



# KIPP Promesa Prep

207 South Dacotah St. • Los Angeles, Ca, 90063-3023 • 323-486-6400 • Grades K-4  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Los Angeles Unified

(213) 241-1000  
[www.lausd.net](http://www.lausd.net)

#### District Governing Board

#### District Administration

Austin Beutner  
Superintendent

### School Description

KIPP Promesa Prep is a free public charter elementary school in Boyle Heights in Los Angeles, CA that opened in the summer of 2015. KIPP Promesa Prep currently serves 115 TK and kindergarten students, 112 first grade students, 120 second grade students, 113 third graders and 104 fourth graders. At KIPP Promesa Prep, we believe that when schools provide an excellent education, they provide the path for students and families to transform communities. At KIPP Promesa Prep every student thrives in a rigorous academic program focused on literacy, nurtures a strong sense of self through character development, and celebrates the enduring legacy of our community. Students will leave KIPP Promesa as proud and driven leaders that take risks, persevere, and positively impact their community and society through their thoughts and actions. At KIPP Promesa Prep, we focus on the values of Love, Grit, Integrity and Reflection. We believe these values will guide our students in becoming empathetic, loving, strong, and determined leaders of our community.

Promesa means promise in Spanish and as a school, KIPP Promesa Prep is promising students, families, and the community that a quality education from elementary on will provide a better future. We are making the promise of nurturing students academically, socially, and behaviorally so that they become the leaders of tomorrow . We are promising to send our students to and through college, and to be an enduring part of their lives.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	112
Grade 2	116
Grade 3	113
<b>Total Enrollment</b>	<b>456</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.2
Hispanic or Latino	97.1
White	0.2
Socioeconomically Disadvantaged	89.9
English Learners	27.4
Students with Disabilities	10.5
Homeless	1.1

### A. Conditions of Learning

#### State Priority: Basic

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

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

Teacher Credentials for KIPP Promesa Prep	17-18	18-19	19-20
With Full Credential	15	19	24
Without Full Credential	3	5	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Angeles Unified	17-18	18-19	19-20
With Full Credential	♦	♦	21054
Without Full Credential	♦	♦	783
Teaching Outside Subject Area of Competence	♦	♦	1103

#### Teacher Misassignments and Vacant Teacher Positions at KIPP Promesa Prep

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	At KIPP Promesa Prep our students use different curriculum for language arts and reading. Curriculum includes Making Meaning for our K/1 students. Our third and fourth grade students use EL Education. All grades use Wonders Curriculum for Language Arts as well as Readers and Writers Workshop. KIPP Promesa Prep also uses STEP as an assessment tool. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Mathematics	At KIPP Promesa Prep this year our K-4th graders use Bridges curriculum for mathematics. Bridges is California State Standards aligned. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Science	KIPP Promesa Prep is currently using The FOSS Next Generations Science Kits for Science instruction for K-2nd grade. Our third and fourth graders are using Amplify this year for science. All our curriculum is California States Standards aligned. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
History-Social Science	KIPP Promesa currently uses Pearson's History of Social Science-California for social studies. This curriculum is California States Standards aligned. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Foreign Language	KIPP Promesa Prep currently uses the Maravillas Spanish Curriculum for all students. This curriculum is California Standards aligned. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Visual and Performing Arts	KIPP Promesa Prep uses Deep Space Sparkle for art. This membership offers step-by-step lesson plans specifically for art for students in K-4. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

At KIPP Promesa Prep the campus is inspected monthly for safety and cleanliness. We have a day porter who ensures the campus remains clean throughout the day and have a night porter who ensures every classroom is clean every night. As of now we do not have planned facility improvements. For the 2019-2020 school year we continue to have a second school site to accommodate our growing student population. Our second site this year is a new site since we have grown to need additional classroom space.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA		73	43	45	50	50
Math		73	32	34	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100.00	72.57
Male	57	57	100.00	64.91
Female	56	56	100.00	80.36
Hispanic or Latino	113	113	100.00	72.57
Socioeconomically Disadvantaged	105	105	100.00	70.48
English Learners	51	51	100.00	66.67
Students with Disabilities	17	17	100.00	17.65
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	113	100.00	73.45
Male	57	57	100.00	70.18
Female	56	56	100.00	76.79
Hispanic or Latino	113	113	100.00	73.45
Socioeconomically Disadvantaged	105	105	100.00	71.43
English Learners	51	51	100.00	68.63
Students with Disabilities	17	17	100.00	29.41
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

KIPP Promesa Prep thrives and welcomes parent involvement in school events. Involvement can range from office assistance, teacher assistance, and participation in big school events such as our October Extravaganza, Winter Concert, Festival de Verano, Viva, fundraisers and many more! Each classroom at KIPP Promesa has two room parents who take the lead in events and really facilitate parent involvement in each classroom. Our room parents are extremely involved and attend meetings once a month. We also have schoolwide PAC meetings all our parents can attend every month where we discuss upcoming events and how they can help. At these meetings parents are able to sign-up to volunteer. Once a quarter we also have "Coffee with Admin" where parents are able to meet with admin and give us feedback about things that are going well and areas of growth for the school. If parents are unable to attend a meeting our weekly family bulletin is a great way to also know about volunteer opportunities and how they can support. Our families are our greatest asset and we welcome their involvement.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

KIPP Promesa Prep reviews and updates its safety plan every year. This year's plan was reviewed and updated in July 2019 and approved on October 1, 2019. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some things included in the plan are - what to do during an emergency which includes earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and staff directory. The plan was reviewed and shared with staff members in August 2019. Staff members also get monthly reminders of what to do in emergency situations and are able to practice what to do during our monthly emergency drills. Drills happen every month at KIPP Promesa Prep and staff members practice evacuating and taking attendance of their class. This is also a way for students to practice what to do during an emergency. KIPP Promesa also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, have a first aid station, and practice reunification by allowing parents to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall staff at KIPP Promesa Prep understand our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.3	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	304.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.4
Other	1.2

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	30		12		28		16		29		16	
1	28		12		28		16		28		16	
2					28		16		29		16	
3									28		16	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	26	44

At KIPP Promesa Prep our staff receive at least 2 hours of professional development each week. Most of the professional development trainings are delivered during after school workshops but they also include attending out of state conferences, all day conferences, and shadowing teachers in other schools. The professional development schedule is set over the summer for the first half of the school year and a tentative schedule is set for the second half of the year. The areas of focus are determined based on a combination of logistical/administrative concerns, curricular needs, and teacher reflections from the previous school year. We believe professional development should be a team effort and our main goal is ensuring our teachers are receiving adequate and relevant development that will help them excel in the classroom. Professional development focuses are spread out throughout the year. Some of our professional developments include teachers attending weeklong summer workshops to gain more experience in readers and writers workshop and then returning to teach fellow teachers. Other professional development includes emergency preparedness and other academic and operations related subjects. In addition to weekly trainings teachers are also supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

Number of dedicated staff development days are based on weekly PDs from 1:45-3:45pm as well as regional whole day PD days, and PD days before the school year begins and after it ends.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,637	\$2,682	\$8,955	\$51,076
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$6574.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	18.7	-38.1
School Site/ State	30.7	-45.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

KIPP Promesa Prep offers enrichment classes to all our students to ensure they are exposed to vast subjects. All our students have dance, art, and Spanish class twice a week for a total of two hours. These classes enhance student learning and add a distinctive aspect to the curriculum they currently have. In dance our students learn basic dance techniques and even get exposed to ballet. In art class our students are able to paint, draw, color and use their creativity to create works of art. In Spanish class our Kinder and first grade students focus on letter recognition and letter sounds, and their application into creating words. Colors, nouns and verbs are integrated into the lessons. Our second through fourth grade students focus on reading fluency and comprehension, in addition to this our Spanish teacher integrates grammar and writing skills to be able to communicate in both oral and writing in the Spanish Language. Spanish class is taught solely in Spanish and a lot of students finish the year making great progress towards the Spanish language.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.