

KIPP Comienza Community 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.



Hadley Huberman and D'Anza Smith-Rodriguez

Principal, KIPP Comienza Community Prep

About Our School

KIPP Comienza aims to strengthen our students' self-identify and build a collective spirit by which children feel personally responsible for their own success and work to support the success of others in their classroom, school, and community. As a school, we will provide the knowledge, skills, and experiences all students need to be successful through college and stay committed to positively impacting their community.

At KIPP Comienza lower school, we teach phonics, guided reading, and math in small-differentiated groups. In this manner, all students are receiving the content at their level to ensure standards are mastered and internalized. In math and phonics, we implement a blended-learning approach; while students are reviewing material in iPads and Chromebooks, teachers are teaching in a small group.

At the upper school level, instruction is focused on developing the literacy skills that are necessary to being successful as they continue to high school. Through increased independent reading via a school wide morning reading block, to writing across all content areas and discussions via Socratic Seminar, our rising leaders have multiple opportunities to engage in high impact, critical thinking skills that fosters deep levels of reading, writing, speaking and thinking.

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 leader's 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.

Contact

KIPP Comienza Community Prep
6410 Rita Ave.
Huntington Park, CA 90255-4126

Phone: 323-589-1450 and 323-886-2355
E-mail: hhuberman@kippla.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	KIPP Comienza Community Prep
Street	6410 Rita Ave.
City, State, Zip	Huntington Park, Ca, 90255-4126
Phone Number	323-589-1450 and 323-886-2355
Principal	Hadley Huberman and D'Anza Smith-Rodriguez
E-mail Address	hhuberman@kippla.org
Web Site	http://kippla.org/comienza/index.cfm
County-District-School (CDS) Code	19647330121707

Last updated: 1/31/2018

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

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

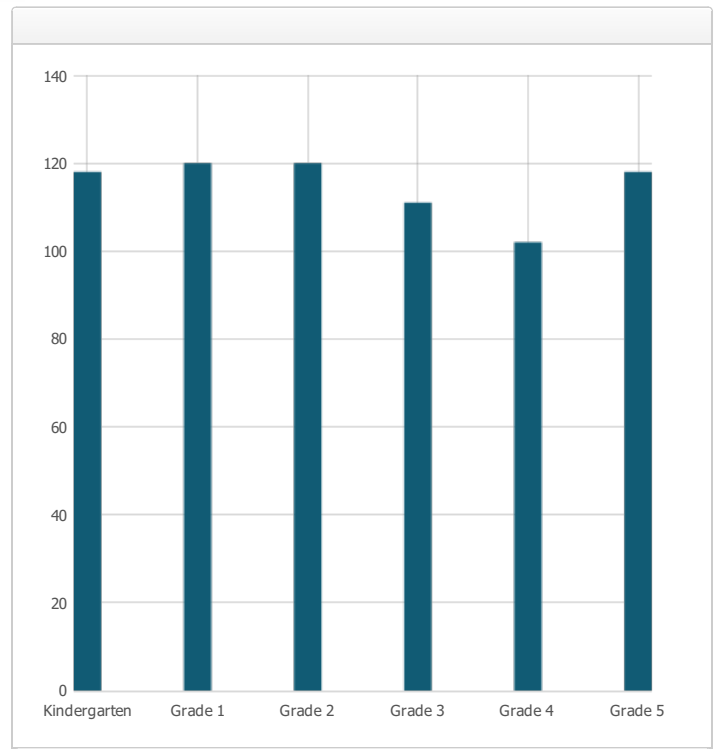
KIPP Comienza Community Prep Lower School is built on the belief that great schools and strong relationships transform communities. Through rigorous standards-based instruction, character development, and learning experiences beyond school walls, our elementary lower school students will become active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

KIPP Comienza Community Prep Upper School is built on the belief that excellent schools and socially-engaged individuals transform communities: through rigorous standards-based instruction, strong character development and learning experiences that extend beyond classroom walls, our upper school students will build the individual and collective strength necessary to become change agents within their communities.

Last updated: 1/31/2018

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	120
Grade 2	120
Grade 3	111
Grade 4	102
Grade 5	118
Total Enrollment	689



Last updated: 1/31/2018

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

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	0.0 %
Asian	0.1 %
Filipino	0.0 %
Hispanic or Latino	98.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.3 %
Two or More Races	0.0 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.1 %
English Learners	41.7 %
Students with Disabilities	8.6 %
Foster Youth	0.1 %

Last updated: 2/7/2018

A. Conditions of Learning

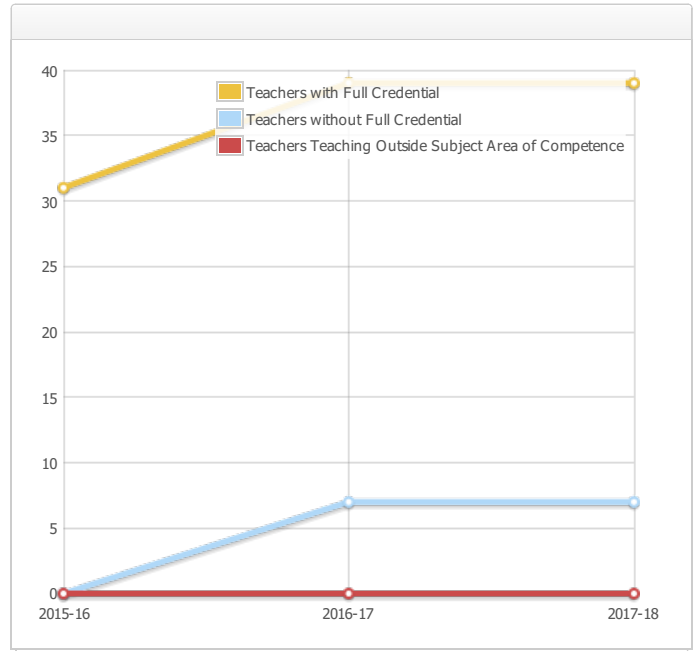
State Priority: Basic

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

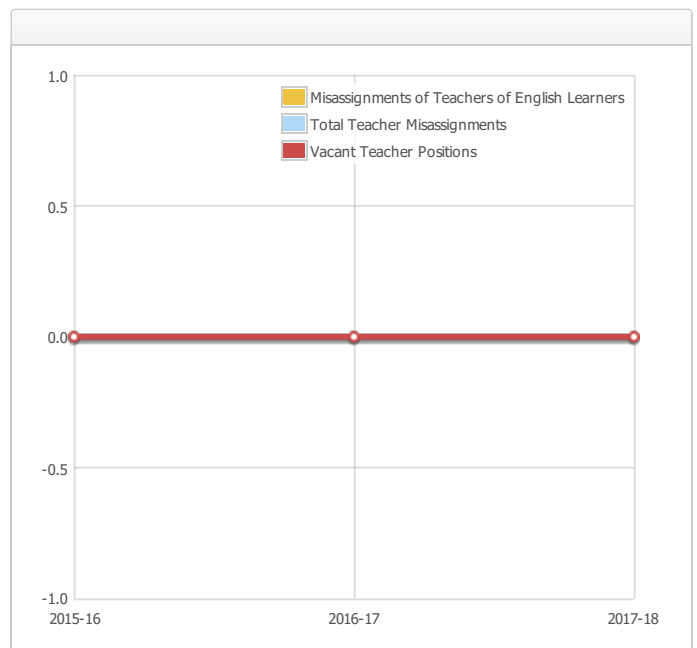
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31	39	39	21842
Without Full Credential	0	7	7	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/7/2018

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: 2/7/2018

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

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	5GR/6GR ELA/5GR Social Studies: Teacher created/Units of Study for Reading and Writing 4GR Reading: Lucy Calkins Units of Study 3GR Reading: Lucy Calkins Units of Study 2GR Reading: Lucy Calkins Units of Study 1GR Reading: Lucy Calkins Units of Study K Reading: Lucy Calkins Units of Study K Writing: Lucy Calkins Units of Study K Phonics: Core Knowledge 1GR Writing: Lucy Calkins Units of Study 1GR Phonics: Core Knowledge 2GR Writing: Lucy Calkins Units of Study 2GR Phonics: Core Knowledge 3GR Writing: Teacher Created 3GR Word Study: Teacher Created 4GR Writing: Teacher Created 4GR Word Study: Teacher Created	Yes	0.0 %
Mathematics	6GR Math: Go Math and Open Up 5GR Math: Bridges 4GR Math: Teacher Created 3GR Math: Teacher Created 2GR Math: Teacher Created 1GR Math: Bridges K Math: Bridges	Yes	0.0 %
Science	5GR/6GR Science: Amplify K-4GR Science: Teacher Created	Yes	0.0 %
History-Social Science	5GR/6GR ELA/5GR Social Studies: Teacher created/Units of Study for Reading and Writing 6GR Social Studies: TCI	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	PE: Teacher created Art: Teacher created K-4GR Art: Teacher Created K-4GR PE: Teacher Created K-4GR Music: Teacher Created	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The KIPP Comienza campuses are inspected monthly for safety and cleanliness. We are located at three different school sites. One of which is a prop 39 site, we plan to move into our own building in the future.

Last updated: 1/31/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The HVAC system is in good repair at all three sites. None of the sites have ever experience gas leaks or any issues.
Interior: Interior Surfaces	Good	The interior surfaces of our school sites are in good condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Our electricity works great at all of our site.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We have playgrounds at our school sites that are in good condition. Our gates, windows, fences and doors are all in working condition.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/31/2018

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	83%	80%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	85%	70%	29%	30%	36%	37%

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: 1/31/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	322	99.69%	80.43%
Male	174	174	100.00%	73.56%
Female	149	148	99.33%	88.51%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	316	315	99.68%	81.27%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	293	292	99.66%	79.11%
English Learners	202	201	99.50%	79.10%
Students with Disabilities	26	26	100.00%	26.92%
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: 1/31/2018

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	323	100.00%	69.97%
Male	174	174	100.00%	64.94%
Female	149	149	100.00%	75.84%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	316	316	100.00%	69.94%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	293	293	100.00%	69.62%
English Learners	202	202	100.00%	67.82%
Students with Disabilities	26	26	100.00%	26.92%
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: 1/31/2018

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: 1/31/2018

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

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 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, Bookfair, and more. They 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.

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

School Safety Plan (School Year 2017-18)

The safety and welfare of our students and staff continues to be a high priority. To continue to provide our school 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 announced or unannounced during the school year. 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.

Drills practiced at school:

Soft Lockdown drill:

- There should be no in or out of the building during soft lockdowns. the only movement is within the building.
- No evacuation/attendance
- No "imminent threat"

Hard Lockdown drill:

- Incident or threat on or immediately adjacent to campus
- In a hard lockdown, no one should be entering except for police officers until whatever incident that warranted the hard lockdown is resolved.

Fire Drill:

Evacuate students from classroom or immediate area

- If it's safe to do so, bring radio and backpack from your classroom (do not go back into the building)
- Turn off lights
- Close doors, and leave unlocked
- Evacuate to line up point included

Earthquake Drills:

- Threat requiring the protection of the body (i.e. earthquake) Drop.Cover.Hold.
- We drop, cover and hold and then evacuate to Seville designated area when announced

Shelter in Place:

- Threat requiring the school and community to remain indoors.
- Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school.
- Lock the doors, cover the door window, pull down the blinds, turn off the lights and stay calm. Stay away from the windows.

Last updated: 1/31/2018

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: 1/31/2018

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	30.0	0	4	0	30.0	0	16	0	30.0	4	12	0
1	28.0	0	3	0	30.0	0	16	0	28.0	4	12	0
2	27.0	0	4	0	29.0	0	16	0	30.0	4	16	0
3	26.0	0	4	0	26.0	0	16	0	28.0	4	16	0
4	27.0	0	3	0	23.0	0	16	0	20.0	4	16	0
5	0.0	0	0	0	0.0	0	0	0	29.0	4	28	0
6	0.0	0	0	0	0.0	0	0	0	29.0	4	28	0
Other	16.0	1	1	0	2.0	4	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: 1/31/2018

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: 1/31/2018

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	2.5	N/A
Other	1.7	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: 1/31/2018

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	\$11694.0	\$2900.0	\$8794.0	\$52052.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-34.4%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	28.9%	-41.4%

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

Last updated: 2/7/2018

Types of Services Funded (Fiscal Year 2016-17)

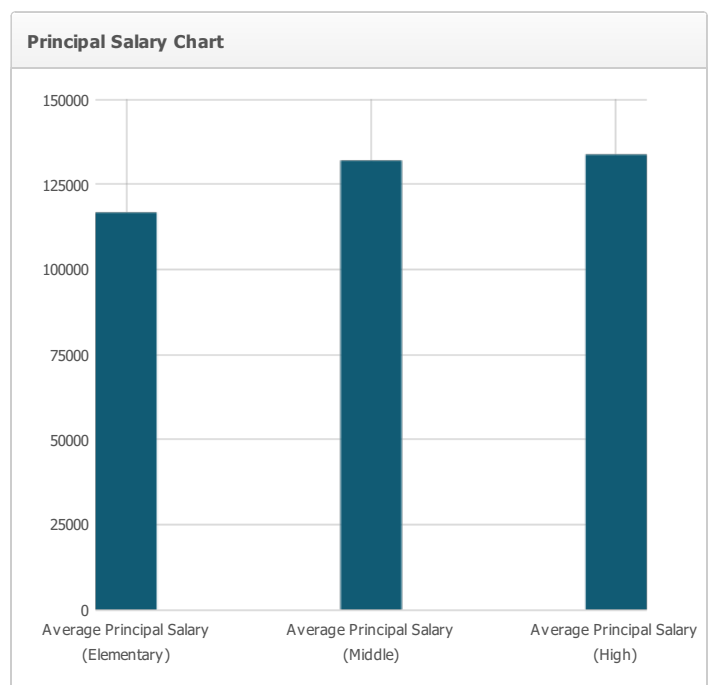
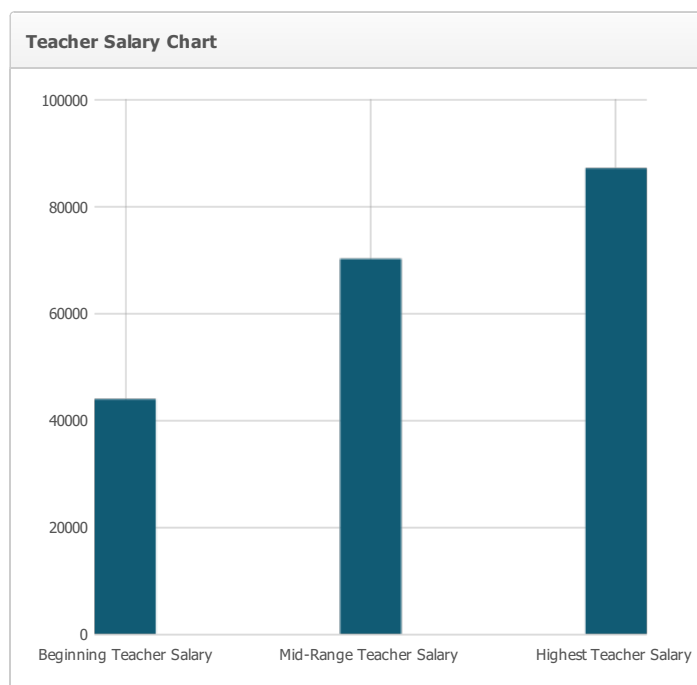
KLA School offers an ASES funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for 150 students approximately, grades 1 to 6. 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 1 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.

Last updated: 1/31/2018

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: 1/31/2018

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: 1/31/2018

Professional Development

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 trainings are delivered during after school workshops. Some is also provided through conference attendance and individual mentoring. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

Last updated: 1/31/2018