

KIPP Raices Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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](#) 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.



Yesenia Castro, 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 553 transitional kindergarten through 4th grade students. 85.6% of our student population qualifies for free or reduced lunch, 99% are Latino, and 0.2% 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. In 2014, KIPP Raices Academy was recognized as a California Distinguished School and in 2015 was recognized as a National Blue Ribbon School.

Contact

KIPP Raices Academy
668 Atlantic Blvd.
Los Angeles, CA 90022-1118

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	KIPP Raices Academy
Street	668 Atlantic Blvd.
City, State, Zip	Los Angeles, Ca, 90022-1118
Phone Number	323-780-3900
Principal	Yesenia Castro, Principal
E-mail Address	ycaastro@kippla.org
Web Site	http://kippla.org/raices/about.cfm
County-District-School (CDS) Code	19647330117903

Last updated: 1/19/2018

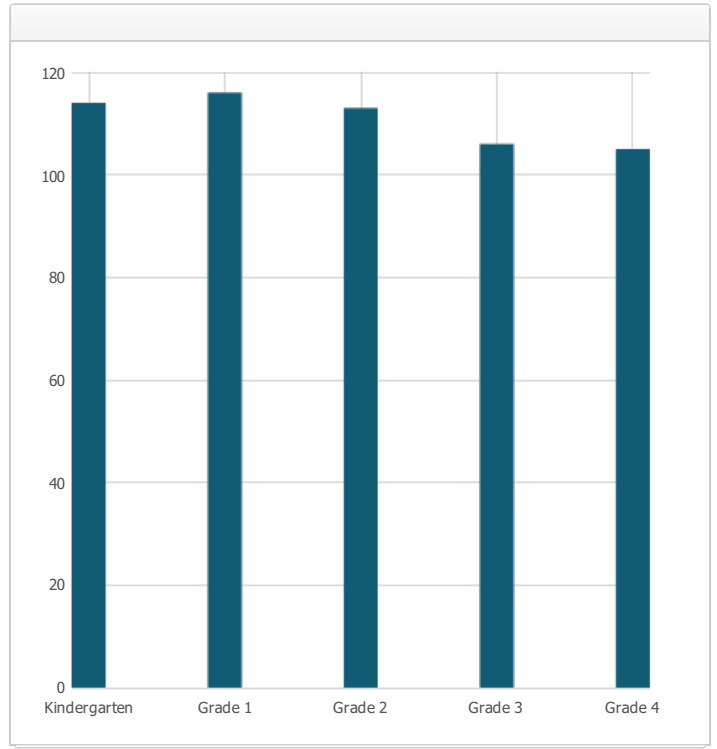
School Description and Mission Statement (School Year 2017-18)

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: 1/19/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	114
Grade 1	116
Grade 2	113
Grade 3	106
Grade 4	105
Total Enrollment	554



Last updated: 1/19/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.2 %
Hispanic or Latino	98.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.5 %
Two or More Races	0.0 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.3 %
English Learners	37.5 %
Students with Disabilities	9.2 %
Foster Youth	0.2 %

Last updated: 1/19/2018

A. Conditions of Learning

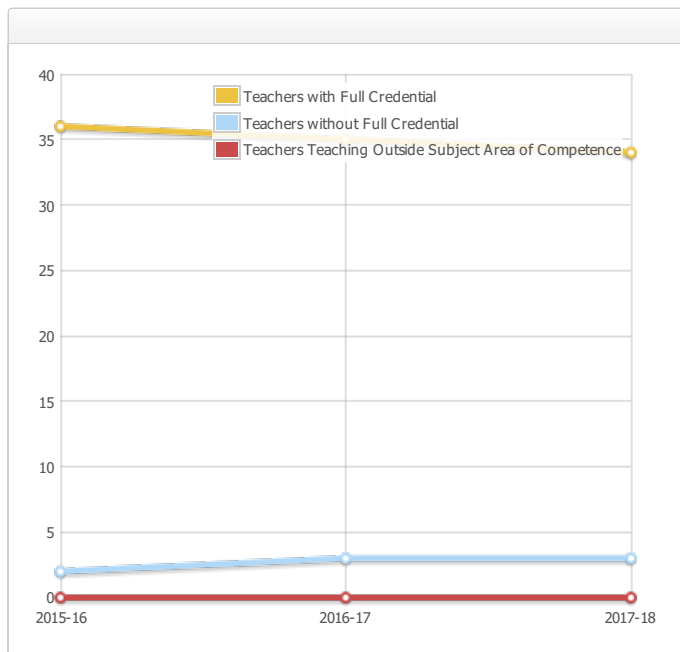
State Priority: Basic

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

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

Teacher Credentials

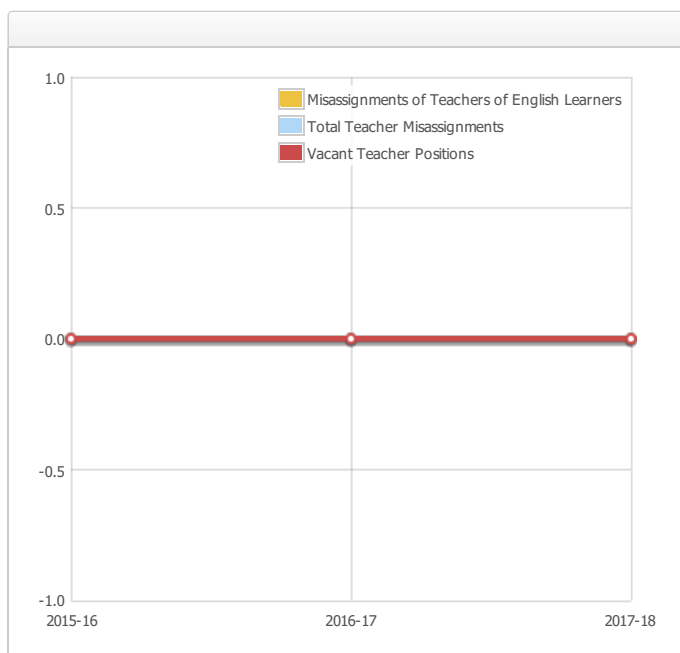
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	35	34	21842
Without Full Credential	2	3	3	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/8/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

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, Lexia Learning, Learning A-Z, Bridges		0.0 %
Mathematics	Envision, ST Math		0.0 %
Science	Amplify, 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 Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2018

School Facility Conditions and Planned Improvements

The KIPP Raices Academy campus is inspected monthly for safety and cleanliness. At this time we are not planning any facility improvements as we recently completed a few winter break (December 2017) maintenance repairs that included facilities/furniture deep clean, floor stripping and waxing, carpet cleaning, as well as playground pressure washing. The last major facilities project was in August of 2013 when 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: 1/19/2018

School Facility Good Repair Status

Year and month of the most recent FIT report:

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:

Overall Rating	Good
----------------	------

Last updated: 1/19/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	86%	81%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	85%	83%	29%	30%	36%	37%

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: 1/19/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	210	210	100.00%	80.95%
Male	107	107	100.00%	77.57%
Female	103	103	100.00%	84.47%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	208	208	100.00%	80.77%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	187	187	100.00%	80.75%
English Learners	121	121	100.00%	80.17%
Students with Disabilities	23	23	100.00%	34.78%
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: 1/19/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	210	210	100.00%	83.33%
Male	107	107	100.00%	84.11%
Female	103	103	100.00%	82.52%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	208	208	100.00%	83.17%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	187	187	100.00%	82.89%
English Learners	121	121	100.00%	85.95%
Students with Disabilities	23	23	100.00%	47.83%
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: 1/19/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/19/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/19/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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: 1/19/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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. Lastly, parents get to engage with Administrators during quarterly "Coffee with Admin" events.

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

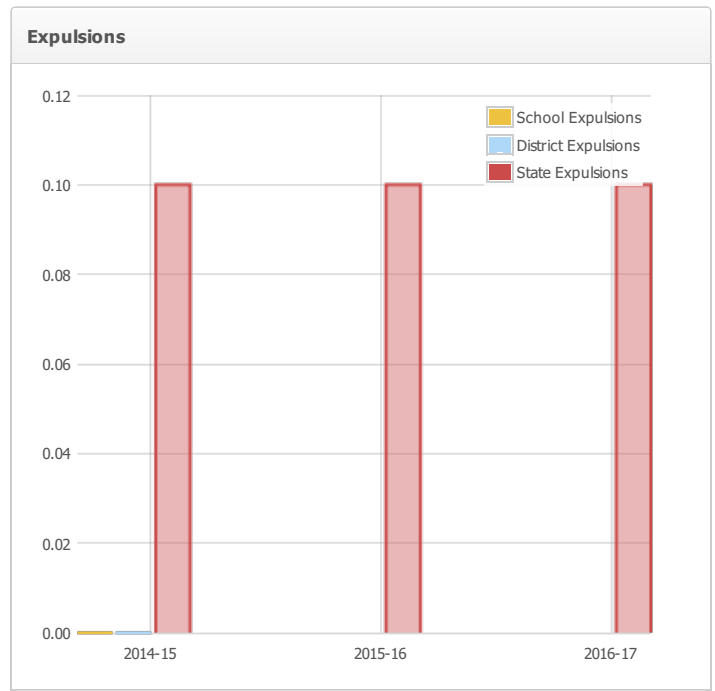
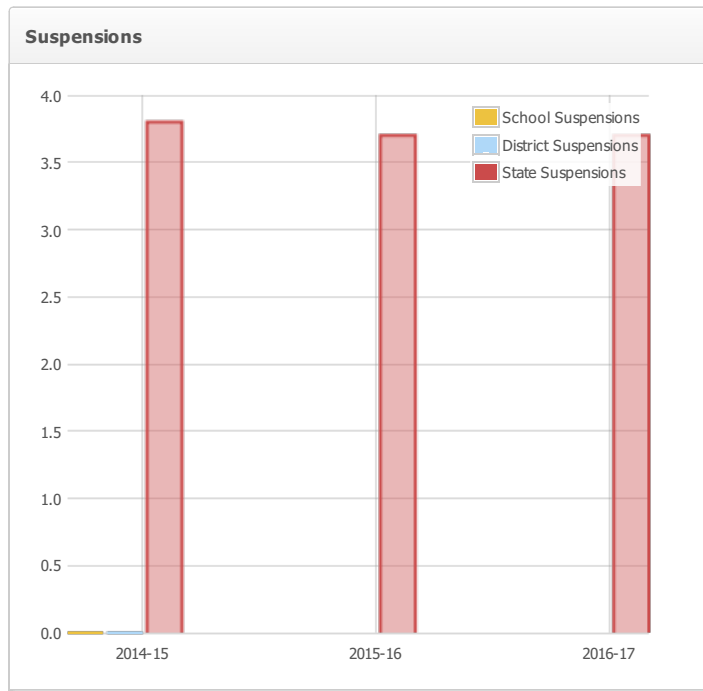
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/19/2018

School Safety Plan (School Year 2017-18)

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, earthquake, and lockdown drills are practiced monthly on a rotating basis. The key elements of our plan are our incident command chart, fire, earthquake, and lockdown procedures.

Last updated: 1/19/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/19/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	20.0	2	14	0	23.0	0	20	0	23.0	0	25	0
1	22.0	0	15	0	19.0	5	25	0	23.0	0	30	0
2	21.0	3	12	0	22.0	0	25	0	22.0	2	34	0
3	25.0	0	12	0	27.0	0	20	0	27.0	0	24	0
4	26.0	0	12	0	25.0	0	20	0	26.0	0	24	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/19/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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: 1/19/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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	0.6	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.3	N/A
Resource Specialist (non-teaching)	3.0	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11850.0	\$2633.0	\$9216.0	\$58919.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	-33.4%	-22.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	33.5%	-29.4%

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

Last updated: 2/8/2018

Types of Services Funded (Fiscal Year 2016-17)

As a student at KIPP: Raices Academy, Achievers will explore Spanish, Physical Education, Art, and Music. Through the inclusion of these subjects in a regular school day, students build the foundational knowledge of each content area and identify specific areas that spark their individual passions. Special subjects allow creativity and curiosity to develop in a variety of ways, innately embracing the learning styles of each student. Through these subjects, students experience teamwork, problem-solving, and risk-taking in new and unique environments.

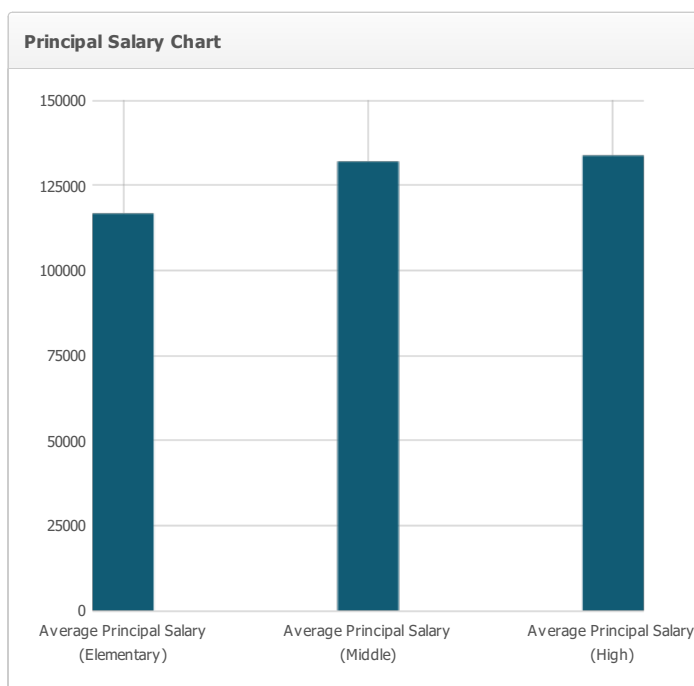
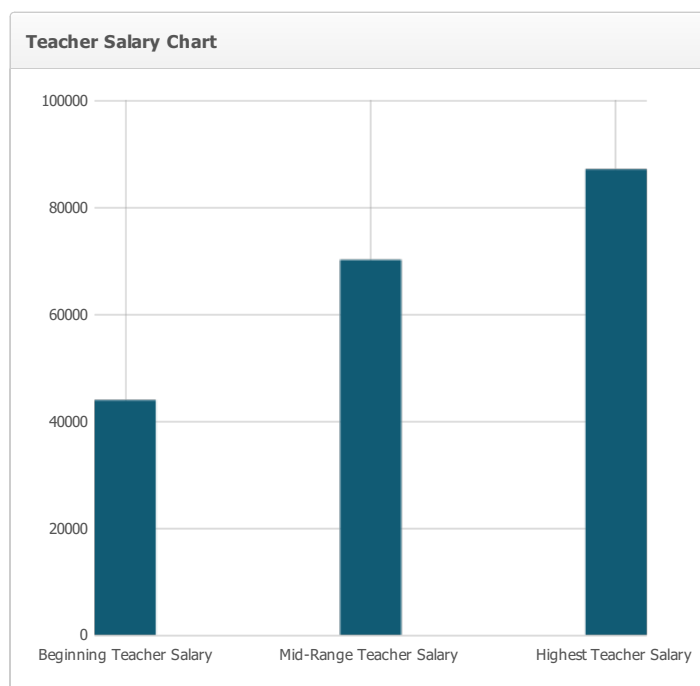
At KRA, we believe educating the whole child will teach our achievers the knowledge and skills needed to excel in a competitive world. Through collaboration, cross-curricular connections, and passion for our content areas, we provide a holistic avenue to inspire new passions in our students. Each member brings their own knowledge and expertise to our team, which combine to create a perfect whole.

Last updated: 1/19/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/19/2018

Professional Development

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 are 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: 1/19/2018