

# KIPP Promesa Prep

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

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

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Adriana Rodriguez, School Leader

Principal, KIPP Promesa Prep

#### About Our School

I am delighted to share our School Accountability Report Card with you. 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. As the school leader I promise to ensure we meet our goal and provide our students the best education possible.

#### Contact

*KIPP Promesa Prep*  
207 South Dacotah St.  
Los Angeles, CA 90063-3023

Phone: 323-486-6400  
E-mail: [arodriguez@kippla.org](mailto:arodriguez@kippla.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified	<b>School Name</b>	KIPP Promesa Prep
<b>Phone Number</b>	(213) 241-1000	<b>Street</b>	207 South Dacotah St.
<b>Superintendent</b>	Michelle King	<b>City, State, Zip</b>	Los Angeles, Ca, 90063-3023
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>	<b>Phone Number</b>	323-486-6400
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>	<b>Principal</b>	Adriana Rodriguez, School Leader
		<b>E-mail Address</b>	<a href="mailto:arodriguez@kippla.org">arodriguez@kippla.org</a>
		<b>Web Site</b>	<a href="http://kippla.org/promesa/about.cfm">http://kippla.org/promesa/about.cfm</a>
		<b>County-District-School (CDS) Code</b>	19647330131797

*Last updated: 1/18/2018*

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

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 120 TK and kindergarten students, 116 first grade students, 110 second grade students and will add one grade each year until we reach capacity in 2019 with 550 students in kindergarten through fourth grade.

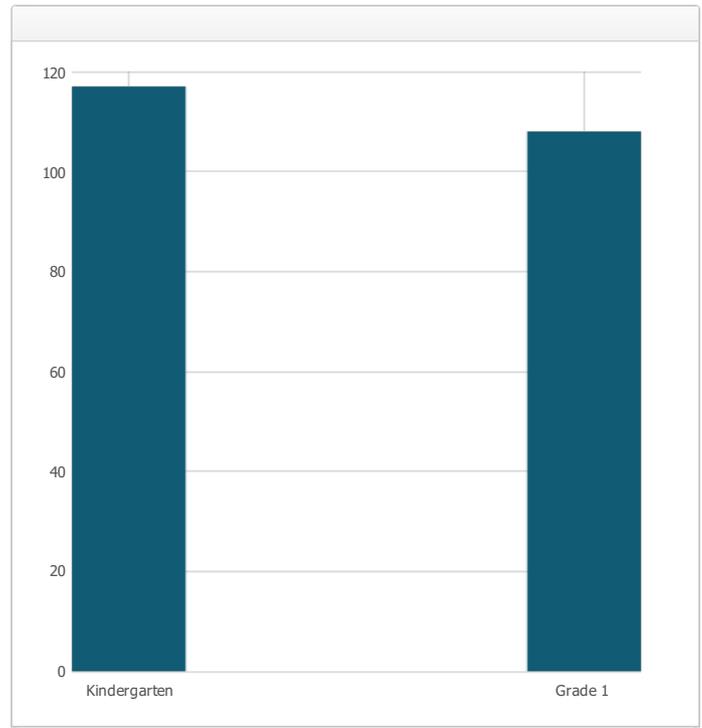
At KIPP Promesa Prep, we believe that when schools provide an excellent education, they provide the path for students and families to transform communities. At KIPP Promesa Prep, every student thrives in a rigorous academic program focused on literacy, nurtures a strong sense of self through character 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.

*Last updated: 1/18/2018*

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

Grade Level	Number of Students
Kindergarten	117
Grade 1	108
Total Enrollment	225



Last updated: 1/18/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.4 %
Filipino	0.0 %
Hispanic or Latino	96.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.4 %
Other	2.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.7 %
English Learners	43.6 %
Students with Disabilities	8.0 %
Foster Youth	0.4 %

Last updated: 1/18/2018

## A. Conditions of Learning

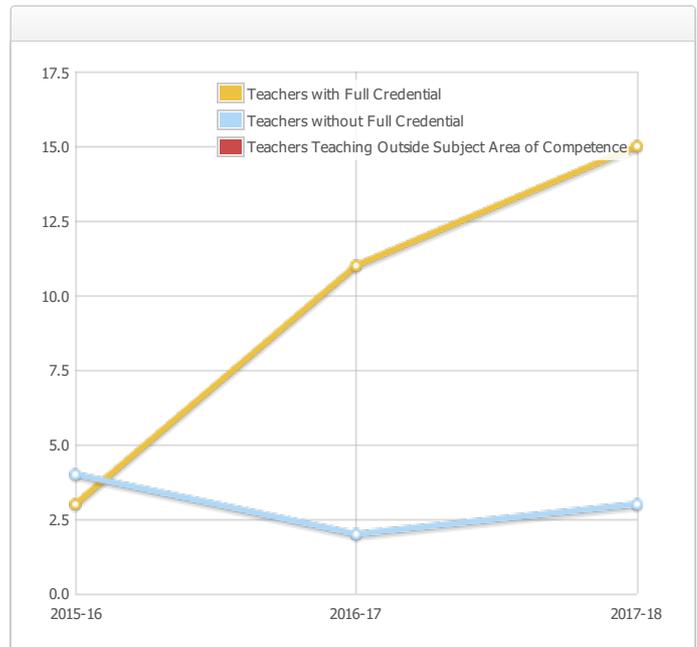
### State Priority: Basic

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

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

#### Teacher Credentials

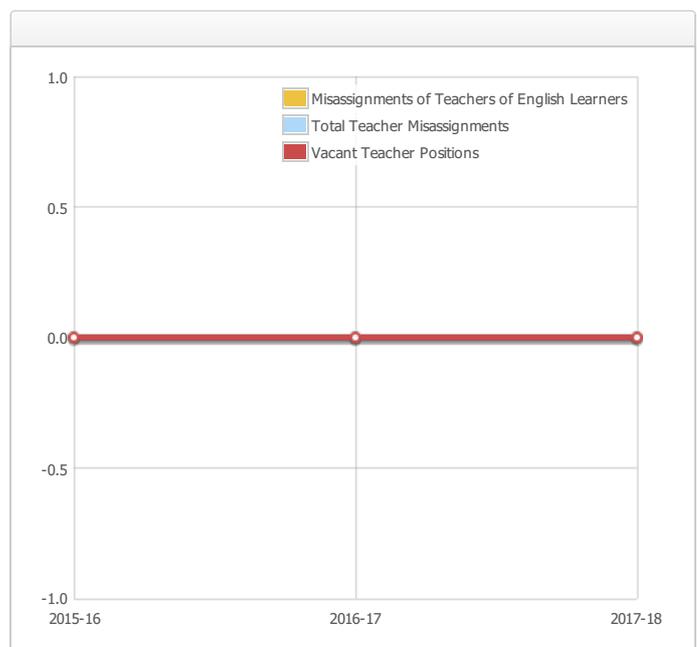
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	11	15	
Without Full Credential	4	2	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/24/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/24/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	At KIPP Promesa Prep we use the Wonders Curriculum for Language Arts and STEP as an assesment tool.	Yes	0.0 %
Mathematics	KIPP Promesa is currently using Eureka Math and Calendar Math for their mathematics curriculum. We also use Bridged curriculum for our second grade students (2017). All our curriculum is California State Standards aligned.	Yes	0.0 %
Science	KIPP Promesa Prep is currently using The FOSS Next Generations Science Kits for Science instruction. This curriculum is California States Standards aligned.	Yes	0.0 %
History-Social Science	KIPP Promesa currently uses Pearson's History of Social Science-California for their social studies. This curriculum is California States Standards aligned.	Yes	0.0 %
Foreign Language	KIPP Promesa Prep currently uses the Maravillas Spanish Curriculum for all students. This curriculum is California Standards aligned.	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/24/2018

## School Facility Conditions and Planned Improvements

At KIPP Promesa Prep the campus is inspected monthly for safety and cleanliness. As of now we do not have planned facility improvements. For the 2017-2018 school year we have added a second site to accommodate our growing student population. Our second site is nearby to ensure we are not only able to accommodate our students but also make an easy commute for our families.

*Last updated: 1/24/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed.
Interior: Interior Surfaces	Good	No repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Overall cleanliness is great.
Electrical: Electrical	Good	We do not have electrical issues at either site.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are thoroughly cleaned daily and our sinks are all functional.
Safety: Fire Safety, Hazardous Materials	Good	Our fire extinguishers/panels are inspected every year to ensure they are functional.
Structural: Structural Damage, Roofs	Good	There is no structural damage at either site.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The external ground looks great no repair is needed.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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*Last updated: 1/24/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 1/24/2018*

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

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

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/18/2018*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

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

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

*Last updated: 1/18/2018*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

KIPP 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, 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. 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: Pupil Engagement

*Last updated: 1/18/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

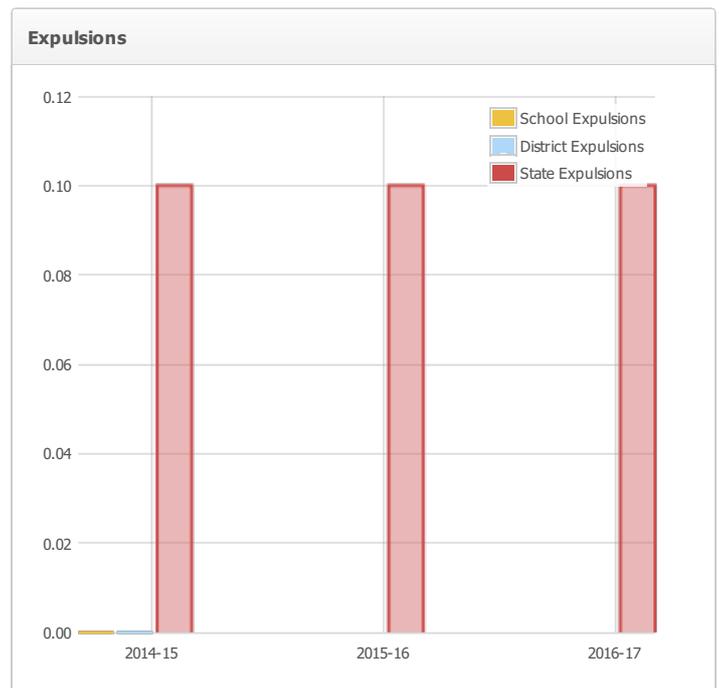
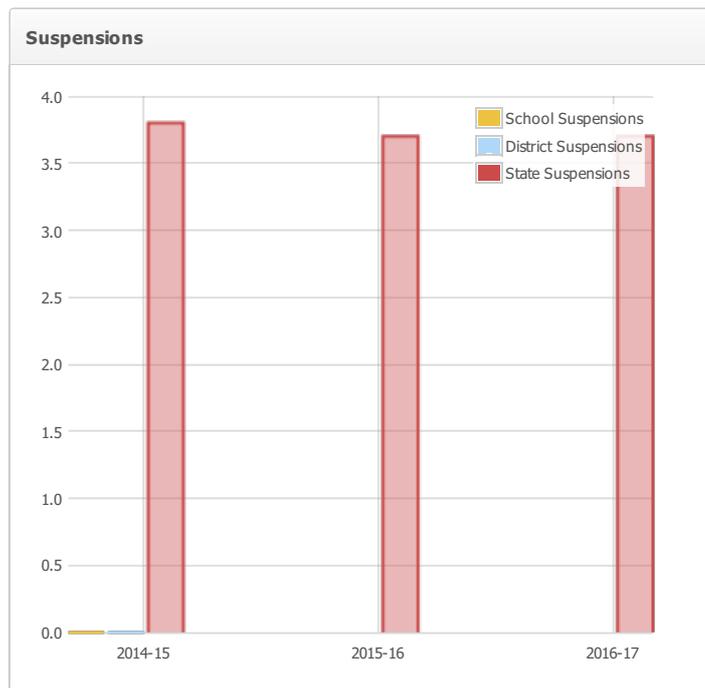
# State Priority: School Climate

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

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

## Suspensions and Expulsions

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



Last updated: 1/18/2018

## School Safety Plan (School Year 2017-18)

Our school safety plan was last reviewed in October 2017 and discussed with faculty and students. Key elements of our safety plan include specific actions teachers must take in case of an emergency. The plan details task for every scenario including but not limited to fire, earthquake, and lockdowns. Our plan includes a comprehensive list of emergency numbers and the roles each staff member has in case of an emergency. These roles are discussed with teachers multiple times to ensure they know what to do, and are comfortable with their task. Our safety plan is a key component of our operations and we ensure teachers have emergency preparedness professional developments every quarter.

Last updated: 1/18/2018

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

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

*Last updated: 1/18/2018*

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

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	29.0	0	12	0	30.0	0	12	0
1	0.0	0	0	0	0.0	0	0	0	28.0	0	12	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 1/22/2018*

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

Subject	2014-15			2015-16			2016-17		
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *	
		1-22	23-32		33+	1-22		23-32	33+
English									
Mathematics									
Science									
Social Science									

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/18/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker	0.2	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.2	N/A

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

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

Last updated: 1/24/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14440.0	\$2620.0	\$11820.0	\$53676.0
District	N/A	N/A	\$12910.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	-8.8%	-31.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	57.0%	-38.5%

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

Last updated: 1/25/2018

## Types of Services Funded (Fiscal Year 2016-17)

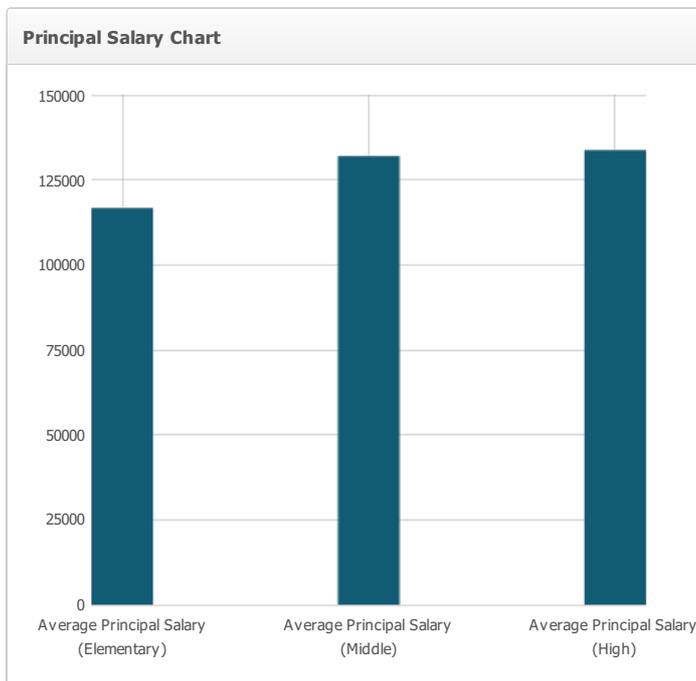
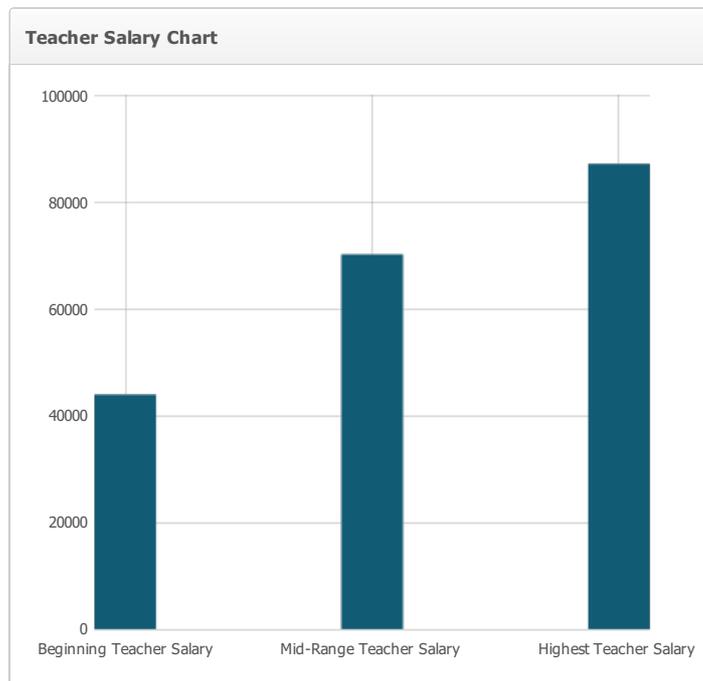
KIPP Promesa Prep offers enrichment classes to all our students to ensure they are exposed to vast subjects. All our students have dance, art, and Spanish class twice a week for a total of two hours. These classes enhance student learning and add a distinctive aspect to the curriculum they currently 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 all our students are taught beginner skills like colors, names of objects, and verbs. Our students are in a classroom where they are only learning Spanish and some finish the year able to answer common Spanish questions.

*Last updated: 1/18/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/18/2018*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/19/2018*

**Professional Development**

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 a STEP curriculum trainer coming to a PD to train our teacher three times a year as well as professional development in 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.

*Last updated: 1/19/2018*