

KIPP Comienza Community Prep

6410 Rita Ave. • Huntington Park, CA 90255 • 323-589-1450 & 323-886-2355 • Grades K-8

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<https://www.kippsocal.org/comienza>

KIPP:COMIENZA
COMMUNITY PREP



2019-20 School Accountability Report Card Published During the 2020-21 School Year

KIPP Comienza Community Prep

(213) 241-1000

www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

KIPP stands for the Knowledge is Power Program. KIPP Comienza Community Prep is part of a national network of schools that prepare students for high school, college, and the world beyond.

Mission:

KIPP Comienza Community Prep teaches the academic skills, cultivates the character traits, provides the learning experiences and forges the community relationships needed for students to thrive in elementary school, middle school, high school, college and life.

Vision:

KIPP Comienza Community Prep is built on the belief that great schools and strong relationships transform communities. Through rigorous standards-based instruction, character development, and learning experiences beyond school walls, our students will become active leaders who take pride in their community and have access to choice and opportunity in order to ignite transformative change.

Values:

We are guided by the following four values:

Courage- The ability to name, face, and overcome fears.

Ganas- The desire to approach situations and challenges with grit and zest.

Honor- The dedication to respect and love our community and each other.

Reflection- The examination of our self, our community and our world.

About Our School:

KIPP Comienza Community Prep currently serves students in grades K-8 in the community of Huntington Park, California. The school has a lower school, which serves elementary school students in grades K-4, and an upper school, which serves middle school students in grades 5-8th.

KIPP Comienza Community Prep is one school, with two school leaders. The Lower School is led by School Leader Krystal Vega. The Upper School is led by Melissa Helguera.

As a Trauma Informed School, we have created policies and procedures that understand the impact that intense stress and trauma may have on children's abilities to regulate their emotions, behavior and ultimately learn. Our staff has been provided with training on the effects of trauma on children and we are committed to using classroom approaches such as mindfulness, coping and social skills lessons, and counseling support for students to obtain the skills and knowledge necessary to thrive in school and in life. A positive and safe school climate improves students' ability to learn and grow.

Relationships are also extremely important at KIPP Comienza, as we believe that great schools and strong relationships transform communities. Parents play an important role in our rising leaders' education. We have an open door policy, which has led to the strong belief that the combined efforts of staff and parents are the key to ensure continuous academic progress and character development. When staff, parents, and the community work together, students are successful.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	120
Grade 2	116
Grade 3	112
Grade 4	107
Grade 5	128
Grade 6	108
Grade 7	120
Grade 8	95
Total Enrollment	1,025

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.4
Filipino	0.1
Hispanic or Latino	97.3
White	0.2
Socioeconomically Disadvantaged	94
English Learners	22.4
Students with Disabilities	7.5
Foster Youth	0.1
Homeless	0.2

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 Comienza	18-19	19-20	20-21
With Full Credential	43	45	40
Without Full Credential	6	12	14
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for KIPP Comienza	18-19	19-20	20-21
With Full Credential	♦	♦	20,610
Without Full Credential	♦	♦	669
Teaching Outside Subject Area of Competence	♦	♦	1,337

Teacher Misassignments and Vacant Teacher Positions at KIPP Comienza Community Prep

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Kinder: iReady, Lucy Calkins Units of Study, Opencourt reading foundational skills 1st: iReady, Lucy Calkins Units of Study, Opencourt reading foundational skills 2nd: iReady, Lucy Calkins Units of Study, Opencourt reading foundational skills 3rd: iReady, Lucy Calkins Units of Study 4th: iReady, Lucy Calkins Units of Study 5th: Actively Learn/Accelerated Reader/Reading Reconsidered 6th: Actively Learn/Accelerated Reader/Reading Reconsidered 7th: Actively Learn/Accelerated Reader/Reading Reconsidered 8th: Actively Learn/Accelerated Reader/Reading Reconsidered The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Kinder: Math Bridges 1st: Math Bridges 2nd: Math Bridges 3rd: Math Bridges 4th: Math Bridges 5th: IReady Math 6th: IReady Math 7th: Teacher Created 8th: IReady Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	K-4GR Science: Twig Science 5th Science: Amplify 6th Science: Amplify 7th Science: Amplify 8th: Science: Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	5th: Actively Learn/Teacher Created 6th: Actively Learn/Teacher Created 7th: Actively Learn/Teacher Created 8th: Actively Learn/Teacher Created The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Health	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	K-4th Art: Teacher Created K-4th PE: Teacher Created 5th Art: Teacher Created 5-8th Grade Music: Teacher Created 5th-8th PE: Teacher Created The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The KIPP Comienza campuses are inspected monthly for safety and cleanliness. We are located at three different school sites, one of which is located at a new facility in the city of Huntington Park serving our Kindergarten through Fourth Grade students. The new facility is in excellent condition with new appliances and accommodations. Our students also have access to a new play structure and play area. Below are some highlights from our December 2020 Facilities Snapshot

- All areas of exterior grounds are clean and organized in a manner that inspires staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- Main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility.
- The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds.
- Common areas are clean and organized. Air quality is odor-free.
- Restrooms are being deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspires staff and students to take pride in

Our facilities have undergone improvements that focus on the health and safety of students and staff. These improvements were a result of COVID-19 and will ensure everyone is healthy and safe when they return to school. Improvements include:

- Upgrade to MERV13 air filters
- Plexiglass installation in the office, restrooms and classrooms
- Installation of touchless water bottle fillers
- Installation of touchless hand sanitizer dispensers

During our quarterly health and safety snapshot, KIPP Comienza Community Prep has scored a 4 out of 4 demonstrating that our facility meets all health and safety indicators for all three sites.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December 2020

System Inspected	Repair Status	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 Rating	Good	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	68	N/A	45	N/A	50	N/A
Math	66	N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	36	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

KIPP Comienza Community Prep highly values parental involvement in school activities. Many times throughout the year we offer opportunities for parents to join in the planning and execution of school activities such as the Winter Festival, fundraising events, Book-fair, and more. Parents often have the opportunity to take the lead with these projects and help plan the events from the ground up. Parents can also volunteer in their child's classroom, office, during morning drop-off, and many other times throughout the day.

For the 20-21 academic year during distance learning, KIPP Comienza Community Prep has continued to provide parent involvement opportunities in several ways. Lower School and Upper School continue to have Cafecitos (Coffee with Admin) to discuss and receive feedback from parents in areas such as student growth, social-emotional support, teaching and learning, school highlights, COVID 19 pandemic updates, etc. We have also presented and collaborated with other agencies such as Alma Family Services to provide parent workshops on various topics such as parenting challenges in quarantine, de-escalating challenging behaviors, setting boundaries with technology and social media, creating quality family time, and family communication. We also provided communication via ParentSquare to ensure parents remained informed and involved at KIPP Comienza Community Prep.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Marianne Perez, at mperez@kippsocial.org.

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 (School Year 2020-2021)

The safety and welfare of our students and staff is always the highest priority. To continue to provide our school with an opportunity to practice emergency response procedures, all KIPP Comienza students, staff, and visitors on-site participate in emergency preparedness drills that are conducted each month during the school year. Sometimes drills are announced before-hand and sometimes they are unannounced. The goals of the emergency preparedness drills are to improve our ability to protect students, save lives, and reduce injuries in the event of an emergency. Our school's safety plan was last annually reviewed/updated/discussed in October 2020.

Drills practiced at school include:

- Secure Campus Lockdown drill
- Hard Lockdown drill
- Fire Drill
- Earthquake Drills
- Shelter in Place

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.3	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	353.4

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	12.8

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	29		20		30		20		30		20	
1	29		20		30		20		30		20	
2	30		24		29		20		29		20	
3	29		24		29		20		29		19	1
4	27		24		28		20		27		20	
5	27	7	14	14	24	5	28		33	4	22	5
6	32		21	7	28	5	21	7	27	5	23	5
Other**					4	2			3	1		

*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 (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English					28		4		21	3	7	
Mathematics					28		4		19	4	7	
Science					28		4		21	3	7	
Social Science					28		4		21	3	7	

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	26	44	46

Each week 2-3 hours are scheduled for teacher professional development. 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 and curricular needs. Priorities for professional development are based on teacher reflections from the end of the previous year. Professional development focuses are spread out throughout the year and are revisited multiple times. Most of the professional development training is delivered during after school workshops. Some are also provided through conference attendance and individual mentoring. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

During virtual learning professional development still remains a priority. Teachers attend virtual professional development every week for 1-1.5 hours. The majority of our professional development so far this year has been focused on distance learning, such as supporting teachers in adapting their teaching style and lesson plans to suit the virtual world.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (ES)	\$117,849	\$128,526
Average Principal Salary (MS)	\$131,307	\$133,574
Average Principal Salary (HS)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

KIPP Comienza offers an ASES funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for 132 students approximately, grades 1st through 8th. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Students participate in at least one hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football and cheerleading, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for KIPP Comienza Community Prep	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	79.7	80.1	81.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,714	\$3,065	\$11,650	\$65,794
District	N/A	N/A	\$9,056	\$74,789
State	N/A	N/A	\$7,125	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	25.1	-12.8
School Site/ State	48.2	-22.4

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