary)

| 2011-12 | | | | | 2012-13 | | | | | 2013-14 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--|
| Grade Level | 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 | | | | | 21.0 | | 5 | | 22.0 | | 5 | | |
| 1 | | | | | 22.0 | | 5 | | 22.0 | | 5 | | |
| 2 | | | | | 22.0 | | 5 | | 21.0 | | 5 | | |
| 3 | | | | | 24.0 | | 4 | | 27.0 | | 4 | | |
| 4 | | | | | 23.0 | | 4 | | 23.0 | | 4 | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | |

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

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Secondary)

| 2011-12 | | | | | 2012-13 | | | | | 2013-14 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--|
| Subject | 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 | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | |
| Science | | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | | |

* 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: 1/22/2015

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 | 0.0 | |
| Counselor (Social/Behavioral or Career Development) | 0.2 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.4 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 0.0 | N/A |
| Other | 0.7 | 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: 1/22/2015

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 | \$9,386 | \$3,161 | \$6,225 | \$61,262 |
| District | N/A | N/A | \$10,045 | \$68,953 |
| Percent Difference – School Site and District | N/A | N/A | -38.03% | -11.15% |
| State | N/A | N/A | \$4,690 | \$70,720 |
| Percent Difference – School Site and State | N/A | N/A | 32.73% | -13.37% |

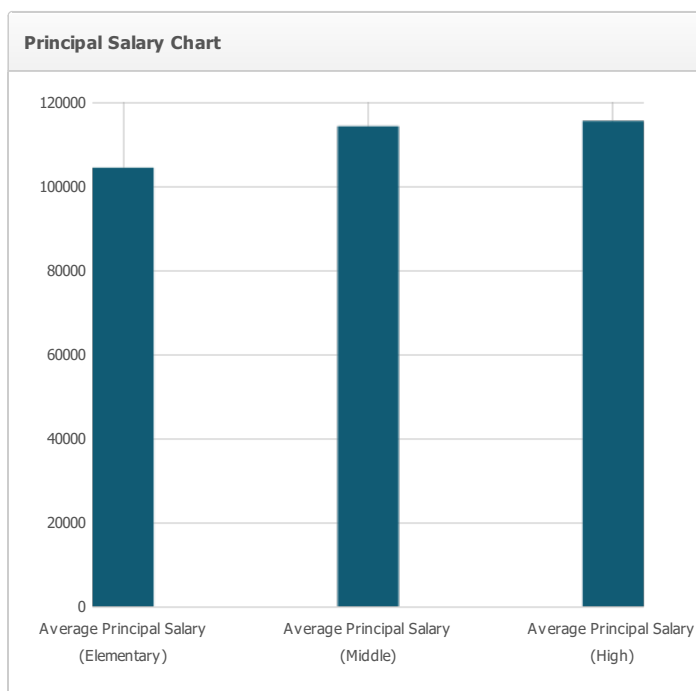
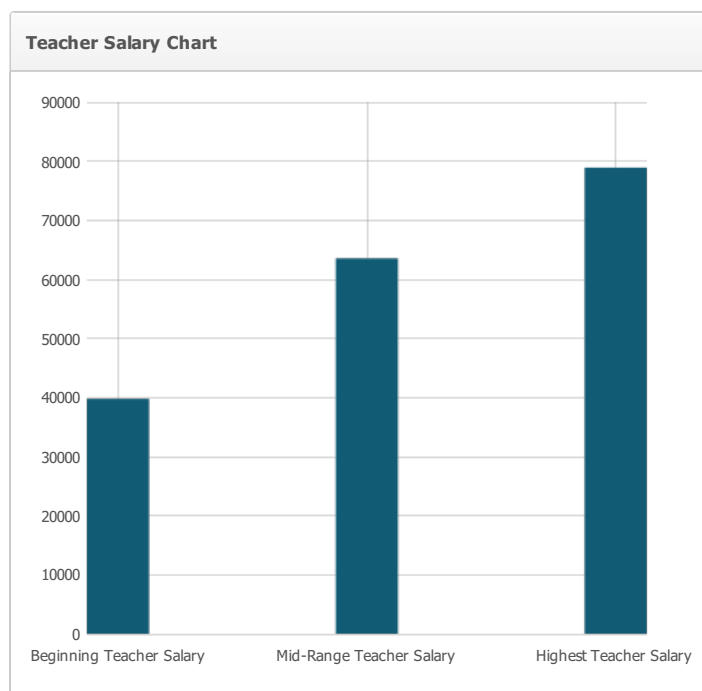
Note: Cells with N/A values do not require data.

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/>.



Last updated: 1/22/2015

Professional Development – Most Recent Three Years

Each week 2-3 hours are scheduled for teacher professional development. The professional development schedule is set over the summer for the first half of the school year and a tentative schedule is set for the second half of the year. The areas of focus are determined based on a combination of logistical/administrative concerns and curricular needs. Priorities for professional development are based on teacher reflections from the end of the previous year.

Professional development focuses are spread out throughout the year and are revisited multiple times. Most of the professional development trainings are delivered during after school workshops. Some is also provided through conference attendance and individual mentoring. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

Last updated: 1/22/2015