

# KIPP Compton Community School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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).

#### 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	KIPP Compton Community School
<b>Street</b>	1650 W. 134th Street
<b>City, State, Zip</b>	Compton, CA 90222
<b>Phone Number</b>	323-607-8811
<b>Principal</b>	Christine Crawley & Courtney Richardson
<b>Email Address</b>	kcomptonops@kippsocal.org
<b>School Website</b>	<a href="https://www.kippsocal.org/compton">https://www.kippsocal.org/compton</a>
<b>County-District-School (CDS) Code</b>	19 73437 0137893

## 2023-24 District Contact Information

<b>District Name</b>	KIPP Compton Community School
<b>Phone Number</b>	(310) 639-4321
<b>Superintendent</b>	Darin Brawley
<b>Email Address</b>	dbrawley@compton.k12.ca.us
<b>District Website</b>	www.compton.k12.ca.us

## 2023-24 School Description and Mission Statement

KIPP stands for the Knowledge is Power Program. We are a part of a national network of schools that prepare students for high school, college, and the world beyond. At KIPP SoCal Public Schools, we believe the purpose of education is for liberation. We see, develop, and inspire the greatest potential in each KIPPster.

### 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.

### Our Guiding Principles: Love of People and Love of Learning

Each day we rely on our Love of People and our Love of Learning as our guiding principles giving direction to all of the choices we make. These guiding principles are more than a tag line, they are a promise. They are a commitment to caring for the well-being of others and using every experience as an opportunity to learn.

### Our Character Strengths: Optimism, Courage, & Integrity

We choose to leverage our inherent character strengths as we strive to learn more about ourselves and others. We know that the key to building trusting relationships is through acknowledging and affirming the strengths of each other.

### 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

## 2023-24 School Description and Mission Statement

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.

KIPP Compton Community School currently serves students in grades TK-5 in the community of Compton, California. The school has a lower school, which serves elementary school students in grades TK-4, and an upper school, which currently serves middle school students in grades 5. Every year the upper school will add an additional grade until they are fully founded up to 8th grade.

KIPP Compton Community School is one school, with two school leaders. The Lower School is led by School Leader Christine Crawley. The Upper School is led by Courtney Richardson.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	115
Grade 2	115
Grade 3	112
Grade 4	100
Total Enrollment	551

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.5%
Asian	0.2%
Black or African American	62.1%
Hispanic or Latino	33.2%
Two or More Races	2%
English Learners	7.8%
Foster Youth	1.5%
Homeless	1.6%
Socioeconomically Disadvantaged	86.2%
Students with Disabilities	13.8%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	40.03	838.50	88.72	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.30	0.88	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.90	26.62	39.20	4.15	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	33.36	19.30	2.05	12115.80	4.41
<b>Unknown</b>	0.00	0.00	39.60	4.19	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	100.00	945.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.20	48.05	795.20	86.22	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	2.00	10.39	5.70	0.62	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	20.78	33.00	3.58	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.00	20.78	21.20	2.30	11953.10	4.28
<b>Unknown</b>	0.00	0.00	67.10	7.28	15831.90	5.67
<b>Total Teaching Positions</b>	19.20	100.00	922.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	2.00
Misassignments	2.90	2.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.90</b>	<b>4.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	5.00	4.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>5.00</b>	<b>4.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	45	53.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	47.6	51.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Lower School utilizes Open Court and KIPP Wheatley, Dibels for reading interventions, and Handwriting without Tears for writing curriculum. Upper School Utilizes Reading Reconsidered ELA Curriculum	Yes	0.0 %

<b>Mathematics</b>	Lower School utilizes Bridges math curriculum. Upper School Utilizes Curriculum Associates math curriculum	Yes	0.0 %
<b>Science</b>	Lower School utilizes Amplify science curriculum.	Yes	0.0 %
<b>History-Social Science</b>	Upper School utilizes KIPP Heritage	Yes	0.0 %
<b>Foreign Language</b>			0.0 %
<b>Health</b>	Lower School utilizes SPARK K-2 Physical Education Curriculum Upper School Utilizes Puberty Talks health curriculum	Yes	0.0 %
<b>Visual and Performing Arts</b>	Lower School utilizes Davis Publications Art curriculum.	Yes	0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

## School Facility Conditions and Planned Improvements

The KIPP Compton campuses are inspected monthly for safety and cleanliness. We are located at two different school sites, one of which is located at a new facility in Compton (1650 W 134th St, Compton CA 90222) serving our Transitional Kindergarten through Fourth Grade students. 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 TK-4 school community. Our Upper Campus is located on a prop 39 site at 12501 Wilmington Ave, Compton, CA 90222, serving 5th grade.

Below are some highlights from our Facilities Snapshot:

- All areas of exterior grounds are clean and organized, inspiring 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 you in and makes you feel 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 inspires staff and students to take pride in

**Year and month of the most recent FIT report**

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

##### College and Career Ready

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.



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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	17	37	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	28	20	24	29	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	204	200	98.04	1.96	17.00
<b>Female</b>	105	102	97.14	2.86	17.65
<b>Male</b>	99	98	98.99	1.01	16.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	135	133	98.52	1.48	12.78
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	64	62	96.88	3.12	27.42
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	16	15	93.75	6.25	6.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	175	171	97.71	2.29	11.70
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	29	93.55	6.45	3.45

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	204	201	98.53	1.47	19.90
<b>Female</b>	105	103	98.10	1.90	16.50
<b>Male</b>	99	98	98.99	1.01	23.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	135	133	98.52	1.48	13.53
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	64	63	98.44	1.56	34.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	16	16	100.00	0.00	18.75
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	175	172	98.29	1.71	16.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	29	93.55	6.45	13.79

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			13.92	16.39	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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 with our KCOM-LS lead Ms. Eryn Harris. She can be reached via email ([eharris@kippsocal.org](mailto:eharris@kippsocal.org)). For KCOM-US lead Ms. Hefferman, she can be reached via email ([ehfferman@kippsocal.org](mailto:ehfferman@kippsocal.org)). 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 learners. 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 Alta Med Dental 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.

Lastly, using a digital app-based platform called ParentSquare (KCOM-LS & KCOM-US) and Class Dojo (KCOM-LS only), we are able to stay in regular communication regarding school and community happenings. Our weekly family newsletter helps us communicate week-to-week announcements, reminders, and updates.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	568	557	320	57.5
Female	293	286	169	59.1
Male	275	271	151	55.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	1	1	1	100.0
Black or African American	349	343	187	54.5
Filipino	0	0	0	0.0
Hispanic or Latino	194	189	118	62.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	5	45.5
White	0	0	0	0.0
English Learners	43	43	23	53.5
Foster Youth	9	9	2	22.2
Homeless	15	14	10	71.4
Socioeconomically Disadvantaged	485	479	286	59.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	96	50	52.1

### C. Engagement

#### 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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.04	1.07	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Our School Safety Plan was created and last updated in October 2023. 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

Drills practiced at school include:

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

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	70		4	3
1	61		4	3
2	66		4	3

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	1	16	
1	27	1	16	
2	25	1	15	
3	26	1	15	
Other	29		2	

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	0	20	0
1	29	0	20	0
2	29	0	20	0
3	28	0	20	0
4	25	0	20	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0



## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$17,834	\$6,665	\$11,169	\$60,679
<b>District</b>	N/A	N/A	\$5,532	\$87,783
<b>Percent Difference - School Site and District</b>	N/A	N/A	67.5	-36.2
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	51.5	-37.1

## Fiscal Year 2022-23 Types of Services Funded

KIPP Compton Community School offers an ExL 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. 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 and visual arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

Compton Upper School opened August of 2023.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,308	\$55,550
<b>Mid-Range Teacher Salary</b>	\$76,340	\$84,645
<b>Highest Teacher Salary</b>	\$99,847	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$121,333	\$139,860
<b>Average Principal Salary (Middle)</b>	\$129,442	\$146,440
<b>Average Principal Salary (High)</b>	\$147,648	\$158,447
<b>Superintendent Salary</b>	\$275,751	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	30.05%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	6.6%	4.89%

## Professional Development

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, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	54	55	55