



KIPP Raices Academy

668 Atlantic Blvd. • Los Angeles, Ca, 90022-1118 • 323-780-3900 • Grades K-4

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

Los Angeles Unified

(213) 241-1000
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

KIPP Raíces Academy is a free, open enrollment, a 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 583 transitional kindergarten through 4th-grade students. 82.4% of our student population qualifies for free or reduced lunch, 98% of students are African/American or Hispanic. The mission of KIPP Raíces 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 Raíces 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, focus on character, highly effective teachers and leaders, safe, structured, and nurturing environments, and KIPP Through College. 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 Raíces 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 by engaging in authentic work. KIPP Raíces 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 Raíces 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 Raíces Academy was recognized as a California Distinguished School and in 2015 was recognized as a National Blue Ribbon School.

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
Kindergarten	120
Grade 1	120
Grade 2	112
Grade 3	111
Grade 4	111
Total Enrollment	574

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.3
Filipino	0.2
Hispanic or Latino	99
White	0.3
Socioeconomically Disadvantaged	88.2
English Learners	34.5
Students with Disabilities	12

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 Raices Academy	17-18	18-19	19-20
With Full Credential	34	28	26
Without Full Credential	3	6	6
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 Raices 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	Words Their Way, Wordly Wise, Open Court, Accelerated Reader, Lexia Learning, Learning A-Z, Bridges, Educera ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Envision, ST Math, Bridges The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify, Houghton Mifflin Science Fusion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	Pearson California History/Social Studies The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	National Geographic/Cengage Learning - Canciones y Cuentos The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The KIPP Raíces Academy campus is inspected monthly for safety and cleanliness. We recently completed a few winter break (December 2019) maintenance repairs that included facilities/furniture deep clean, floor stripping and waxing, carpet cleaning, as well as playground pressure washing. In June 2019, we finished construction on our new Administrative building which now is the home for our Main Office, our Art and Science Specialist classrooms, Administrator Offices, Learning Lab, Counseling Office, and Teacher Workroom. We also have a beautiful room that we will one day make our school library.

For ongoing building maintenance our school gets evaluated by a regional operations lead, this evaluation is called a Facilities Snapshot. Below are some of the highlights in our Facilities Snapshot fall 2019:

- All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- The main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility.
- The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds.
- Common areas are clean and organized. Air quality is odor-free.
- Restrooms are being deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspires staff and students to take pride in campus grounds.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	2nd floor HVAC units are being assessed for repairs.
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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	78	68	43	45	50	50
Math	78	70	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

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	216	215	99.54	68.37
Male	98	97	98.98	56.70
Female	118	118	100.00	77.97
Asian	--	--	--	--
Hispanic or Latino	215	214	99.53	68.22
Socioeconomically Disadvantaged	200	199	99.50	67.84
English Learners	109	109	100.00	63.30
Students with Disabilities	31	30	96.77	26.67

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	216	215	99.54	69.77
Male	98	97	98.98	68.04
Female	118	118	100.00	71.19
Asian	--	--	--	--
Hispanic or Latino	215	214	99.53	69.63
Socioeconomically Disadvantaged	200	199	99.50	69.85
English Learners	109	109	100.00	67.89
Students with Disabilities	31	30	96.77	36.67

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 Raíces 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, afternoon dismissal, and many other times throughout the day. Parent volunteer opportunities are announced through our weekly family newsletter, Parent Action Committee (PAC) meetings, and through notices sent home to families. Lastly, parents get to engage with Administrators during quarterly "Coffee with Admin" events.

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

KIPP Raíces Academy's school safety plan is reviewed and revised annually and was last updated on October 3, 2019. It is over 100 pages long and it incorporates the following elements (among others):

- Visitor Policies and Procedures
- Incident Command System and Roles
- Emergency Response Training (Earthquake, Lockdown, Fire, Shelter-in-Place)
- Family Reunification Systems and Procedures

This plan has been shared with various school stakeholders including teachers and parents that are part of our School Site Council. Teachers are trained on the various components so they are aware of our policies and emergency procedures. In addition, teachers are required to participate in three emergency and safety professional development sessions a year and take part in monthly school-wide drills. Our monthly drills ensure students and staff alike are practicing for all possible emergencies regularly. KIPP Raíces Academy also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill, we complete search and rescue, have a first aid station, and practice reunification by allowing parents to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall, staff at KIPP Raíces Academy understand our safety plan and know what to do during emergency situations, to ensure student safety is always a priority.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.4	0.2
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*	1148.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.9
Other	2.1

* 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+
K	23		25		24		25		24	1	29	
1	23		30		24		24		24		30	
2	22	2	34		22		30		22		30	
3	27		24		28		24		29		24	
4	26		24		21	6	24		29		24	
Other**					25		6					

*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.

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

At KIPP Raíces Academy 2-3 hours a week are scheduled for teacher professional development. The professional development schedule is set over the summer for the first half of 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.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,674	\$3,096	\$9,578	\$56,161
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$6574.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	25.3	-28.8
School Site/ State	37.2	-35.9

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

As a student at KIPP Raíces 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 KIPP Raíces Academy, 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.

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.