

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Kipp Los Angeles College Preparatory School
(As it should appear in the official records)

School Mailing Address 2810 Whittier Boulevard
(If address is P.O. Box, also include street address.)

City Los Angeles State CA Zip Code+4 (9 digits total) 90023-1527

County Los Angeles County

Telephone (323) 264-7737 Fax (323) 264-7730

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

Twitter Handle	Facebook Page	
<u>https://twitter.com/KIPPLASchools</u>	<u>http://facebook.comKIPPLAScho</u>	
YouTube/URL	ols	Google+ _____
<u>http://www.youtube.com/KIPPLAScho</u>	Blog	
ols	<u>http://www.workhardblognice.co</u>	Other Social Media Link _____
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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr Carlos Lanuza E-mail clanuza@kippla.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name KIPP Los Angeles College Preparatory Tel. (323) 264-7737

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

(Superintendent's Signature) Date _____

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, to the best of my knowledge, that it is accurate.

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- 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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	130	0	130
6	130	0	130
7	119	0	119
8	118	0	118
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	497	0	497

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 99 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	495
(5) Total transferred students in row (3) divided by total students in row (4)	0.014
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 15 %
76 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish is the only non-English language represented at KIPP Los Angeles College Preparatory.

7. Students eligible for free/reduced-priced meals: 95 %
Total number students who qualify: 473
8. Students receiving special education services: 11 %
54 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 conditions. It is possible that students may be classified in more than one condition.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 2 Orthopedic Impairment
- 4 Other Health Impaired
- 42 Specific Learning Disability
- 4 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 27:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
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. In a couple of sentences, provide the school's mission or vision statement.

KIPP LA Prep prepares students with the academic skills, intellectual habits, and character traits that are necessary for success in high school, college, and life.

16. For public schools only, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Open enrollment will begin every school year on the first day of school for the following school year and will close on the last school day of December before the winter recess. If the number of interest forms exceeds the capacity of a grade level, a date is set to hold a random selection process (lottery) to assure all applicants an equal chance of gaining admission.

Preference in the lottery will be given to the following categories of students: First, to students whose address of residence lies within the published boundaries of the district. Second, to siblings of currently enrolled students, defined as one of two or more individuals having one or both parents in common; a brother or sister. Sibling status does not accord preference across KIPP LA schools. Third to children of KIPP LA employees (as long as that number does not exceed 5% of all interest forms in the lottery); KIPP LA Regular employees are those who are employed (both Full- or Part-time) with an expectation of an ongoing employment with the school (not temporary or seasonal employment).

If by the last school day in December, more interest forms are received than there are spaces available in a particular grade level, a date will be set after the winter recess to hold the lottery. The lottery will take place at KIPP LA Prep or in a nearby location with a space large enough to ensure all interested parties may observe the lottery. Families who submit interest forms will receive information about the date, time, and location of the lottery from the school's Office Associate. The lottery will be conducted using an automated online system to ensure that the process is fair and equitable for all participants. After initial enrollment, a waiting list will be created and maintained and, should vacancies occur, admission will be offered to applicants selected from the waiting list in the order that students' names were drawn in the lottery. Students who attended the school the previous year that neither withdrew nor were dismissed from the school will be guaranteed a seat the following year. The above process will also be followed to fill vacant seats each year as seats become available due to student attrition at the discretion of the school leader.

PART III – SUMMARY

“Who’s going to college?” The student body president roars every morning at 7:30am.

“I’m going to college!” Returns the bleary-eyed but determined crowd of students.

“Yes, you will,” comes the unscripted response of the charismatic eighth grader leading this mission-affirming chant. Each morning, the streets of Boyle Heights ring out with this message.

KIPP Los Angeles College Preparatory School (KIPP LA Prep) is a high-performing, tuition-free, public charter school. We serve over 480 students in grades 5-8. Ninety-nine percent of our students are Latino. Ninety-five and one-half percent of our students qualify for the Federal Free and Reduced Lunch Program. KIPP LA Prep is part of the national network of KIPP schools.

KIPP LA Prep serves Boyle Heights, a traditionally underserved community in East Los Angeles. Boyle Height is a vibrant neighborhood with a rich history in Los Angeles. According to the Los Angeles Times, only 5% of Boyle Heights residents 25 and older have a four-year degree. Many area resident do not have a high school diploma. KIPP LA Prep is changing the face of education in Boyle Heights with over 80% of our alumni attending four-year colleges and universities.

Our school was founded in 2003 with 88 students in fifth grade, adding one grade level each year until we became fully founded during the 2006-2007 school year. In 2009, KIPP LA Prep moved to Boyle Heights and we have proudly served the community ever since. By 2011, KIPP LA Prep began to consistently outperform other Los Angeles area schools on the California Standards Test (CST), outscoring district schools ever since.

At KIPP LA Prep, our belief is that it is necessary to educate the whole child by focusing on individualized exploration, risk-taking, building character and community, and providing rigorous instruction in academics, arts, and 21st-century skills.

In 2011, our mission of educating the whole child resulted in KIPP LA Prep becoming a California Distinguished School. Our strong local and community support, rigorous academic program, and focus on results earned us this title that we proudly bear for the community. In 2015, our Smarter Balanced Common Core test scores far exceeded our own goals and the results of Los Angeles city, Los Angeles County, and the state of California.

KIPP LA Prep faculty takes data seriously. Every third week marks another Skills Assessment, a teacher-created formal formative evaluation of the preceding weeks. After each assessment, teachers analyze their data to determine which students are on track, who needs additional intervention, and where we can best differentiate to accelerate learning for our top achievers. Teachers use content team meetings as an opportunity to analyze student work across classes and across grades, furthering our analyses.

A school’s physical environment is an important component of its success. Externally, our school features artwork by incredible local muralists. Internally, brightly painted hallways adorned with college insignia donated by our alumni beckon students to class. One of the most interesting visual features of Prep’s campus is the selection of quotations and artwork that festoons our hallways. Featuring a mixture of sources as diverse as Dr. Seuss and Cesar Chavez, one quotation stands above the others as a testament to our school’s understanding of risk-taking. Aristotle’s statement of belief, “We are what we repeatedly do. Success, then, is not an act, but a habit,” motivates students to begin their journey towards developing the habits of success. By the time our students are ready to culminate and head to high school, they have spent four years developing those habits in an environment that consciously fosters a growth mindset and encourages students to embrace failures as a step toward greater understanding. For Prepsters, success is both a habit and a process.

r belief in educating the whole chld does not stop at merely the topics discussed in classrooms, but also in the development of character. We reward positive behavior in a number of ways, including "Scholar

Dollars,” quarterly trips and “auctions,” and through offering KIPP Character Kudos. Our students work hard to meet our expectations, but when they make mistakes, our first priority is to make certain that they learn from the error. KIPP LA Prep engages in restorative justice, a method by which students are able to not only grow as a result of their mistakes, but also make genuine amends for their errors.

KIPP LA Prep students engage in a truly rigorous, college-preparatory curriculum. They excel in core curriculum areas, routinely outscoring students across the state, not just those in “low-income” neighborhoods. Alongside the academic course-load, all students take art and music in the lower school, which includes fifth and sixth grade. In the upper school, 7th and 8th grade students select from a range of art or music classes.

KIPP LA Prep provides a powerful step towards success for students from a traditionally underserved community. At KIPP LA Prep, we raise the bar of excellence. KIPP LA Prep’s world class approach to education will provide Prepsters with the skills, habits and experiences necessary to be successful in high school, college, and life. Our focus on the whole child results in alumni who succeed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Throughout each of the core curriculum areas, we focus on shifting from basics acquired in the lower school to implementing skills and deepening understandings in the upper school.

Our approach to English Language Arts (ELA) reflects our commitment to develop students as enthusiastic readers, insightful writers, independent thinkers, thoughtful listeners, and effective communicators. Because many of our fifth graders enter 2-3 grade levels behind in reading, we place a strong early emphasis on reading proficiency, preparing them for success through intervention, tutoring, careful data monitoring, and strategic use of a tiered library.

Our lower school focuses on close reading, using readers' and writers' workshops, modeling during direct instruction and then supporting students through small group work, one-on-one conferences, and independent practice. During readers' workshops, students are grouped homogeneously for guided reading at their instructional level, allowing teachers to adjust quickly to meet the needs of struggling students as well as continuing to challenge advanced readers. Students not meeting goals receive additional small group instruction from our intervention team. Because we focus so intently on differentiation, students have fewer barriers to success and, therefore, become more enthusiastic about their learning.

When students enter upper school, our focus shifts from developing reading and writing skills to implementing those skills for deeper understanding. Our Common Core State Standards-aligned teacher-created curricula allow students to deepen their investigations and hone their skills so that they can deeply analyze literary and nonfiction texts. Students become more active in their own learning, engaging with their peers through activities such as Socratic Seminars, debates, and peer revising. In all grades, teachers model and engender a love for reading that grows with our students to and through college.

Students build on their ELA skills through social studies classes. Our humanities curriculum is based on the Common Core State Standards (CCSS) ELA nonfiction standards along with California History standards. By coupling these standard sets, students can continue to learn about complex historical and current events while simultaneously attaining mastery over the CCSS required nonfiction standards. Our students critically assess differing viewpoints, draw conclusions from primary texts, and demonstrate a genuine love for civic engagement. The strong humanities curriculum at Prep helps to bring history to life, prepares students for required courses in high school, and promotes lifelong involvement in community leadership.

Our math curriculum develops mathematicians who not only know how to solve problems, but also demonstrate conceptual understanding. Our mathematicians show joy in the classroom as they explore the content and justify their thinking both orally and in writing, using technology to practice and communicate ideas. Our students work collaboratively to meet individual and class goals in math because they believe that with hard work and support they can grow their intelligence.

Our CCSS-aligned math curricula draw on the work of Marilyn Burns, Eureka Math, College Preparatory Math, and Cognitively Guided Instruction. We derive our curriculum from all of these sources due to their focus on problem solving and applying math in real-life situations as well as their emphasis on number sense. Lessons begin with an open-ended question that allows students to explore and take risks, reminding them that there are multiple ways to solve a problem.

Starting in 5th grade, students can opt to take advanced math classes through our partnership with the Jaime Escalante program at East Los Angeles College, which results in upper school students having access to algebra, geometry, and Algebra II. Students who are not mastering grade-level content receive small-group instruction from our math intervention teacher. Students additionally have access to tutoring after school and during lunch.

Our approach to science education begins with the natural curiosity of children. We guide them through the steps of scientific inquiry and engineering practices to shape students into citizens who embrace a thorough understanding of the world around them. Faculty members guide students' wonder with the framework provided by the Next Generation Science Standards and the California Science Content Standards. We begin with questioning and exploration, leading students to genuine investigation and analysis of data, and culminating in data-based conclusions. Each science course is designed to support close reading of nonfiction texts, blended learning, hands-on and project-based instruction, field lessons, and science and engineering fair exhibitions. Fifth graders take a survey course that encompasses all science disciplines. As students progress from sixth grade to eighth grade, they develop deeper understanding of specific domains: Earth Science in sixth grade, Life Science in seventh, and Physical Science in eighth. As they progress towards greater depth, the level of laboratory investigation develops in complexity to include student-directed activities with student design and autonomy.

KIPP LA Prep commits to supporting students to and through college. Starting in 7th grade, we begin preparing students for high school placement. When students and families walk into school, one of the first faces they see is of our KIPP Through College (KTC) advisor. KTC provides students with explicit curriculum towards high school readiness. This curriculum includes writing personal statements and educating students on how to choose appropriate classes for college-ready high school transcripts. Additionally, our KTC team helps support students through the application process for public and private high schools and enrichment and scholarship opportunities. The teaching faculty support KTC to ensure alignment between curriculum supports and college readiness skills: math allows students to take high school level courses such as geometry and Algebra II; science prepares students to think and analyze data critically; humanities and ELA guide students to become critical readers and effective communicators.

2. Other Curriculum Areas:

To fulfill the whole child focus of KIPP LA Prep, our program expands beyond the core curriculum to include language, visual and performing arts, physical education, and technology.

We believe that successful students hold onto their roots. Therefore, all students have the opportunity to participate in a Spanish course to develop a greater sense of cultural awareness and fluency. Students acquire and practice Spanish skills for four days per week using curriculum based on the California World Language Content Standards and Common Core standards for ELA.

Our visual and performing arts programs are taught by recognized experts in their fields and include incredible choices for students. Visual arts offerings include 3D construction, painting, photography, digital design, and drawing. Lower school students participate once per week; 7th and 8th graders three times per week. Our visual arts program is recognized by the National Endowment of the Arts, is part of the National Junior Art Honor Society, and partners internationally with organizations such as Roarocket, a community- and arts-centered skateboard company.

Visual arts supports all core subjects. By fusing arts with core content such as literature and math, we support our students in acquiring academic and art skills. While students gain confidence in their artistic abilities and sense of belonging among other passionate artists, they develop the leadership skills required in the administration of clubs, such as the Audio-Visual club and Art Alley exhibition team, which is responsible for creating public art displays such as the Museum of KIPP Art exhibition, Dias de Los Muertos exhibits in downtown Los Angeles, and murals for the local YMCA.

Our performing arts course offerings are also diverse, including choir, modern band, and orchestra. Performing Arts programming is offered to 5th and 6th graders one class per week and to 7th and 8th graders three times per week. As students develop mastery of their instrument or voice, they gain procedural and fine motor skills, learn to communicate through music, improvise, and learn the basics of music theory. Students showcase their talents at school and community venues, such as the House of Blues in Los Angeles and at the Grammy Museum.

Our physical education (PE) curriculum instills the value of perseverance. Students in all grades participate in PE for two to three days every week. The PE program helps students to build strength, flexibility, and teamwork; it encourages lifelong fitness habits. Alongside the traditional topics of sports and play, our PE program includes a nutrition curriculum and fitness measurements using UNICEF Kid Power Bands. By participating in a variety of PE activities, Prepsters will ultimately develop a smarter balance of their minds and bodies.

Every Prepster participates in student-selected enrichment courses for four days out of the week. Courses range from an award-winning cheer team, LEGO Robotics, Mock Trial, KIPP Runs, Folklorico dance, choir, chess, and 22 other diverse opportunities. Through participating in enrichment courses, students develop new passions and share their experiences with the community.

Lastly, the program that permeates all curriculum areas is technology. Prep students develop digital citizenship every day through the use of Google Classroom, an online platform where students compose, revise, and submit writing, share resources, and communicate with their peers in a teacher-facilitated and monitored manner. In addition to Google Classroom, all students regularly access Illuminate Education, a web data management system through which students complete computerized, SBAC-aligned assessments and where students and parents can access grades. Students are held accountable to challenging personal reading goals through the Accelerated Reader Program, which allows students to select appropriate level books and to complete reading comprehension assessments. Students in fifth grade utilize blended math instruction with ST math, a personalized online tool that allows students to increase their mathematical mastery. Sixth, seventh, and eighth graders frequently access Khan Academy. In addition to math programming, Prepsters also use Lexia and Reading Plus, research-supported programs that increase fundamental literacy skills through personalized learning. Every classroom is equipped with Smartboard technology and document cameras to make instruction more accessible and engaging to all students. Prepsters also have the opportunity to hone specific technological skills through the use of 3D printers, LEGO coding software and robotics, and filmmaking and photography software.

3. Instructional Methods and Interventions:

At KIPP LA Prep, we promise every family that we will do whatever it takes to help their students on the path to and through college. Our students come to us with varying backgrounds, strengths, experiences and areas for growth. Our teachers and staff work hard to make sure that no matter what is needed, we provide rigorous and appropriate instruction that will help all students succeed in high school, college, and life. KIPP LA Prep teachers continuously gather data and adjust instruction to ensure that all students are thriving. For our struggling students, we provide additional instructors, blended learning, and tutoring. For advanced learners, we provide strategically tiered library access, advanced math offerings, and opportunities for independent study.

In ELA, teachers provide targeted instruction to small groups, supported by both intervention teachers. In 5th and 6th grades, students receive differentiated independent work through Lexia, a computer-based phonics program. All students use Accelerated Reader to ensure that they are picking “just right” books, books that are in their zone of proximal development, including texts above grade level. Through readers’ workshop, teachers provide whole-group mini-lessons and can then reinforce, intervene, or advance students’ skills during guided reading when teachers meet with small groups of students with similar reading levels. Our reading intervention teacher pulls small groups to work on foundation skills such as phonemic awareness and sight words.

In math, teachers use a combination of explicit instruction and small-group student exploration to help students fully comprehend and experience the material. Teachers include manipulatives, visuals, modeling, problem-based learning, and fluency practice to provide students with complete and holistic opportunities to develop understanding. Teachers also use performance tasks to enrich student experiences and allow them to transfer and extend their reasoning. Fifth graders use ST Math, an adaptive computer-based program, while 6th-8th graders use Khan Academy to practice skills at their level.

Another of the ways that we ensure that we are meeting the needs of all of our diverse learners to succeed is through our robust Special Education (SpEd) department. We have four SpEd teachers, one of whom is dedicated to students in the lower school, one of whom works with the students in the upper school, and two of whom are teachers working exclusively with our students achieving significantly below grade level in order to provide them with small-group instruction in English and math. Our SpEd team reaches students through pushing in, pulling out, and providing students with a small-group “Academic Bridges” class to support them in learning study skills and habits.

Additionally, we hold frequent parent conferences and Student Support Team meetings to involve families and ensure that we are meeting the needs of all of our learners.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

At KIPP LA Prep, we focus on results. Teachers practice frequent assessment, relentless data analysis, and targeted intervention and acceleration. Teachers motivate student and family ownership over results to make assessment a valuable tool for seeing our students to and through college.

Every three weeks, teachers administer formative Skills Assessments (SAs) that ask students to demonstrate mastery in a variety of ways. Frequent assessment provides an ongoing gauge towards student mastery of standards and allows teachers to systematically identify the standards for review and those for acceleration.

Data analysis at KIPP LA Prep is a holistic process involving our entire school community. Following each SA, teachers analyze student data and reflect on instruction. Equipped with these analyses, teachers meet in content teams to discuss the appropriate actions needed to increase student achievement. We transparently share student data at weekly faculty meetings to inform teacher professional development.

Students and families are also empowered to take ownership of assessment results. Students participate in a teacher-guided, in-depth analysis of each assessment, disaggregating data by each standard to determine where they need the most guidance and support. Students use this time to develop critical thinking skills and investment in their own education. Teachers provide individual reports for families, breaking down how students performed on each question. Families frequently schedule meetings above and beyond our quarterly parent-teacher conferences with an understanding that the conversation will be grounded in student data.

Biannually, students take the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) test, a nationally-normed adaptive assessment that precisely measures students’ individual progress and growth. Through MAP reports, teachers, families, and students receive immediate data on progress towards personalized goals. Because this data is collected in the fall, it informs curriculum decisions for teachers, encouraging adjustment to account for each student cohort’s individual needs. With the Spring MAP administration, teachers reflect on practices from that year and provide data to the cohort’s future teachers.

Our data reveals that our lower school SpEd population is not achieving as highly as our general population. However, by the time students reach the upper school, the achievement gap significantly narrows. To assist our diverse learners, we have dedicated many resources to help close this achievement gap. Our SpEd and general education teachers work together to monitor our SpEd population carefully, making sure that students are receiving the right balance of time in the classroom and support outside of the classroom. SpEd teachers send out a weekly bulletin tracking student data and progress so that general ed teachers can adjust instruction accordingly.

Through our careful monitoring of data and progress, we see that our strategies and methods are continuing to provide our students with exemplary education that is helping them achieve and maintain high levels of achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At KIPP LA Prep, students and teachers are motivated by the promise of success. We maintain high engagement by employing the strategies that push our team members to grow as learners and as people. The same focus on the whole child that makes KIPP LA Prep an academic success makes our school culture vibrant and loving. Families, students, and teachers consistently report through our Healthy Schools and Regions survey that they feel happy, safe, challenged, loved, and empowered in their experiences at Prep.

KIPP LA Prep teachers empower students to take ownership over their own education through providing the tools and habits to support individualized exploration. Students frequently set goals and surpass their own expectations. Beginning in fifth grade, students learn to self-assess their preparedness and, using teacher scaffolds as well as technology assistance, set goals for their reading and assessment performance. Our data reveals that students achieve at much higher rates with these self-created goals, scoring higher in reading growth, in math, and on standardized tests. In addition to academic goal-setting, students create college-and-career goals and can earn access to incredibly diverse quarterly and end-of-year rewards. Teachers, too, engage in individualized goal creation that aligns with our school values, allowing them to feel supported and to continue developing throughout the entire school year.

Risk-taking is an element of our school that we encourage in both students and teachers. As early as the summer preceding fifth grade, students are exposed to the work of Carol Dweck on fostering a growth mindset. Throughout their entire career at KIPP LA Prep, students will hear their teachers bring home again and again the importance of growth over perfection, reminding students of the value of risks over complacency. Every assessment result arrives with more than a simple grade - each test is an opportunity to learn from our mistakes and grow together as a team and family. We see that it is not just the teachers using this language -- students independently encourage their peers to make bold moves and set lofty goals. Teachers also have opportunities to take calculated risks as they develop their own curricula and implement innovative classroom strategies.

At KIPP LA Prep, students view their peers and faculty as a team and family. Our weekly community circles help students to grow as thinkers and speakers while discussing important topics with their peers and teachers in a friendly and respectful way. Each week, teachers meet to nominate WOW Wednesday recipients, students who have shown extraordinary excellence in character throughout the previous week. These students receive school-wide praise for their contributions to the community at large. KIPP Character Kudos is a way for any student to receive formal praise from a faculty member for a moment of excellent character. While WOW Wednesdays are reserved for consistent efforts, KIPP Kudos are for the everyday models of community observed in ordinary situations.

2. Engaging Families and Community:

KIPP LA Prep upholds its mission to serve the community by providing regular communication with families, collecting meaningful feedback from all stakeholders, and offering opportunities to engage with organizations and schools both locally and across the nation.

We communicate consistently with families with a parent bulletin, teacher cell phones, our Healthy Schools Survey, and through a partnership with MALDEF, the Mexican American Legal Defense Fund. Our bulletin is an informative weekly newsletter that explains events and announcements. All teachers have school-issued cell phones to facilitate family communication. Teachers call parents proactively in order to update them on students' progress throughout the school year. In addition to teacher calls home, students also call home when they have missing assignments. By engaging parents in the everyday actions of their students, we increase parent involvement and improve outcomes for students.

Prep's annual Healthy Schools and Regions Survey asks all stakeholders to rate how well the school is doing in building a positive learning environment and preparing students for college and career. We take this feedback seriously and have made many adjustments in response. After Prep received feedback that parents sought more volunteer opportunities, the Parents in Action Committee (PAC) was developed through a partnership with MALDEF. Prep and MALDEF organized families to create a platform through which our parents can voice their ideas, volunteer, and learn more about what is going on at school. Another way we welcome feedback from our families is through the quarterly "Coffee with the Principal" meeting, a town hall meeting between families and school leaderships.

We have also created partnerships within the Boyle Heights community. Student Council works with the Los Angeles Regional Food Bank to organize a holiday food drive. The local YMCA provides our PE instruction and facilities for enrichment classes such as swimming, dance, spinning and yoga. Our enrichment program also partners with Plaza de la Raza, a community organization focused on preserving Latino heritage. Plaza de la Raza provides Prep with music instructors for Mariachi and our Brazilian Drumline. Studio IDDM, a local dance studio, provides Mexican Folklorico instruction to our Prepsters. These community partnerships create amazing opportunities for our students to show leadership and take initiative. Many students continue relationships with these organizations and activities through high school and college.

Our leadership also provides opportunities for students to visit and learn about competitive, local high schools. Through these visits, students are motivated to work hard to attend these great schools that will fuel them in their journey to and through college. Students also have opportunities to participate in summer learning institutes at our partner colleges all over the nation, such as Franklin and Marshall College, Duke University, and Brown University.

3. Professional Development:

We believe that having the best teachers creates the best student outcomes. As a result, we view teacher professional development (PD) as a critical component to the success of our program. As a staff, we determine the most high-priority PD topics for the year with a consistent focus on literacy, problem-solving, and teaching the whole child. No matter what the year or focus, we always emphasize that our teachers are experts, celebrating the strengths we have on campus.

Our approach to professional development is two-pronged: for teachers who are already experts in the classroom, we ask that they become further experts in our target areas for the year. For teachers who need individualized development, we rely on their personal evaluations to determine which PD experiences will benefit them and their students the most. Advanced teachers attend PD in topics such as implementing Project-Based Learning and Design Thinking. When they return, they disseminate best practices to reach the greatest number of students.

Because data revealed that students were struggling as readers and writers, we sent two teachers to The Reading and Writing Project at Columbia University's Teachers College. These teachers spread their new knowledge and strategies. Since implementing these strategies in 2011, student reading data has shown improvement. Math teachers attended conferences given by College Preparatory Math (CPM) and the National Council for Teachers of Mathematics, resulting in more cooperative learning opportunities for students. Coaches attended Jim Knight's Instructional Coaching Seminar and brought back key strategies, such as partnership feedback, to share with all managers on campus.

We know that developing staff is the best way to increase student achievement. When the 8th grade ELA teacher needed additional approaches to teaching close reading, we identified PD opportunities for her to attend. Her students later outscored the entire district on the end-of-year SBAC assessment. When our fifth grade math teacher struggled with helping students develop number sense, we provided the necessary PD. Among nationwide KIPP schools, her students scored in the top 10 schools on the national MAP assessment. When we identify a weakness, we quickly remedy it through our professional development decisions.

In their relationships with managers, teachers feel supported. Through the use of the KIPP Framework for Excellence in Teaching (KFET), teachers routinely survey their skills and weaknesses to develop goals furthering their own growth. In September, each teacher determines year-long goals that will serve as the foundation for their performance evaluations and classroom observations throughout the year. With a mid-year and end-of-year recalibration of these goals, teachers are able to prove growth and hone skills in a continuous, supportive manner.

Because each teacher selects their own meaningful PD opportunities, our staff is rich with diversity that has a tremendous impact on student learning. Teachers are invigorated by authentic learning and spread their passion to the entire campus.

4. School Leadership:

Our leadership philosophy is to empower all faculty and staff members as leaders. We believe this is the best approach to leadership because having voice in leadership is the best way to develop investment in our mission. Because all of our teammembers have the power to lead, they are deeply engaged in the school's mission and are able to make decisions to help our students succeed.

The principal's primary role is to empower others to lead through effective hiring, to allow teachers to innovate, to hold faculty accountable, and to respect teachers as individuals. The hiring process begins with determining if the teacher is a good match for the school with a visit. We follow up with a phone interview, a demo lesson observed by present faculty, and conclude with a faculty panel interview. By securing only the best teachers, the principal is able to trust their decisions; faculty have genuine autonomy as a result.

Leadership encourages faculty members to lead in their grade levels, content teams, and classrooms through innovation in all aspects of teaching and lesson execution, from the grand strokes of curriculum development to the minutiae of classroom furniture. Alongside this freedom to innovate is a strict reliance on accountability measures. For every unique innovation, faculty must provide a pedagogically sound rationale and, ultimately, prove positive results for student achievement. To assist in their development as innovators and leaders, greater than 60% of our teachers are taking or have experienced extensive coursework in leadership and talent development.

By acknowledging faculty as humans before their roles as educators, the leadership team is able to build strong relationships that support sustainability. We are able to make decisions that support our faculty as family members: supporting family leave with co-teachers to ease the transition for students and faculty, providing an Enrichment buddy system, which allows teachers to have flexibility in their schedules, and having one-on-one meetings with every staff member.

The vice principal acts as a second to the principal. She supports him in executing the vision and the leadership philosophy. The operational support team ensures that the day-to-day operations of the school run smoothly. Faculty meets regularly to review progress toward achieving the mission, to set next steps, and to work collaboratively to achieve milestones each year.

Our focus on whole child education is evidenced in our leadership philosophy. It is impossible to believe in the whole child without believing also in the whole adult. Our faculty members are people and we believe that their successes are our successes. Because leadership believes this so strongly, they are able to lead with compassion and conviction to achieve the school's mission.

Part VI – INDICATORS OF ACADEMIC SUCCESS

“I’m going to college!” is not an empty statement. Our students voice this every morning, and our alumni validate it by returning to us saying, “I am in college!” Our belief in seeing students to and through college permeates every moment of academic instruction, is deeply rooted in our arts program, and is fully realized in our support of high school and college completion. “To and through” is the one practice that has been the most influential in our school’s success.

KIPP LA Prep students enter significantly behind grade level; many of them have never had a science or social studies class. We begin working with incoming fifth graders the moment they exit elementary school - students receive pre-instruction in math and ELA starting in June, and families attend Parent Academy weeks before the school year begins. As our fifth graders adjust to the rigors of middle school, we give them extra support, including daily homework lab and special scaffolding for transitions between classes.

Because we believe in educating the whole child, our fifth grade also includes art, music, PE, and enrichment programs. In addition to nurturing their minds and bodies, we begin in fifth grade to instill the habits of lifelong learners by scheduling at least one hour of reading per day, teaching the use of agendas and planners, and increasing their social capital with enriching field lessons. The fifth grade year culminates in a capstone overnight field lesson during which students visit a college campus.

By the time students are in eighth grade, their foundational skills, habits, and attitudes are established, and they shift focus to begin preparing in earnest for high school and college. Through KTC programming and course choices, students begin to answer the question “what will high school be like?” We provide high school level math, specialized electives, and enrichments to prepare for extra-curricular activities. These opportunities not only prepare students for what is to come, but also make their applications to competitive high schools shine. Our past students have earned full scholarships to prestigious high schools through their excellence in our KIPP Runs and Mock Trial programs, among others. At KIPP LA Prep, our students begin to meet themselves for the college graduates they will eventually become.

Though our eighth graders leave us in June of their final year, they are never fully gone. Pictures of our alumni adorn the hallways, posted next to the classrooms named after their colleges. Our current students see themselves reflected in these images. Alumni Prepsters frequently come back to visit and volunteer. At present, we have two alumni on staff, proud holders of college diplomas who have returned to enrich their community. Our present students see these college alumni and are inspired by their successes, knowing that they, too, are well on the way “to and through.”