

# KIPP Compton Community



13305 South San Pedro St. • Los Angeles, Ca, 90061-2254 • 323-607-8811 • Grades K-8

LeAnna Majors, School Leader, Principal

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

### Compton Unified

(310) 639-4321  
[www.compton.k12.ca.us](http://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, 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	111
<b>Total Enrollment</b>	<b>111</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	60.4
Hispanic or Latino	36.9
Socioeconomically Disadvantaged	88.3
English Learners	9.9
Students with Disabilities	9
Foster Youth	2.7

## 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	17-18	18-19	19-20
With Full Credential	n/a	5	6
Without Full Credential	n/a	1	5
Teaching Outside Subject Area of Competence	n/a	0	0

Teacher Credentials for Compton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at KIPP Compton Community

Indicator	17-18	18-19	19-20
Teachers of English Learners	n/a	0	0
<b>Total Teacher Misassignments*</b>	<b>n/a</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>n/a</b>	<b>0</b>	<b>0</b>

\* 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: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	KIPP Compton utilizes Scholastics for Guided Reading, and Heinemann for Phonics and Writing curriculum. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Mathematics	KIPP Compton utilizes Bridges math curriculum. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
Science	KIPP Compton utilizes Amplify science curriculum. <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)

KIPP Compton is currently co-located at Vanguard Learning Center. While the campus is not 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 recently announced the location of our permanent site with plans to move after Winter 2020.

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

### 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 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

## 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 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 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. 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

Our School Safety Plan was created and last updated in October 2019. 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.

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

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	1.9	1.3
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*	.0

\* 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3
Other	1.1

\* 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	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									28		8	
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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	n/a	26	38

In our second 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: decreasing chronic absenteeism, strengthening instructional clarity, developing a shared vision for school culture and climate, leading for liberation through conversations about anti-racisms and equity, data-driven instruction and building a strong team identity.

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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,021	\$48,612
Mid-Range Teacher Salary	\$74,118	\$74,676
Highest Teacher Salary	\$96,943	\$99,791
Average Principal Salary (ES)	\$119,262	\$125,830
Average Principal Salary (MS)	\$128,112	\$131,167
Average Principal Salary (HS)	\$142,214	\$144,822
Superintendent Salary	\$252,350	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	34%
Administrative Salaries	6%	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	n/a	n/a	n/a	n/a
District	N/A	N/A		\$82,586.00
State	N/A	N/A	\$7,506.64	\$82,403.00

**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.