

# KIPP Comienza Community Prep

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

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**KIPP:COMIENZA**  
COMMUNITY PREP



## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

Los Angeles Unified

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	119
Grade 2	115
Grade 3	116
Grade 4	110
Grade 5	115
Grade 6	132
Grade 7	113
<b>Total Enrollment</b>	<b>939</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	0.6
Hispanic or Latino	97.3
White	0.1
Two or More Races	0.1
Socioeconomically Disadvantaged	93.6
English Learners	26.7
Students with Disabilities	9.3
Foster Youth	0.1
Homeless	0.3

## 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	17-18	18-19	19-20
With Full Credential	39	43	45
Without Full Credential	9	6	12
Teaching Outside Subject Area of Competence	0	0	0

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

### Teacher Misassignments and Vacant Teacher Positions at KIPP Comienza Community Prep

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

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	5th: EL Education 6th: EL Education 7th: Achievement First 8th: EL Education 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: Lucy Calkins Units of Study 3GR Word Study: Core Knowledge 4GR Writing: Lucy Calkins Units of Study 4GR Word Study: Core Knowledge  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	8th: Springboard Mathematics 7GR Math: Open Up 6GR Math: Open Up 5GR Math: Bridges 4GR Math: Bridges 3GR Math: Bridges 2GR Math: Bridges 1GR Math: Bridges K Math: Bridges  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	5th Science: Amplify 6th Science: Amplify 7th Science: Amplify 8th: Amplify Science K-4GR Science: Teacher Created  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	5th: History Alive/DBQ Project/ Teacher Created 6th: History Alive/DBQ Project/ Teacher Created 7th: History Alive/DBQ Project/ Teacher Created 8th: History Alive/DBQ Project/ 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
Visual and Performing Arts	5th Grade Art: Teacher Created 6th and 8th Grade Music: Teacher Created K-4GR Art: Teacher Created K-4GR PE: Teacher Created K-4GR Music: Teacher Created 5th-8th PE: Teacher Created  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %

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

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

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 of the highlights in our Facilities Snapshot December 2019:

- All areas of exterior grounds are clean and organized in a manner that inspire 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 inspire staff and students to take pride in

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

Year and month in which data were collected: December 2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	69	68	43	45	50	50
Math	68	66	32	34	38	39

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

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

### School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	557	98.76	68.04
Male	303	297	98.02	63.97
Female	261	260	99.62	72.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	551	544	98.73	68.57
White	--	--	--	--
Socioeconomically Disadvantaged	533	526	98.69	67.68
English Learners	305	303	99.34	67.00
Students with Disabilities	57	56	98.25	25.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.4	25.5	14.5
7	26.2	20.6	6.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	564	558	98.94	65.89
Male	303	298	98.35	67.68
Female	261	260	99.62	63.85
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	551	545	98.91	66.73
White	--	--	--	--
Socioeconomically Disadvantaged	533	527	98.87	66.16
English Learners	305	304	99.67	64.03
Students with Disabilities	57	56	98.25	25.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

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

KIPP 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. 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.

**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**

The safety and welfare of our students and staff is always the highest 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 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 on October 2, 2019.

Drills practiced at school include:

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.4	0.3
Expulsions Rate	0.0	0.0	0.0

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

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

#### D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	469.5

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.6
Other	7.6

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

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	30		12		29		20		30		20	
1	28	1	12		29		20		30		20	
2	30		16		30		24		29		20	
3	28		16		29		24		29		20	
4	20	4	16		27		24		28		20	
5	29		28		27	7	14	14	24	5	28	
6					32		21	7	28	5	21	7
Other**									4	2		

\*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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English									28		4	
Mathematics									28		4	
Science									28		4	
Social Science									28		4	

\* 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 provided for Teachers

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

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.



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

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

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

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,004	\$2,963	\$9,041	\$62,882
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$7125.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.6	-17.7
School Site/ State	23.7	-24.9

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

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

**Types of Services Funded**

KIPP 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 1 to 8. 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.

**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.