

KIPP Compton Community

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



LeAnna Majors, School Leader

Principal, KIPP Compton Community

About Our School

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 LA 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.

Contact

KIPP Compton Community
13305 South San Pedro St.
Los Angeles, CA 90061-2254

Phone: 323-607-8811
E-mail: lmajors@kippla.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Compton Unified
Phone Number	(310) 639-4321
Superintendent	Darin Brawley
E-mail Address	dbrawley@compton.k12.ca.us
Web Site	www.compton.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	KIPP Compton Community
Street	13305 South San Pedro St.
City, State, Zip	Los Angeles, Ca, 90061-2254
Phone Number	323-607-8811
Principal	LeAnna Majors, School Leader
E-mail Address	lmajors@kippla.org
Web Site	www.kippla.org/compton
County-District-School (CDS) Code	19734370137893

Last updated: 1/30/2019

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

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.

Last updated: 1/30/2019

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

Grade Level	Number of Students
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Last updated: 1/30/2019

A. Conditions of Learning

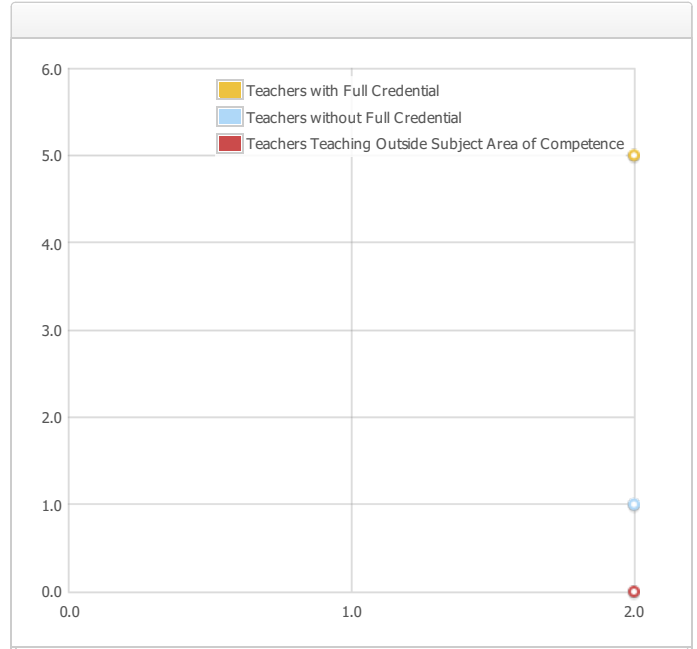
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

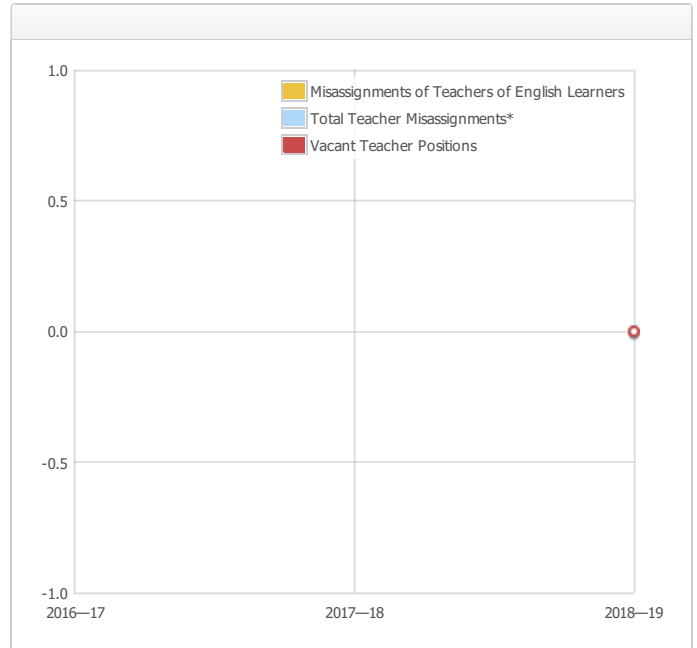
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential			5	
Without Full Credential			1	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/30/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



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

Last updated: 1/30/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	KIPP Compton utilizes Scholastics for Guided Reading, Heinemann for writing and Open Court curriculum for phonics.		0.0 %
Mathematics	KIPP Compton utilizes Bridgest math curriculum.		0.0 %
Science	KIPP Compton utilizes Amplify science curriculum.		0.0 %
History-Social Science	N/A		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2019

School Facility Conditions and Planned Improvements

For our founding year, KIPP Compton is currently co-located at Vanguard Learning Center. While the campus will not be our permanent site, our school leadership team has prioritized making our spaces on the campus welcoming, vibrant and reflective of our school community. Our campus is inspected weekly for safety and cleanliness. We plan to remain on Vanguard for the 2019-2020 year until we find a location for our permanent site.

Based on our fall regional facilities walkthrough completed in December, our allocated space on Vanguard received a perfect score for cleanliness, safety and adequacy of the school facility.

Last updated: 1/30/2019

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/30/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

KIPP Compton highly encourages parent involvement. Our parents are invited to participate in family literacy time in our Kinder classrooms every morning from 7:15 - 7:45 AM. Parents can also volunteer for parent lead roles including our parent facilitators which support with parent communication and classroom and whole school events and celebrations. We also host School Site Council and ELPAC meetings for our English Language Learners once a month.

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 2018—19)

Our School Safety Plan was created and last updated in October 2018. The plan includes information about our campus, visitor policy, emergency drills, and parent communication 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.

Last updated: 1/30/2019

D. Other SARC Information

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

Professional Development

For Year 1 professional development for KIPP Compton is focused 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 founding Kindergarten class. Each week our teachers participate in 3 hours of professional development. 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.

Last updated: 1/30/2019