

KIPP Compton Community

1650 W. 134th Street • Compton, CA 90222 • 323-607-8811 • Grades K-8

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

KIPP Compton Community School

(310) 639-4321
www.compton.k12.ca.us

District Governing Board

District Administration

Darin Brawley
Superintendent

School Description

Our School Vision

Guided by our Love of People and Love of Learning, we educate our KIPPsters so they have the tools they need to thrive as they graduate from college and lead others in achieving equity in their communities:

KIPP Compton Community School is grounded in the fundamental belief that all people have the power to positively impact the lives of others. We are revolutionary civic leaders who will build a better tomorrow through our profound love of people and love of learning. As a joyful collaborative, through rigorous teaching and learning, strengths-based character education, and trusting relationships our KIPPsters will excel through high school, college, and in life, as we lead others in realizing local and global communities that are equitable for all people.

About Our School Leader

Prior to founding KIPP Compton Community School, LeAnna was a founding teacher and dean at KIPP Iluminar Academy. Prior to joining KIPP, she has worked as both a classroom teacher as well as an after school program director in the Southern California communities of Watts, South Los Angeles, and South Gate. LeAnna received her BA in Liberal Studies from San Diego State University and completed a Master's in Education and Teaching Credential at Pepperdine University. She received her Doctorate in Education, with a focus in K-12 Educational Leadership, from California State University, Long Beach. She is passionate about education and looks forward to moving forward learning and opportunities for students at KIPP Compton Community School.

About our School

KIPP Compton Community School belongs to the children and the families of Compton, California. We are named Compton because it reminds us that we are committed to keeping our promises as we educate the children of the community. We are named Compton because we are the first KIPP SoCal school to be located in this resilient community. We proudly proclaim that we are a community school because just as Compton is known as the "Hub City" due to its central location and connection to key parts of Los Angeles county, we are a hub of our community. We are a place where students, families, and community members collaborate as we build trusting relationships. We seek the wisdom of our students, families, and neighbors as a resource, and build intentional partnerships to remove any barriers to our students and their families thriving.

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	111
Grade 1	117
Total Enrollment	228

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	63.6
Asian	0.4
Hispanic or Latino	33.8
Two or More Races	0.4
Socioeconomically Disadvantaged	86.4
English Learners	7.9
Students with Disabilities	8.3
Foster Youth	0.9

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 Compton	18-19	19-20	20-21
With Full Credential	5	6	4
Without Full Credential	1	5	14
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for KIPP Compton	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 Compton Community

Indicator	18-19	19-20	20-21
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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	KIPP Compton utilizes Scholastics for Guided Reading along with Open Court and Heinemann for Reading/Phonics and Writing curriculum. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	KIPP Compton utilizes Bridges math curriculum. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	KIPP Compton utilizes Amplify science curriculum. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	N/A Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	Percent of students lacking their own assigned textbook: 0.0 %
Health	Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	N/A 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)

KIPP SoCal Public Schools is committed to securing permanent homes for all of our schools to meet the needs of all KIPPsters and families. During our first two years of founding we were co-located at Vanguard Learning Center. As of December 2020 the construction of our beautiful new campus is complete and we have moved into our permanent facility. The campus is located at 1650 W 134th St, Compton, CA 90222, about 1.4 miles from Vanguard. This is the school that love built and it will be our KIPPsters' home for years to come. Our campus will provide a safe, structured and nurturing environment with a thriving enrichment experience.

Our new facility is 33,790 square feet and has a turf-lined outdoor play area with a super fun play structure for all ages, an enormous multi-purpose room, dozens of classrooms and rooms for our specialties, state of the art technology in our classrooms, all designed to more than meet the needs of our K-8 school community. During physical closures due to COVID, our guidelines for a return to campus are constantly calibrated against the recommendations of the Centers for Disease Control and Prevention, the California Department of Public Health, the L.A. Department of Public Health, and statewide monitoring guidelines. While there is no definitive date for when we will return in-person, our new campus will be equipped with all of the health and safety systems, equipment and protocols that we're taking to prepare our schools for a safe learning environment when it is deemed safe to return to school.

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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		N/A		N/A		N/A
Math		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.

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		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.

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 Compton highly encourages parent involvement. We are an open campus to families, meaning our families are welcome to be on campus at any time during the school year. Parents can apply to be a member of our Family Leadership Council, which this year has supported the planning of our whole school events and celebrations. We also host Coffee and Collaborations meetings with our Admin team quarterly. These meetings allow our Admin to pose a school specific problem and have families support identifying root causes and solutions to address it. Since we value the input and feedback of our families, we created this space to ensure we continue working as a community to create the best school for our KIPPsters. We also host monthly family workshops for families as well as our School Site Council and English Language Proficiency Assessments for California meetings for our English Language. We also leverage our families to build community relationships and partnerships for our school. We've participated in local events including the Compton Christmas Parade and have the Colgate Van visit our campus to provide students with free dental screenings. As a region, each school also has a Parent Ambassador which is a school-nominated parent that supports our Advocacy and Community Engagement (ACE) Team with local and state wide advocacy and policy work.

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)

Our School Safety Plan was created and last updated in November 2020. The plan includes information about our campus, visitor policy, emergency drills and plan, and parent communication protocols during emergencies. Each month our staff participate in trainings and our school participates in a monthly emergency drill to ensure our students, staff and parents are knowledgeable of what to do in case of an emergency. Our plans are regularly reviewed and updated as needed. KIPP Compton 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

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		0.0	1.9	1.3	3.5	3.5
Expulsions		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*	253.3

*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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

*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 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K					28		8		28		16	
1									31		15	1
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.

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	38	44

In our third year, professional development for KIPP Compton continues to focus on building a strong school culture aligned to our school vision and the intentionality in building student culture along with building strong instructional practices for our classes. Our school wide priorities for the year are: student learning and safety. We continue to focus on strengthening our instructional clarity specifically with the implementation of distance learning this year, maintaining a positive school culture and climate, leading for liberation through conversations about anti-racism and equity, implementing data-driven instruction and building a strong team identity as a community.

Each week our teachers participate in 3 hours of professional development that are aligned to these school-wide priorities. The areas of focus are determined based on a combination of logistical/administrative concerns and instructional needs based on our lesson planning and assessments cycles. Professional development trainings are delivered during after school workshops. Teachers are supported through weekly in-class observations and coaching cycles, performance review cycles and student performance data reporting.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,021	\$52,484
Mid-Range Teacher Salary	\$74,118	\$81,939
Highest Teacher Salary	\$96,943	\$102,383
Average Principal Salary (ES)	\$117,080	\$129,392
Average Principal Salary (MS)	\$123,222	\$136,831
Average Principal Salary (HS)	\$143,352	\$147,493
Superintendent Salary	\$259,921	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31.0	34.0
Administrative Salaries	6.0	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

N/A

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 Compton Community School	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	78.8	82.6	84.1

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$16,425	\$1,938	\$14,486	\$55,273
District	N/A	N/A	\$9,056	\$82,586
State	N/A	N/A	\$7,125	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	46.1	-39.6
School Site/ State	68.1	-39.4

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

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.