

KIPP Promesa Prep

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

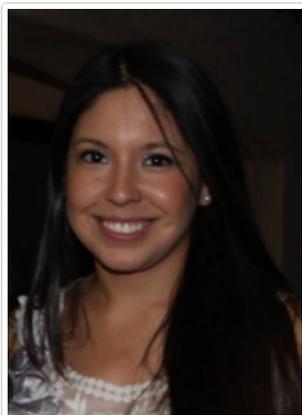
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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 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.



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 goals 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@kipppla.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	KIPP Promesa Prep
Street	207 South Dacotah St.
City, State, Zip	Los Angeles, Ca, 90063-3023
Phone Number	323-486-6400
Principal	Adriana Rodriguez, School Leader
E-mail Address	arodriguez@kippla.org
Web Site	http://kippla.org/promesa/
County-District-School (CDS) Code	19647330131797

Last updated: 1/14/2019

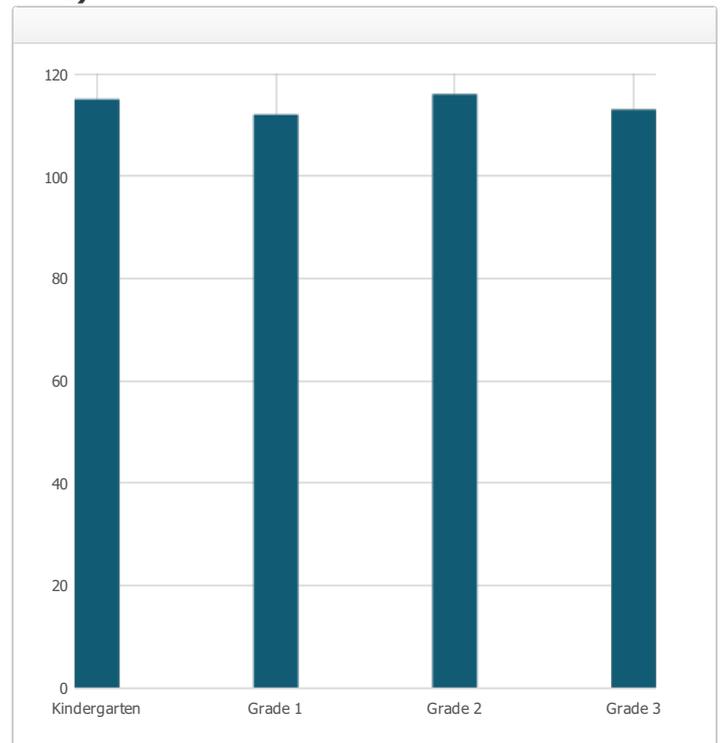
School Description and Mission Statement (School Year 2018—19)

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, 116 second grade students, 113 third graders and in 2019 will reach capacity by serving 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: 1/14/2019

Student Enrollment by Grade Level (School Year 2017—18)

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



Last updated: 1/14/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	97.3 %
Native Hawaiian or Pacific Islander	%
White	0.3 %
Two or More Races	0.3 %
Other	2.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.0 %
English Learners	38.1 %
Students with Disabilities	8.6 %
Foster Youth	%

A. Conditions of Learning

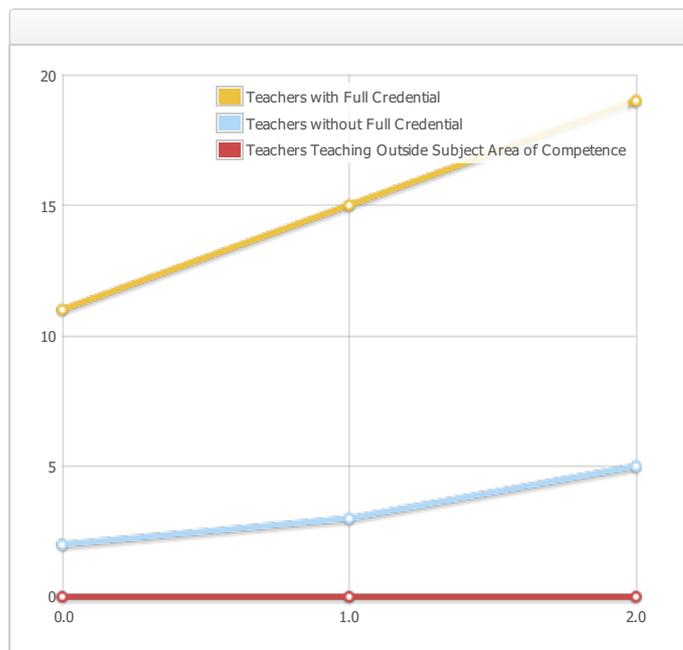
State Priority: Basic

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

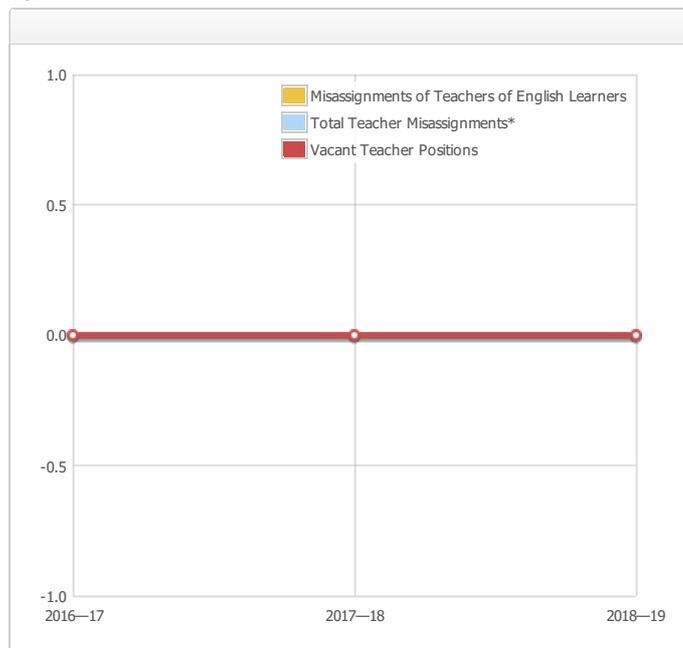
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	11	15	19	
Without Full Credential	2	3	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/14/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/14/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 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 assesment tool.	Yes	0.0 %
Mathematics	At KIPP Promesa Prep this year our K-3rd graders use Bridges curriculum for mathematics. Bridges is California State Standards aligned.	Yes	0.0 %
Science	KIPP Promesa Prep is currently using The FOSS Next Generations Science Kits for Science instruction for K-2nd grade. Our third graders are using Amplify this year for science. All our curriculum is California States Standards aligned.	Yes	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.	Yes	0.0 %
Foreign Language	KIPP Promesa Prep currently uses the Maravillas Spanish Curriculum for all students. This curriculum is California Standards aligned.		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: 1/14/2019

School Facility Conditions and Planned Improvements

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 2018-2019 school year we continue to have 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: 1/14/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 1/14/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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: 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.

Last updated: 1/14/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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: 1/14/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/14/2019

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

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 2018—19)

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: Pupil Engagement

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

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

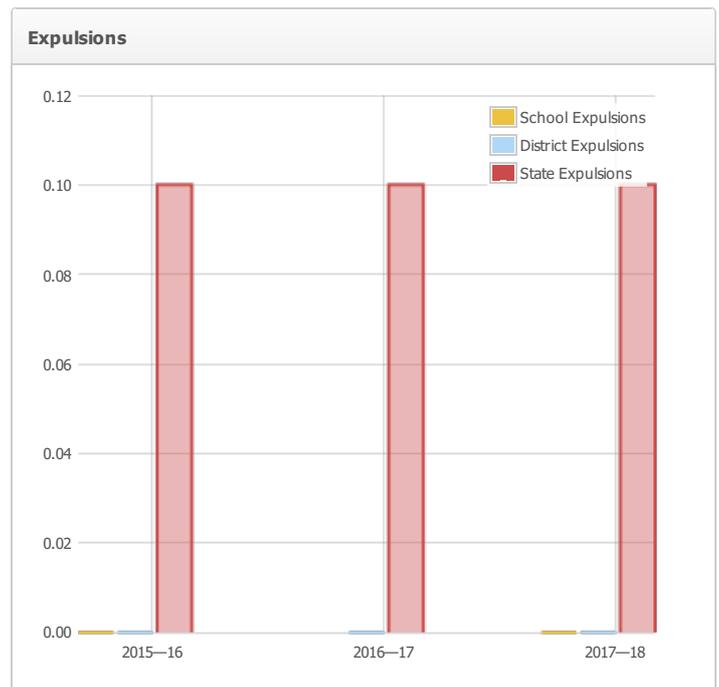
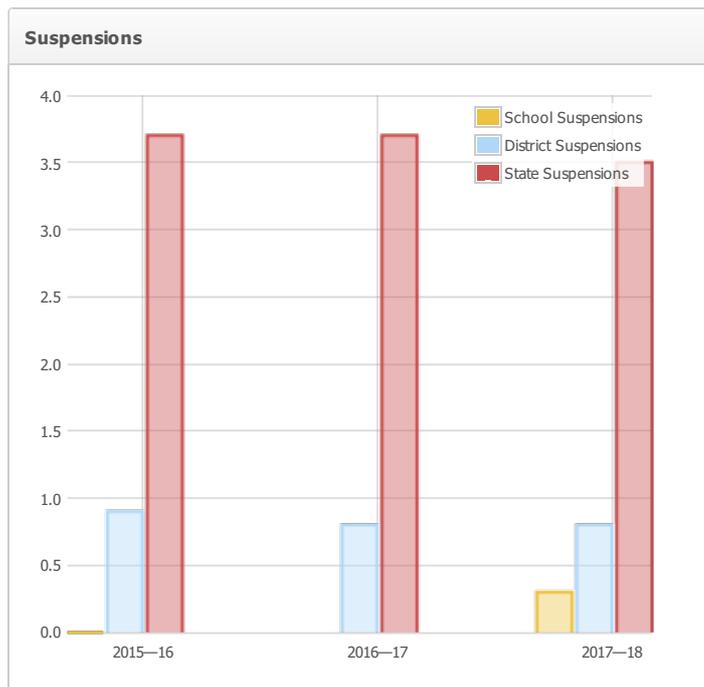
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	0.3%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

School Safety Plan (School Year 2018—19)

KIPP Promesa Prep reviews and updates its safety plan every year. This years plan was reviewed and updated on July 2018. 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 do 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 2018. 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 KPP 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. KPP 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 KPP understand our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

Last updated: 1/14/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		12	
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		12	
1	28.0		12	
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		16	
1	28.0		16	
2	28.0		16	
3				
4				
5				
6				
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.

Last updated: 1/14/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	0.4	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		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: 1/14/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12324.0	\$2557.0	\$9767.0	\$63132.0
District	N/A	N/A	\$10881.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	-10.2%	-15.9%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	48.6%	-21.8%

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017—18)

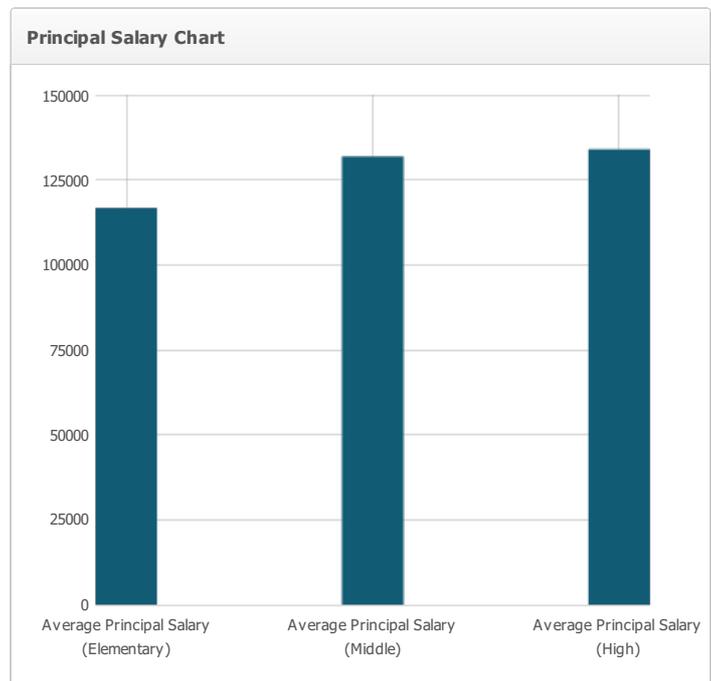
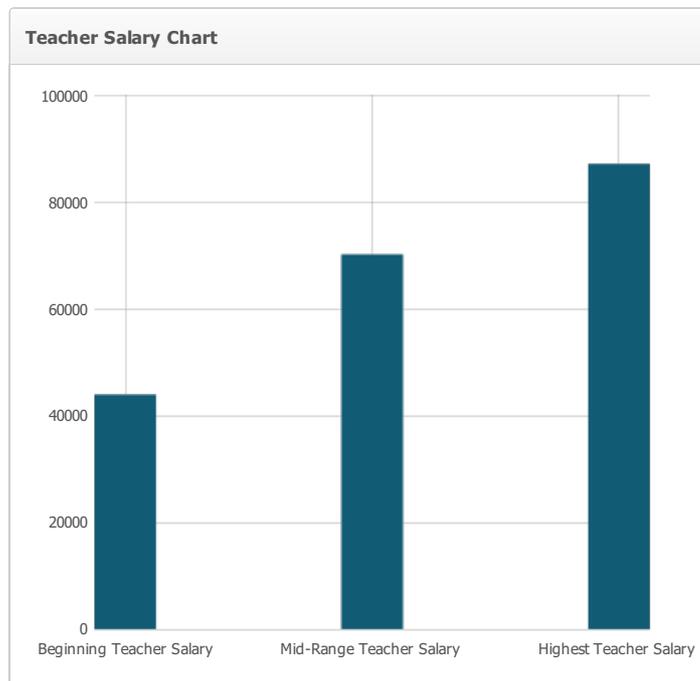
KIPP Promesa Prep offers enrichment classes to all our students to ensure they are exposed to vast subjects. All our students have dance, art, and Spanish class twice a week for a total of two hours. These classes enhance student learning and add a distinctive aspect to the curriculum they currently 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 and third graders 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.

Last updated: 1/14/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/14/2019

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

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.

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