

KIPP Comienza Community Prep

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

KIPP:COMIENZA

COMMUNITY PREP



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/fg/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.

2022-23 School Contact Information

School Name	KIPP Comienza Community Prep
Street	6410 Rita Ave.
City, State, Zip	Huntington Park, CA 90255
Phone Number	323-589-1450 & 323-886-2355
Principal	Melissa Helguera
Email Address	mhelguera@kippsocal.org
School Website	https://www.kippsocal.org/comienza
County-District-School (CDS) Code	19 64733 0121707

2022-23 District Contact Information

District Name	KIPP Comienza Community Prep
Phone Number	(213) 241-1000
Superintendent	Alberto M. Carvalho
Email Address	albert.carvalho@lausd.net
District Website Address	www.lausd.net

2022-23 School Overview

KIPP stands for the Knowledge is Power Program. KIPP Comienza Community Prep is part of a national network of schools that prepare students for high school, college, and the world beyond.

Mission:

KIPP Comienza Community Prep teaches the academic skills, cultivates the character traits, provides the learning experiences and forges the community relationships needed for students to thrive in elementary school, middle school, high school, college and life.

Vision:

KIPP Comienza Community Prep is built on the belief that great schools and strong relationships transform communities. Through rigorous standards-based instruction, character development, and learning experiences beyond school walls, our students will become active leaders who take pride in their community and have access to choice and opportunity in order to ignite transformative change.

Values:

We are guided by the following four values:

Courage- The ability to name, face, and overcome fears.

Ganas- The desire to approach situations and challenges with grit and zest.

Honor- The dedication to respect and love our community and each other.

Reflection- The examination of our self, our community and our world.

About Our School:

KIPP Comienza Community Prep currently serves students in grades TK-8 in the community of Huntington Park, California. The school has a lower school, which serves elementary school students in grades TK-4, and an upper school, which serves middle school students in grades 5-8th.

KIPP Comienza Community Prep is one school, with two school leaders. The Lower School is led by School Leader Krystal Vega. The Upper School is led by Melissa Helguera.

2022-23 School Overview

As a Trauma Informed School, we have created policies and procedures that understand the impact that intense stress and trauma may have on children's abilities to regulate their emotions, behavior and ultimately learn. Our staff has been provided with training on the effects of trauma on children and we are committed to using classroom approaches such as mindfulness, coping and social skills lessons, and counseling support for students to obtain the skills and knowledge necessary to thrive in school and in life. A positive and safe school climate improves students' ability to learn and grow.

Relationships are also extremely important at KIPP Comienza, as we believe that great schools and strong relationships transform communities. Parents play an important role in our rising leaders' education. We have an open door policy, which has led to the strong belief that the combined efforts of staff and parents are the key to ensure continuous academic progress and character development. When staff, parents, and the community work together, students are successful.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	116
Grade 2	113
Grade 3	115
Grade 4	110
Grade 5	123
Grade 6	126
Grade 7	132
Grade 8	99
Total Enrollment	1,048

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.0
Asian	0.4
Black or African American	1.1
Filipino	0.0
Hispanic or Latino	97.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.1
White	0.4
English Learners	29.6
Foster Youth	0.5
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	92.7
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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.20	75.62	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	9.10	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.00	13.76	1060.30	3.90	12115.80	4.41
Unknown	0.60	1.50	1651.30	6.07	18854.30	6.86
Total Teaching Positions	43.90	100.00	27194.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	2.00	
Local Assignment Options	4.00	
Total Out-of-Field Teachers	6.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Kinder: iReady, Lucy Calkins Units of Study, Opencourt reading foundational skills 1st: iReady, Wit & Wisdom, Opencourt reading foundational skills 2nd: iReady, Wit & Wisdom,, Opencourt reading foundational skills 3rd: iReady, Wit & Wisdom,, OCR reading foundational program 4th: iReady, Wit & Wisdom, 5th: Accelerated Reader/Reading Reconsidered 6th: Accelerated Reader/Reading Reconsidered 7th: Accelerated Reader/Reading Reconsidered 8th: Accelerated Reader/Reading Reconsidered	Yes	0.0 %
Mathematics	Kinder: Math Bridges, iReady Math 1st: Math Bridges, iReady Math 2nd: Math Bridges, iReady Math 3rd: Math Bridges, iReady Math 4th: Math Bridges, iReady Math 5th: IReady Math 6th: IReady Math 7th: IReady Math 8th: IReady Math	Yes	0.0 %
Science	K-4GR Science: Twig Science 5th Science: Amplify 6th Science: Amplify 7th Science: Amplify 8th: Science: Amplify	Yes	0.0 %
History-Social Science	K-4GR: Teacher Created 5th: Success Academy/Teacher Created 6th: Discovery Education/Teacher Created 7th: Discovery Education/Teacher Created 8th: Discovery Education/Teacher Created	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	K-4th Art: Teacher Created K-4th PE: Teacher Created K-4th Dance: Teacher Created 6th & 8th Grade Art: Teacher Created 5th & 7th Grade Music: Teacher Created 5th-8th PE: Teacher Created	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements

The KIPP Comienza campuses are inspected monthly for safety and cleanliness. We are located at three different school sites, one of which is located at a new facility in Huntington Park serving our Kindergarten through Fourth Grade students. The new facility is in excellent condition with new appliances and accommodations. Our students also have access to a new play structure and play area. Below are some highlights from our November 2022 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

Our facilities have undergone improvements focusing on students' and staff' health and safety. These improvements were a result of COVID-19 and will ensure everyone is healthy and safe when they are at school. Improvements include:

- Upgrade to MERV13 air filters
- Installation of touchless water bottle fillers
- Installation of touchless hand sanitizer dispensers

Year and month of the most recent FIT report

November 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	38	N/A	27	N/A	33

2021-22 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
All Students	683	674	98.68	1.32	54.15
Female	339	335	98.82	1.18	60.00
Male	344	339	98.55	1.45	48.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	665	656	98.65	1.35	54.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	157	154	98.09	1.91	20.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	297	294	98.99	1.01	45.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	113	110	97.35	2.65	14.55

2021-22 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
All Students	683	673	98.54	1.46	38.24
Female	339	335	98.82	1.18	37.13
Male	344	338	98.26	1.74	39.35
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	665	655	98.50	1.50	38.07
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	157	154	98.09	1.91	20.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	297	293	98.65	1.35	31.40
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	113	110	97.35	2.65	12.73

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	40.55	25.29	20.02	28.5	29.47

2021-22 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	217	217	100	0	40.55
Female	103	103	100	0	40.78
Male	114	114	100	0	40.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	212	212	100	0	39.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	44	100	0	6.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	94	100	0	40.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100	0	13.89

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 5	95%	99%	99%	93%	98%
Grade 7	100%	99%	100%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

KIPP Comienza Community Prep highly values parental involvement in school activities. Many times throughout the year we offer opportunities for parents to join in the planning and execution of school activities such as the Winter Festival, fundraising events, Book-fair, and more. Parents often have the opportunity to take the lead with these projects and help plan the events from the ground up. Parents can also volunteer in their child's classroom, office, during morning drop-off, and many other times throughout the day.

For the 22-23 academic year, KIPP Comienza Community Prep has continued to provide parent involvement opportunities in several ways. Lower School and Upper School continue to have virtual Cafecitos (Coffee with Admin) to discuss and receive feedback from parents in areas such as student growth, social-emotional support, teaching and learning, school highlights, COVID 19 pandemic updates, etc.

Currently, the Counseling Team has facilitated in-house parent workshops on several topics such as how to support your child in navigating social media drama, strengthening communication skills, active listening skills, emotion regulation, and much more. The counselors provide communication via ParentSquare to ensure parents remain informed of workshops and are encouraged to participate. Parent Square is also utilized to inform families of resources available in their community. Counselors also assist with supporting students and their families with case management services on an as-needed basis to help support families with basic and or social-emotional health needs. Lastly, the counselors target several monthly initiatives via social-emotional lessons that range in topics from suicide, mental health, bullying, kindness, Latinx Heritage month, Black History Month, Racism, Inequality, and much more. The purpose of our lessons is to build awareness of emotions, and the impact several topics have on the individual and to provide safe spaces for students to build community with others whilst having impactful conversations.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, TK-4GR Ambar Valencia, at avalencia@kippsocal.org and 5GR-8GR Esther Garcia, at esgarcia@kippsocal.org.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1068	1052	449	42.7
Female	530	520	220	42.3
Male	538	532	229	43.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	2	40.0
Black or African American	13	12	9	75.0
Filipino	1	0	0	0.0
Hispanic or Latino	1033	1020	431	42.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	4	4	3	75.0
English Learners	327	324	138	42.6
Foster Youth	5	5	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	985	974	423	43.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	158	157	74	47.1

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.57	0.44	2.45
Expulsions	0.19	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Our students and staff's safety and welfare are always the highest priority. The school safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some things included in the plan are - what to do during an emergency which includes an earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and a staff directory. To continue to provide our school with an opportunity to practice emergency response procedures, all KIPP Comienza students, staff, and visitors on-site participate in emergency preparedness drills conducted each month during the school year. Sometimes drills are announced beforehand, and sometimes they are unannounced. The emergency preparedness drills aim to improve our ability to protect students, save lives, and reduce injuries in the event of an emergency. Our school's safety plan was last annually reviewed/updated/discussed in October 2022.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	30		20	
1	30		20	
2	29		20	
3	29		19	1
4	27		20	
5	33	4	22	5
6	27	5	23	5
Other	3	1		

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	30		16	
1	30		16	
2	30		16	
3	28		16	
4	28		16	
5	31		28	
6	36			28

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	23	4	16	
1	29		16	
2	22	4	16	
3	23	4	16	
4	22	4	16	
5	31		24	
6	27	4	20	2

2021-22 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
Pupils to Academic Counselor	349.33

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	13.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	\$13,718	\$4,200	\$9,518	\$69,377
District	N/A	N/A	\$8,796	\$78,635
Percent Difference - School Site and District	N/A	N/A	7.9	-12.5
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	36.3	-20.7

2021-22 Types of Services Funded

KIPP Comienza offers an Expanded Learning Program funded afterschool program to assist and support our students. Our program aims to continue the support students receive during the regular school day in a safe, constructive environment during after-school hours. Our program provides literacy and enrichment activities for approximately 132 students, grades 1st through 8th. 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 ensure they are reading and completing math at their own levels. Students participate in at least one 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 and youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the student's needs and interests.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$46,587	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Each week 2-3 hours are scheduled for teacher professional development. The professional development schedule is set over the summer for the first half of the school year and a tentative schedule is set for the second half of the year. The areas of focus are determined based on a combination of logistical/administrative concerns and curricular needs. Priorities for professional development are based on teacher reflections from the end of the previous year. Professional development focuses are spread out throughout the year and are revisited multiple times. Most of the professional development training is delivered during after school workshops. Some are also provided through conference attendance and individual mentoring. Teachers are supported through in-class observations, teacher-administrator meetings, and student performance data reporting.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	46	54	54