

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [X] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Chelsea Zegarski

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name KIPP Raíces Academy

(As it should appear in the official records)

School Mailing Address 668 S. Atlantic Boulevard

(If address is P.O. Box, also include street address.)

City Los Angeles    State CA    Zip Code+4 (9 digits total) 90022-3212

County Los Angeles County    State School Code Number\* 19-64733-0117903

Telephone 323-780-3900    Fax 323-780-3939

Web site/URL http://www.kippla.org/raices    E-mail czegarski@kippla.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mrs. Chelsea Zegarski

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: czegarski@kippla.org

Other)

District Name KIPP Raíces Academy    Tel. 323-780-3900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Loren Bendele

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	54	55	109
1	46	65	111
2	60	47	107
3	56	46	102
4	54	53	107
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	270	266	536

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 98 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 1 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	525
(5) Total transferred students in row (3) divided by total students in row (4)	0.021
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 53 %  
286 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish is the only non-English language represented. Please note the data listed above was from the beginning of the school year. After reclassifying students as Reclassified-Fluent English Proficient throughout the school year based on updated CELDT and MAP data, we currently have 207 ELL students (39% of our total school population).

8. Students eligible for free/reduced-priced meals: 92 %  
 Total number students who qualify: 488

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 95 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %  
53 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |                                                |
|--------------------------------|------------------------------------------------|
| <u>5</u> Autism                | <u>10</u> Orthopedic Impairment                |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>15</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our mission 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.

## **PART III – SUMMARY**

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KIPP Raíces Academy (KRA) is a high performing, tuition-free, public charter school in East Los Angeles. We serve 533 students in grade kindergarten through 4th. Our students are young, but we believe strongly in their collective ability to master the Common Core standards, think critically about viewpoints that differ from their own, and challenge the status quo to become agents of positive change in their many and varied communities. At KRA, our school motto is “Excellence from the beginning” because we have high expectations for all our students and focus on results for even our youngest achievers.

Our school was founded in 2008 with 100 kindergarteners, and we added one grade level each year until we became fully founded during the 2012-2013 school year. With each founding year, we added an additional elective, or “special,” to the school. Art, P.E., science, Spanish, and music are all taught by specialists to ensure our students have access to and the potential to be inspired by a variety of content. In addition, every Friday afternoon, the last 45 minutes of the school day are devoted to Friday Clubs, a mixed-grade opportunity for students to experience an extracurricular activity. Our club options include choir, dance, drama, gardening, sign language, yoga, painting, cooking, and CrossFit, among others.

Key strategies that have contributed significantly to our success so far include our hiring process, our approach to developing curriculum, our focus on student character development, and our strong partnerships with families.

Our hiring process is in-depth because we believe there is no greater decision that can be made in a school than who is standing in front of students every day in the classroom. Our process includes initial phone screens and resume reviews by our regional team, followed by an interview with the principal and review of a teaching video. Candidates are then invited to plan and teach a demo lesson on campus and are observed by a team of teachers and administrators. The final step is a panel interview comprised of administrators, teachers, and parents to ensure we are hiring high-quality teachers who are mission-aligned, committed to our work, and have a love of working with children.

In developing the KRA curriculum, school leadership and teachers work together to ensure teachers and students have access to the resources that will best support us in reaching our goals. For example, we do not use one published, comprehensive literacy curriculum; rather, we source material from the best curricula we can find and supplement with teacher-created plans to support a balanced literacy approach. The same process applies to other subjects as well.

We believe strongly that all the classes in the world mean nothing if students do not have the social-emotional skills needed to lead a happy and successful life. Our four values are love, honor, integrity and excellence. Each week in class, teachers emphasize one value (though they are not generally taught in isolation), and on Fridays, we present awards to the students who have exemplified the value of the week, perform skits, and watch student-led performances related to the value. When a student makes a poor choice, we discuss their choice in the context of the values, and parents discuss and instill the values at home. Last year, in addition to our values, we also began teaching students about seven character strengths that are closely linked to success and happiness in life: grit, self-control, curiosity, zest, gratitude, social intelligence, and optimism.

Our partnership with families has hugely contributed to our success so far. Our parents are well informed about intervention strategies to use at home from our workshop-style Achievement Nights for families. Teachers and administrators frequently check in with parents about student progress via telephone, written notes, and in person. We view our parents as partners in the education of their children and believe our success depends on open communication and thoughtful collaboration.

As a charter school, our enrollment process differs from that of a traditional public school. Our process begins with student recruitment. Our mission is rooted in aiming to provide a high-quality education for students in traditionally underserved communities, and it is important to us that we are serving families from the community in which we are located. From January to April, we present at more than 10 local Head Start

pre-schools to make sure families in the community are aware of the school and the enrollment process. We have handed out enrollment fliers at local parks, farmers markets, and weekend soccer games. Once parents decide they are interested in enrolling their child, they fill out an interest form, which enters their child in our school's lottery. Lottery preference is given to students with siblings currently enrolled at KIPP Raíces Academy, followed by children of KIPP LA employees, followed by students who live within LA Unified School District (the district that authorizes our charter), followed by students who live outside the district. Within each of those groups, the order in which students receive a space is completely randomized. All students who do not receive a space are entered onto a wait list, and wait listed families are notified as spaces become available.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Our approach to reading reflects the commitment we have to inspire children to develop a love of both reading and learning, while ensuring they master the Common Core Reading Standards. Because of the interconnectedness and complexity of reading/English Language Arts, we use a balanced literacy model to provide students with a robust learning experience, which includes phonics/word work, interactive read aloud and shared reading, readers' workshop, and writers' workshop. We place a strong emphasis on phonemic awareness in the lower grades, along with vocabulary development and grammar. This year a focus of our reading program has been on close reading, and our students have the opportunity to engage deeply with rigorous texts. Within reader/writers' workshop (using the Lucy Calkins curricula to guide our practice), teachers deliver direct instruction and offer modeling during the mini-lesson portion of the lesson, which is then supported by guided practice through small group work and one-on-one conferences. Students apply their learning and strengthen their skills on their own during independent practice. Within our readers' workshop model, our students receive guided reading at their instructional level within a small group setting. This allows teachers to have an intimate knowledge of students' reading skills and respond immediately to either support struggling students or to push and challenge advanced readers. Students not meeting benchmark goals receive additional small group intervention from our team of Instructional Assistants in grades K-1 or from our administrative team in grade 2-4.

Our math curriculum is driven by the belief that students can approach real-world mathematical situations as mathematicians seeking to solve problems. We are aligned to the Common Core Standards in our daily lessons and weekly assessments. We draw on a variety of approaches, most significantly those of Marilyn Burns and Kathy Richardson in the lower grades, but by and large, our math curriculum is teacher-created. There is an emphasis on developing strong number sense and flexibility with how to solve problems. In addition to skills-based instruction, our curriculum includes rigorous performance tasks, which push students to apply their learning in a comprehensive way. Students are taught to provide explanations for their answers and to articulate the reasoning for their approach. Teachers conduct one-on-one conferences with students during independent work time in order to push their thinking and reasoning or to provide on-the-spot intervention. All students use ST Math, a computer-based math program that builds conceptual understanding of math concepts. Students progress through the program at their own pace and teachers monitor their progress, providing support as necessary to guide, intervene, or advance student progress.

Our approach to science reflects the commitment we have to our students being curious learners who are resourceful and seek answers to problems they see in the world around them. Our students receive science instruction as part of our specials program from a full-time science teacher in grades 1-4; the classroom teacher provides science instruction in kindergarten. This year we began using ScienceFusion as a transitional program to structure our curriculum around the Next Generation Science Standards. Students receive instruction on their grade-specific content through direct teaching, videos, and text, though a large part of the curriculum is based on hands-on investigations of concepts. Students regularly work within small groups to investigate and experiment with content using the scientific method. We also hold a yearly Science Fair in which students conduct investigations on a topic of their choice.

Our approach to teaching social studies/history is guided by the idea that in order to be productive and constructive citizens of our world, students must learn about complex historical and current issues and be able to critically assess differing viewpoints. Our social studies/history curriculum is based on the CA History-Social Science Content Standards. In grades K and 1 teachers deliver instruction using the Colonial Williamsburg-Scott Foresman program, which uses a variety of teaching approaches including direct teaching, texts, and videos. In grade 2-4, social studies is embedded in our Spanish program. Students are taught history content in Spanish, using the Guided Language Acquisition Design (GLAD) program approach and strategies. Students engage in rigorous content and language development through a combination of instructional practices which include focus and motivation, input, guided oral practice, and reading and writing. In the upper grades, units are planned in sequential historical order so as to create a timeline throughout the year. The social studies teacher engages students in learning through interactive

pictorials, chants, and texts. Students work in small groups to construct meaning, research, and present their learnings and viewpoints through oral presentations and in writing.

## **2. Other Curriculum Areas:**

At KRA we offer Visual and Performing Arts (art and music), physical education, Spanish and technology. We refer to these classes as “Specials” and all our students in grades K-4 participate in all specials at different points in the year.

Since our founding year, every student in grades k-4 has received art instruction. Kindergarten students have art twice a week all year long. Students in grades 1st-4th have art twice a week during two quarters of the year. On the “off” quarters, they have music class. Instructional strategies in the arts are rooted in progressive, research-based strategies. The arts curriculum is supplemented by meaningful experiences with real world application such as field trips, contextualized learning experiences, and alignment with the Common Core Standards. The visual art program builds a foundation in kindergarten and spirals from that foundation through fourth grade. Not only are students able to use the materials and develop processes, but they also know the vocabulary of art and use it to discuss and reflect on their art and the visual world around them. The curriculum is tied to real life by including history, culture, or a specific artist. This year our art teacher is experimenting with “Studio Thinking,” or a choice-based center model in order to foster more independence and choice.

P.E. as a special was added during our school’s second year. All students in grades k-4 receive P.E. instruction twice a week, all year long. The curriculum was created to mold our students into lifelong fitness advocates. Aligned with the Physical Education Model Content Standards for California Public Schools, our curriculum educates our students not only in sports skills, but also in lifelong fitness habits. All our students understand the need for exercise and nutrition as they grow and learn. They use pedometers and heart rate monitors to check their activity levels, they are introduced to medicine balls and weights, and our upper grades have P.E. notebooks to log their activities and learn about subjects such as the F.I.T.T. principle and the different components of physical fitness.

Our Spanish program was added to the curriculum during the school’s fourth year. It was designed as a Heritage Preservation/Enrichment Program. All students in grades K-4 receive Spanish instruction twice a week all year long. The curriculum was based on World Language Content Standards, ELA standards and History/Social Science Content Standards. Students in kindergarten and 1st grade receive Spanish phonics instruction to create a solid foundation. Starting in 2nd grade, and through 4th grade, students receive social studies instruction in Spanish. Our goal is to help students compare their own language and culture to that of others while connecting to other disciplines. The goal of Spanish Social Studies is to develop responsible citizens in our community while developing their communicative proficiency and cultural awareness. We want our students to care deeply about the quality of life in their community, their nation, and their world.

In our school’s fifth year, we added the music and technology specials. Kindergarten receives music all year long, twice a week. Students in grades 1st-4th receive music instruction twice a week for two quarters of the year. During the “off” quarters, they have art class instead. In kindergarten and 1st grade, students have their first formal exposure to the elements of music. Using a structure of opposites, students learn about and experience the basic building blocks of music. In 2nd and 3rd grade, students will refine their rhythmic reading skills and expand their knowledge of music notation. They begin to use new instruments and skills. Students begin to take ownership of their musical skills through creative composition and expression and value performance as an outlet to demonstrate these skills. By 4th grade, students will extend their critical thinking skills by describing, analyzing, and critiquing music.

At KRA, our Chromebook to student ratio is 1:1. In all grades, students have a structured technology block at least once a week. The technology blocks are designed to teach students specific technology skills that are then applied throughout the rest of the week during authentic technology-related experiences. We aim for technology to be integrated within the homeroom every day, rather than only taught in isolation during the technology block.

### **3. Instructional Methods and Interventions:**

KIPP Raíces Academy is committed to providing our students with a rigorous instructional program that meets the diverse and individual needs of each student. We are extremely reflective and responsive in our instructional approaches and make every decision with the interest of our students in mind and with a focus on results. We constantly gather data on our students' progress and adjust as necessary to ensure high levels of students learning and achievement.

In the lower grades, students receive instruction in foundational phonics skills within a differentiated instruction model. Students are grouped based on needs and teachers provide targeted instruction for those groups. Additionally, students receive differentiated independent work to reinforce and practice those skills, including using LexiaLearning, a differentiated computer-based phonics program. Instructional Assistants provide further intervention in phonics and reading for grades k-1. Within our readers' workshop model (all grades k-4), we provide whole group mini-lessons based on the content standards for each grade level and then reinforce, intervene, or advance students' skills during guided reading. Teachers meet with students of similar reading level and needs in smalls groups of 3-5 students and work on a range of skills including phonics, monitoring for meaning, comprehension, fluency, and reading for depth of meaning. Based on formal assessments and teacher observations, each student has an independent reading level at which they practice all skills and strategies taught. This allows for ongoing differentiated practice during independent reading blocks.

In math we use a combination of explicit instruction and a workshop model to develop concepts in a robust way in all grades k-4. Teachers make content conceptually accessible to students through the use of manipulatives, visuals, and modeling. During guided practice, teachers differentiate instruction based on the class needs and also with the level of questioning used with small groups or individual students. Teachers review student work samples to assess concept development and skill application, and adjust instruction as necessary. Teachers use performance tasks to ensure students apply math skills in a flexible and reasonable way. Students also use ST Math, a computer-based program. The program is differentiated based on students' progress and demonstration of mastery of standards.

Because students and teachers work so closely, teacher are very aware of students' needs. They constantly reflect on their teaching and their students' learnings and have the flexibility to make adjustments to pacing, instructional approach, and intervention in order to meet the needs of their grade level, class, and individual students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Our state testing data indicates that high percentages of our students (at least 84% in all grades all years) have scored proficient or advanced on the California state test, demonstrating strong mastery of the CA content standards. There is very little variation between our overall proficiency levels and the proficiency levels of our subgroups. This was expected due to our consistent emphasis on holding high expectations and providing targeted instruction for every one of our students.

Although overall strong, our reading scores are not as strong as our math scores. Although the percent of students at proficiency is relatively close, the percent achieving at advanced levels was considerably less for ELA, particularly in 3rd grade. We have found this to be a trend through many of our other means of data collection as well, and in fact, just dug into this as a team at our most recent Data Day. One factor we are addressing as a school is ensuring our students continue to receive targeted phonics instruction throughout 2nd grade so that decoding intervention is not as needed in 3rd grade as it currently is for our struggling readers. We are also looking more deeply into our students' independent use of key comprehension strategies in all grade levels, most notably monitoring their own reading for understanding. As students transition heavily to reading for the purpose of learning information in 3rd grade, we believe they would be more successful if they were already comfortably proficient with that comprehension strategy, particularly with non-fiction texts.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

We continually monitor student understanding and progress throughout each year through our weekly Raíces Standards Assessments (RSAs), beginning in September. RSAs are teacher-created and based upon the Common Core Standards that have been taught in the weeks leading up to the assessment.

Teachers use data from the RSAs to drive their instruction and create targeted intervention plans for the following weeks. The expectation is that teachers know why each student scored at each band level (Advanced, Proficient, Basic, Below Basic, or Far Below Basic), as well as create a plan for how to move through the band levels toward proficiency. Students are reassessed on standards not yet mastered during the year; less complex standards are often reassessed the following week, while more complex standards may be reassessed many weeks later to allow adequate time for meaningful intervention. The cut-off for proficiency in grades kindergarten and 1st is 90%, and the cut-off for proficiency in grades 2nd through 4th is 80%.

Each week, the results of the RSAs are sent home so families are informed about their children's academic progress. Teachers highlight skills or areas in which students need extra support and in many cases send home additional practice to help students solidify the skill. Students are celebrated for both growth and overall mastery through periodic "shout outs" in our weekly parent newsletter.

In addition to RSAs, we use the Developmental Reading Assessment (DRA) to measure students' reading growth. Students are given a diagnostic assessment in August and are formally assessed at the end of each quarter. All students (and their families) know their independent reading levels and use this information to set goals and to select appropriate books for independent reading. Teachers use reading level data to create appropriate guided reading groups.

Grade levels also have assessments specific to their needs. The lower grades assess sight words and fluency, while the upper grades include cumulative quarterly assessments. All of these assessments are used similarly to the RSAs, in that the data inform instruction, are used for the creation of individualized goals, and keep parents informed of their child's progress regarding end-of-year benchmarks.

## **Part VI School Support**

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### **1. School Climate/Culture**

Our school culture is driven by our values of love, honor, integrity and excellence, along with our school rules of Be Safe, Work Hard, and Be Nice. In order to ensure we are providing an excellent education for our students, we understand the importance of educating the whole child. Students cannot learn to their greatest capability if their emotional needs are not cared for.

We believe in “sweating the small stuff” and that early intervention is effective for both academic needs and social-emotional needs. When students make poor choices at school, our team takes time to engage in two-way dialogues with the students and, if appropriate, their families. When onboarding new team members, we are explicit about our expectations regarding communicating with students. We aim to always speak respectfully with students and believe the most effective approach to discipline is one that encompasses high degrees of both structure and love. We employ a “Love and Logic” approach to student discipline and work closely with families to ensure students hear consistent messaging at both home and school. We believe the key to motivating students to make appropriate choices and communicate effectively is to build strong relationships with them. To that end, we try to avoid removing students from class as much as possible. If a student is being disruptive to the point that instruction needs to stop, we encourage teachers to call an administrator to cover the class so that the teacher can step into the hallway to problem solve with the student. We want to avoid messaging to students, “When you make a mistake, I don’t deal with you.”

Like with students, we believe all people are more invested in their work if they feel heard and supported, and if there is a space for their input before making important decisions. We aim to inspire this level of investment in our teachers as well. We have found that if we have the right people in the building, high levels of teacher autonomy are not only possible but actually create an environment in which they can thrive and take ownership over those areas of the school they feel most passionate about. Our teachers play a leading role in making decisions ranging from curriculum to extracurricular events to homework policies to next year’s school calendar. Our leadership team holds near-monthly meetings to discuss upcoming school decisions and invites all team members to attend and give input. Additionally, our teachers set individualized development goals aligned with our school priorities, and they receive frequent touch points from the administration during regular one-on-one meetings to debrief classroom observations and generally check in on how the teacher is doing, what supports are working, and what more supports are needed.

### **2. Engaging Families and Community**

We begin building strong relationships with families before the first day of kindergarten. An administrator visits every incoming kindergartener’s home before the first day (unless the parent objects to a visit) in order to message that we are partners, and we value parents’ contributions to their child’s education. We communicate frequently and openly with our parents, and all teachers have school-issued cell phones to answer questions about homework and upcoming school events, as well as to proactively reach out to parents to update them on anything they may need to know about their child’s progress. All members of our school community are expected to uphold our Commitment to Excellence, essentially a list of promises made by the school, our families, and our students to always do what is necessary to ensure students’ success. Laying out expectations early on and through a respectful, two-way conversation has been a very effective strategy in investing families in the importance of the role they play in their child’s education.

We seek parent input regularly through our Parent Advisory Council (PAC). With PAC, parents have the opportunity to be leaders in many of the school’s extracurricular activities, voice their ideas, attend educational workshops, and learn more about what goes on in our school. PAC meets once a month and is led by teachers and parent leaders. PAC is responsible for organizing many of the school’s fundraising events, including “La Feria,” the biggest fundraising event for the year. In addition to those in attendance at PAC meetings, we also have many parents who volunteer on a day-to-day basis, sometimes on campus and

sometimes by taking work home with them. We also host quarterly “Coffee with the Administration” meetings, which function like a town hall meeting with the administration.

In addition to our parent community, we have also created meaningful partnerships with the larger East LA community. Our Student Council has worked with local community organizations to lead holiday food and toy drives to benefit members of our community. We have partnered with a local volunteer organization to bring information about healthful practices to our families; the organization brings bags of fresh vegetables once a month with vouchers for local farmers markets and has even led our families in Zumba classes right in our multi-purpose room during the school day! We have partnered with a local bank to teach our students about needs versus wants, the concept of saving, and other concepts related to financial literacy. We have also partnered with a local counseling agency, whose counselors come to our school every week to provide on-campus counseling services to students. We have a school counselor as well, but having additional resources has been incredibly helpful.

### **3. Professional Development**

As a community of continuous learners, we aim to continually develop our teachers so that they can more effectively support our students in achieving their goals. Development topics vary depending on the priorities of the given school year, but there is consistently development around elements of our school’s literacy program. As the achievement gap is largely a literacy gap, we prioritize developing our teachers as strong reading teachers. Every summer, we send 3-4 teachers to The Reading and Writing Project at Columbia University’s Teachers College. Once they return in the fall, they turn key their new learnings to their grade level teams.

Throughout the year, we aim to align our professional development goals with our school-wide priorities for the year in order to make weekly sessions more impactful and immediately applicable. This year, for example, two of our school-wide priorities are aligning our ELA curriculum to the Common Core Standards and ensuring our assessments reflect a variety of type and depth of knowledge. The first half of the year, our structured PD sessions focused on close reading in the classroom. We sent two team members to a close reading development course through the KIPP Foundation, and as with Teachers College, those team members came back and turn keyed their learnings to the rest of the team over a series of sessions. During the KRA close reading PD cycle, teachers created lessons, received feedback from administrators and our literacy coach, and videotaped themselves teaching a close reading lesson for a feedback protocol. Within this PD cycle, we tied in assessments and how to use close reading culminating questions as assessment pieces in addition to our RSA. We also had an additional session on using rubrics and work samples as assessment pieces. During the second half of the year, we have been structuring our PD sessions the same way, though we are now focusing on guided reading rather than close reading. Student reading level data, particularly the number of students in the Advanced range, has shown an improvement this year from past years, largely due to this PD focus. In past years, we have focused PD on other subjects in the same manner (such as with cognitively guided instruction in math), and with similarly positive results.

Accountability and implementation of PD content comes from our literacy coach, math coach, and administrative team working together. Our administrative team is not only part of the feedback cycle but also participates in all sessions. The impact of this system of professional development is that both teachers and administrators are continually developing and improving their craft, while keeping abreast of current research and best practices, leading to measurably improved student outcomes.

### **4. School Leadership**

The leadership philosophy of KIPP Raíces Academy is, If we want our school to be a true community in which all stakeholders are invested in student outcomes, then all stakeholders must have authentic, meaningful opportunities to contribute to moving the school forward. The principal of the school believes the most important function of that role is getting and keeping the right people in the building. With earned trust in others’ judgment and capabilities, combined with high levels of accountability for outcomes (but

not always process), incredible levels of achievement can be attained.

The principal manages and works most closely with our leadership team, comprised of an assistant principal, two deans, and our business operations manager. Our business operations manager is the primary owner of daily operations and compliance-related issues. Our deans and assistant principal manage different grade level teams and all the details that come with a grade level team, including performance management, student culture and behavior, and administrative parent needs. To varying degrees, they also take ownership over school-wide initiatives (more so our assistant principal than our deans), including test coordination, school counseling, support of our literacy coach, and different aspects of planning for professional development.

We keep stakeholders focused on student achievement in a variety of ways. Teachers have weekly grade level meetings, and within each grade level, there are assigned roles for each team member. One of these roles is Grade Level Meeting Facilitator, and a primary responsibility is to facilitate analysis of results and action steps during grade level meetings. Each grade level also has an RSA Coordinator to coordinate the logistics of the team's weekly assessments and troubleshoot any technical challenges with the online system that houses all the data. Additionally, this year we have begun holding quarterly Data Days, which are lengthy whole-school meetings identifying, discussing, and planning next steps for trends found in our school-wide data. We ensure parents are invested in students' achievement levels by communicating frequently with them about student progress. They receive weekly assessment reports, and our quarterly report cards are standards-based. When students are struggling academically, we hold Student Success Team meetings with parents to collaboratively come up with an action plan to drive achievement forward. We also hold parent nights focused on student achievement, including Back to School Night, when teachers discuss grade level goals with parents, Achievement Night, when teachers provide at-home, grade-specific strategies in both reading and math, and Testing Night, when teachers discuss the upcoming end-of-year state test with parents and discuss strategies parents can use at home to help prepare their children to succeed.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	May	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above		98	100		
Advanced		77	89		
Number of students tested		93	94		
Percent of total students tested		100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment			1		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		98	100		
Advanced		77	89		
Number of students tested		87	93		
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		98	100		
Advanced		75	91		
Number of students tested		51	64		
<b>4. Hispanic or Latino Students</b>					
Proficient and above		98	100		
Advanced		76	89		
Number of students tested		89	92		
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** We do not have state testing data for 3rd grade prior to the 2011-2012 school year because we did not yet have 3rd grade, as our school was still growing. We also do not have 2013-2014 state testing data because the state did not provide results after the Smarter Balanced field test. However, our results from the NWEA MAP (Measures of Academic Progress) assessment for 2013-2014 indicate that 77% of our 3rd graders scored at or above the national average in math, and 38% scored at or above the 75th percentile.

Our 3rd grade Special Education subgroup in 2013 was 9.6% of our population.

One note worth pointing out about the data tables is that there was not a space to include our 2nd grade testing data. Before transitioning to Smarter Balanced, our 2nd graders took the California State Test (CST) along with our 3rd and 4th graders. Their testing data is included below. To avoid wordiness, I did not include subgroup information, but I can easily provide that if desired. I did not include data prior to the 2010-2011 school year because we did not yet have 2nd grade, as our school was still growing.

- 2011 Math: 100 students tested, 100% of students tested
  - o 93% proficient +
  - o 70% advanced
- 2012 Math: 104 students tested, 100% of students tested

- o 98% proficient +
- o 78% advanced

- 2013 Math: 110 students tested, 100% of students tested
  - o 96% proficient +
  - o 71% advanced

- 2014 Math: We do not have 2013-2014 state testing data because the state changed its testing requirements, and 2nd grade no longer takes the state test. However, our results from the NWEA MAP (Measures of Academic Progress) assessment for 2013-2014 indicate that 95% of our 2nd graders scored at or above the national average in math, and 60% scored at or above the 75th percentile.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	May	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above		99			
Advanced		89			
Number of students tested		91			
Percent of total students tested		100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		99			
Advanced		90			
Number of students tested		88			
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		100			
Advanced		91			
Number of students tested		63			
<b>4. Hispanic or Latino Students</b>					
Proficient and above		99			
Advanced		89			
Number of students tested		89			
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** We do not have state testing data for 4th grade prior to the 2012-2013 school year because we did not yet have 4th grade, as our school was still growing. We also do not have 2013-2014 state testing data because the state did not provide results after the Smarter Balanced field test. However, our results from the NWEA MAP (Measures of Academic Progress) assessment for 2013-2014 indicate that 92% of our 4th graders scored at or above the national average in math, and 80% scored at or above the 75th percentile.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	May	May	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above		85	86		
Advanced		36	28		
Number of students tested		93	94		
Percent of total students tested		100	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		85	86		
Advanced		33	27		
Number of students tested		87	93		
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		84	84		
Advanced		39	28		
Number of students tested		51	64		
<b>4. Hispanic or Latino Students</b>					
Proficient and above		84	86		
Advanced		37	26		
Number of students tested		89	92		
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** We do not have state testing data for 3rd grade prior to the 2011-2012 school year because we did not yet have 3rd grade, as our school was still growing. We also do not have 2013-2014 state testing data because the state did not provide results after the Smarter Balanced field test. However, our results from the NWEA MAP (Measures of Academic Progress) assessment for 2013-2014 indicate that 65% of our 3rd graders scored at or above the national average in reading, and 31% scored at or above the 75th percentile.

Our 3rd grade Special Education subgroup in 2013 was 9.6% of our population. When we received feedback on our application for suggested edits, our commenter indicated we should include data since our Special Education subgroup was 10% of our total population. However, when I e-mailed to clarify, the person I spoke to said it was under 10% (because it was 9.6%) and was not a qualifying subgroup, so I should just explain this in the notes because the commenter may have rounded up. Please let me know if you'd still like me to include the data for our Special Education subgroup, and I will be happy to.

One note worth pointing out about the data tables is that there was not a space to include our 2nd grade testing data. Before transitioning to Smarter Balanced, our 2nd graders took the California State Test (CST) along with our 3rd and 4th graders. Their testing data is included below. To avoid wordiness, I did not include subgroup information, but I can easily provide that if desired. I did not include data prior to the 2010-2011 school year because we did not yet have 2nd grade, as our school was still growing.

- 2011 ELA: 100 students tested, 100% of students tested
  - o 91% proficient +
  - o 55% advanced

- 2012 ELA: 104 students tested, 100% of students tested
  - o 91% proficient +
  - o 63% advanced
  
- 2013 ELA: 110 students tested, 100% of students tested
  - o 97% proficient +
  - o 64% advanced
  
- 2014 ELA: We do not have 2013-2014 state testing data because the state changed its testing requirements, and 2nd grade no longer takes the state test. However, our results from the NWEA MAP (Measures of Academic Progress) assessment for 2013-2014 indicate that 83% of our 2nd graders scored at or above the national average in ELA, and 52% scored at or above the 75th percentile.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CST</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>STAR</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	May	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above		95			
Advanced		68			
Number of students tested		100			
Percent of total students tested		91			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above		94			
Advanced		68			
Number of students tested		88			
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above		94			
Advanced		67			
Number of students tested		63			
<b>4. Hispanic or Latino Students</b>					
Proficient and above		94			
Advanced		67			
Number of students tested		89			
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** We do not have state testing data for 4th grade prior to the 2012-2013 school year because we did not yet have 4th grade, as our school was still growing. We also do not have 2013-2014 state testing data because the state did not provide results after the Smarter Balanced field test. However, our results from the NWEA MAP (Measures of Academic Progress) assessment for 2013-2014 indicate that 88% of our 4th graders scored at or above the national average in reading, and 57% scored at or above the 75th percentile.