

**COMPTON UNIFIED SCHOOL DISTRICT
STAFF REPORT AND RECOMMENDED FINDINGS
REGARDING KIPP COMPTON COMMUNITY SCHOOL
CHARTER RENEWAL PETITION**

Publication Date: December 26, 2025

I. BACKGROUND

KIPP Compton Community School (“KIPP Compton”) was authorized by the Compton Unified School District (“District”) on July 12, 2017, and was granted a five-year charter term, beginning July 1, 2018 and concluding June 30, 2023.

Pursuant to Education Code section 47607.4, all charter schools with terms expiring on or between January 1, 2022 and June 30, 2025 were automatically granted two-year extensions of their charter terms. In 2023, Education Code section 47607.4 was amended to provide an additional one-year extension to charter schools with terms then set to expire between January 1, 2024 and June 30, 2027. Therefore, pursuant to these extensions, the current term of KIPP Compton’s charter concludes on June 30, 2026.

On October 28, 2025, KIPP Compton submitted its Charter Renewal Petition (“Renewal Petition”) to the District, seeking renewal for a five-year term, from July 1, 2026 to June 30, 2031.

KIPP Compton was initially authorized to serve approximately 1,050 students at full enrollment in grades TK to 8, and does not seek to increase that enrollment capacity. It plans to begin serving 8th grade in the 2026-27 school year. KIPP Compton states in its Renewal Petition that it currently serves students at two locations within the District. The school operates on a traditional instructional calendar.

Pursuant to Education Code section 47605, subdivision (b), the governing board of a school district shall either grant or deny a charter within 90 days of receipt of a petition; however, that date may be extended by up to 30 days if both parties agree to the extension. The 90-day statutory timeline requires action on the Renewal Petition by the District’s Board of Trustees (“Board”) no later than January 26, 2026. The District has not requested an extension.

On December 9, 2025, the Board held a public hearing to determine the level of support for the Renewal Petition by teachers, other District employees, and parents/guardians. At the meeting, support for the renewal came exclusively from current KIPP Compton staff, along with one student and one parent, with no additional public backing expressed.

Based on a comprehensive review and assessment of KIPP Compton’s Renewal Petition and its record of performance, District staff has determined that KIPP Compton has not satisfied the requirements for renewal and therefore recommends denial of the renewal of KIPP Compton’s charter.

II. APPLICABLE LAW

Education Code section 47607, subdivision (b) provides that charter renewals “are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” Additionally, the chartering authority is required to consider the charter school’s performance on the state and local indicators included in the California Department of Education’s (“CDE”) California School Dashboard (“Dashboard”).

CDE publishes a Charter School Performance Category Data File, which is updated annually with the release of the Dashboard. It lists all charter schools and assigns them a performance category after considering the academic performance data provided on the Dashboard. CDE designates charter schools as high, middle, or low performing, based on their performance during the two consecutive years immediately preceding the renewal decision. (Ed. Code, §§ 47607, 47607.2.) The particular categorization determines the standards for renewal and the length of the renewal term.

Education Code section 47607.2, subdivision (b)(1) provides that when a charter school does not fall within the “high performing” or “low performing” category, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Education Code section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Education Code section 52064.5. (Ed. Code, § 47607.2, subd. (b)(1).) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. (Ed. Code, § 47607.2, subd. (b)(2).) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following: (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school, or (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. (Ed. Code, § 47607.2, subd. (b)(3).)

Education Code section 47607.2, subdivision (b)(3)(A) and (B) shall be demonstrated by verified data. (Ed. Code, § 47607.2, subd. (b)(4).) “Verified data” is data derived from nationally recognized, valid, peer-reviewed, and reliable resources that are externally produced. (Ed. Code, § 47607.2, subd. (c)(1).) Verified data shall include measures of postsecondary outcomes. (Ed. Code, § 47607.2, subd. (c)(1).) The State Board of Education has established criteria to define verified data and provided an approved list of valid and reliable assessments that are to be used for this purpose. (Ed. Code, § 47607.2, subd. (c)(2).) No data sources other than those adopted by the State Board are to be used for this purpose. (Ed. Code, § 47607.2, subd. (c)(3).)

The chartering authority may deny a charter renewal pursuant to Education Code section 47607.2, subdivision (b) only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to Education Code section 47607.2, subdivisions (b)(2) and (b)(3), that its decision provided greater weight to performance on measurements of academic performance. (Ed. Code, § 47607.2, subd. (b)(6).) For a charter renewed pursuant to Education Code section 47607.2, subdivision (b), the chartering authority

shall grant a renewal for a period of five years. (Ed. Code, § 47607.2, subd. (b)(7).)

The governing board of the school district must publish all staff recommendations, including the recommended findings, regarding the petition at least 15 days before the meeting at which the governing board of the school district will either grant or deny the charter. (Ed. Code, § 47605, subd. (b).)

This staff report sets forth District staff's recommendation and will be published on December 26, 2025, more than 15 days prior to the District's January 13, 2026, Board meeting.

III. STAFF ANALYSIS

In considering a charter renewal petition for a middle performing charter school, the District must both determine whether the charter school meets the applicable eligibility requirements using the new accountability criteria set forth in Education Code section 47607.2, subdivision (b) and evaluate whether the renewal petition meets the standards and criteria set forth in Education Code section 47605.

A. Grounds for Denial of KIPP Compton's Charter Renewal Under New Accountability Criteria and Corresponding Findings of Fact

CDE has designated KIPP Compton a "middle performing" charter school. This designation can be found by clicking on the link to "Performance Category Data Files" on CDE's website at <https://www.cde.ca.gov/sp/ch/performcategory.asp> and searching for KIPP Compton.

Placement in the middle performing tier requires the District to evaluate KIPP Compton's performance on the state and local indicators on the Dashboard, both on a schoolwide basis and for all student subgroups served by the charter school. The District must afford greater weight to KIPP Compton's performance on measurements of academic performance.

The District must also determine whether there is clear and convincing evidence, as demonstrated by verified data, to show that KIPP Compton has either achieved measurable increases in student academic achievement, defined by at least one year's progress for each year in school, or showing strong post-secondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

If KIPP Compton satisfies these criteria, the Board must renew KIPP Compton's charter for a term of five years.

The Board may only deny renewal if it makes specific written findings that KIPP Compton failed to make sufficient progress toward meeting standards that provide a benefit to the school's students; closure of the school is in the best interest of its students; and the decision provided greater weight to performance on measures of academic performance.

Findings of Fact Supporting Denial of the Renewal Petition

Finding No. 1: KIPP Compton’s performance on state and local indicators on the Dashboard demonstrates that it has failed to meet, or make progress toward meeting, standards that benefit its students.

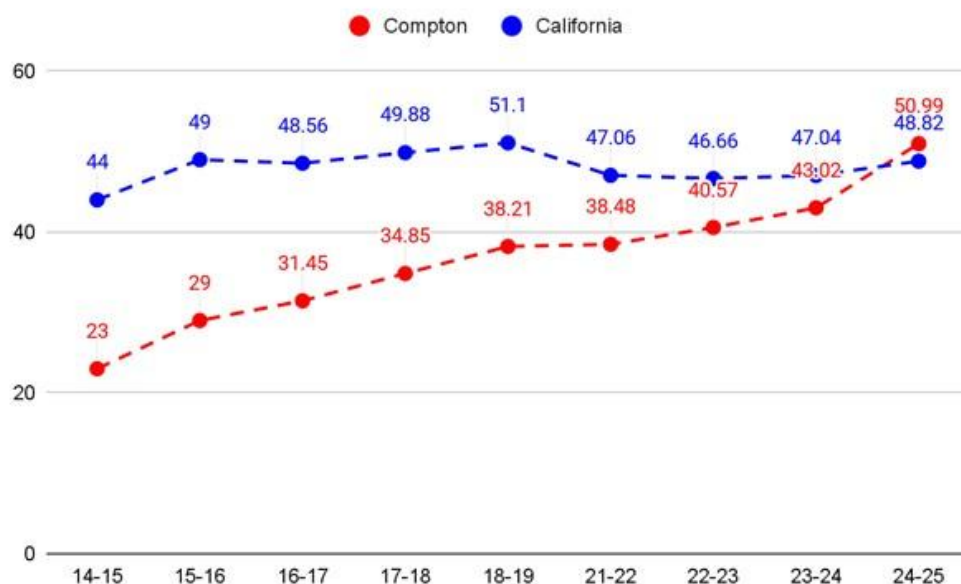
i. Academic Indicators

The District has evaluated KIPP Compton’s performance on a schoolwide basis and among the subgroups served by the charter school as identified on the Dashboard, giving greater weight to the charter school’s performance on measurements of academic performance. District staff has determined that KIPP Compton does not meet the minimum requirements to qualify for renewal as a middle-performing charter school.

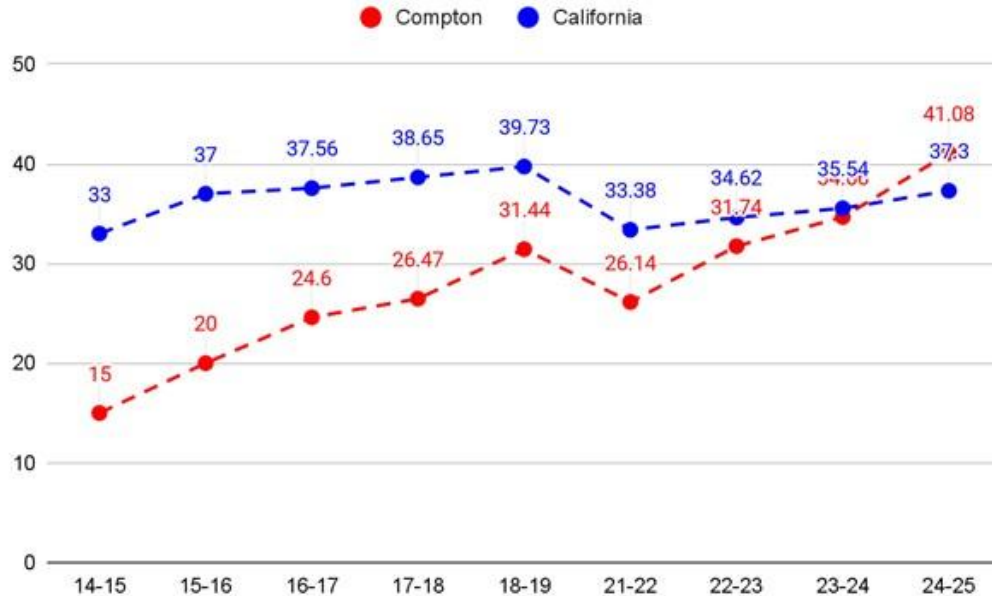
As set forth below, the recommendation for denial is based on persistent underperformance in student academic outcomes, particularly when compared to the District and state benchmarks, evidenced by the below tables and a demonstrated lack of sustained academic improvement over time.

The District has provided its own academic progress results, as well as results for the State of California, in the below tables:

CAASPP ENGLISH: HISTORICAL PROGRESS



CAASPP MATH: HISTORICAL PROGRESS



CAASPP COMPARISON 23/24 vs. 24/25

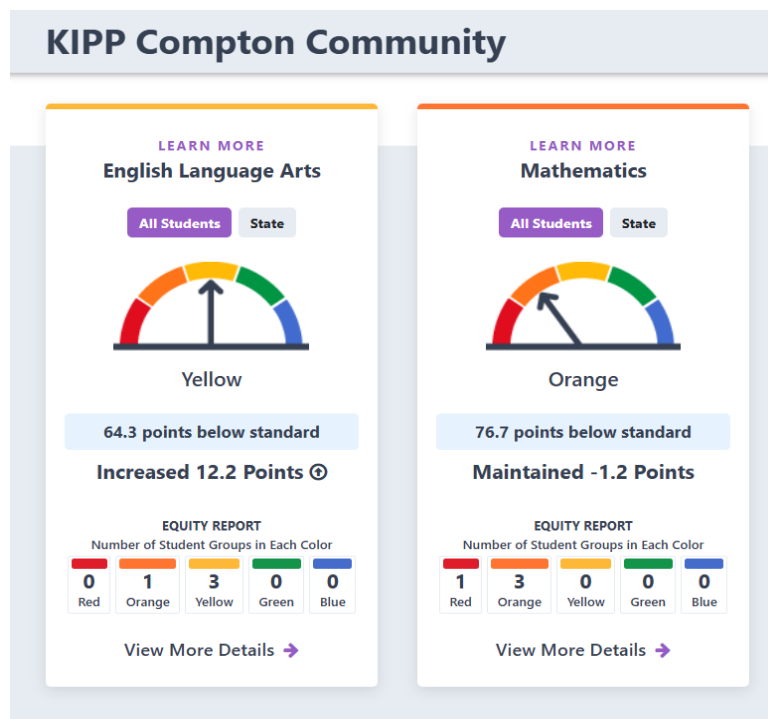
	KIPP Compton	Compton USD	State Average
ELA 23/24	23.77%	43%	47.4%
ELA 24/25	22.33% ↓	50.99% ↑	48.82% ↑
MATH 23/24	17.34%	34.7%	35.54%
MATH 24/25	16.84% ↓	41.1% ↑	37.30% ↑

Based on the above, California Assessment of Student Performance and Progression (“CASPP”) data demonstrates ongoing academic underperformance in both English Language Arts (“ELA”) and Mathematics, with results that fall significantly below District and state averages.

Most notably, KIPP Compton experienced a decline in proficiency from 2023–24 to 2024–25, while both the District and the State of California demonstrated improvement during the same period. In ELA, KIPP Compton’s percentage of students meeting or exceeding standards decreased from 23.77% to 22.33%, whereas the District increased to 50.99%, and the state increased to 48.82%, according to the CAASPP Progress Comparison. In Mathematics, KIPP

Compton again declined—from 17.34% to 16.84%—while the District rose to 41.1% and the state rose to 37.30%.

While the District has shown steady, long-term academic improvement in both ELA and Math—closing gaps with, and exceeding, statewide averages—KIPP Compton has not demonstrated comparable growth patterns. Historical CAASPP trend data illustrates that the District has made consistent gains over the past decade, while KIPP Compton’s performance remains persistently low and stagnant, with no evidence of sustained acceleration sufficient to close achievement gaps.



Further, KIPP Compton Community received a Yellow performance level in English Language Arts. While the school showed an increase of 12.2 points, students remain 64.3 points below the standard, indicating that overall achievement continues to be substantially below grade-level expectations.

In Mathematics, KIPP Compton Community received an Orange performance level, reflecting lower overall performance than ELA. Students **are 76.7 points below the standard, signaling deep and persistent challenges in mathematics instruction and learning outcomes.** Additionally, the school did not demonstrate improvement, with performance classified as Maintained (-1.2 points). This indicates stagnation rather than progress.

ii. Other Relevant Indicators

Despite year-to-year declines, the data shows KIPP Compton has neither met, nor made sufficient progress toward meeting, attendance standards that meaningfully benefit students. In 2024, chronic

absenteeism remained 45.3%, meaning nearly half of students were chronically absent, a level that severely compromises instructional access and learning, regardless of an improvement trend. The school's chronic absenteeism rate has been consistently and substantially higher than the state (by 45.4 points in 2022, 33.2 points in 2023, and 26.7 points in 2024), indicating persistent underperformance relative to a widely used benchmark. Moreover, improvement is decelerating (the reduction shrank from –17.9 points in 2023 to –12.2 points in 2024), suggesting momentum may be weakening before the rate approaches acceptable standard levels. While “bigger reductions” than the state sound favorable, they largely reflect starting from a much higher baseline; the key outcome—bringing absenteeism down to a level that supports equitable access to instruction—has not been achieved, and the remaining gap is still large enough to impair student outcomes. Thus, the persistent gap versus the state demonstrates failure to meet, or to make adequate progress toward meeting, standards that ensure students regularly attend and benefit from school.

Finding No. 2: There is no clear and convincing evidence, using verified data, that shows KIPP Compton has achieved measurable increases in student achievement as defined by at least one year's progress for each year in school.

District staff has determined that KIPP Compton has not achieved measurable increases in academic achievement based on the verified data submitted in Appendix “D” to its Renewal Petition. Specifically, KIPP Compton provided i-Ready data for the 2024-25 school year, as alleged support for demonstrating measurable increases in student and academic achievement in reading and math, pursuant to the requirements under Education Code section 47607.2 for renewal.

The statute defines measurable increases as at least one year's progress for each year in school. i-Ready's metric—“progress toward typical growth”—is norm-referenced and compares students to national peers rather than confirming mastery of grade-level standards. Meeting 80% or 60% of typical growth does not necessarily equate to one full year of academic achievement as contemplated by the law.

Additionally, although the charter school reports verified data showing academic progress for the 2024–25 school year, the evidence provided is limited to a single year and does not demonstrate a sustained, multi-year pattern of growth. Without longitudinal data, it is unclear whether these gains represent a meaningful trend or a short-term fluctuation. While statutory requirements may only call for “one year's progress,” standards that truly benefit students require evidence of consistent improvement over time to ensure lasting impact. The verified data also fails to show measurable academic achievement increases overall and, rather, only shows some general progress. Accordingly, the reliance on one year of data undermines the argument that the school is meeting standards designed to ensure equitable and enduring academic success.

Further, although most subgroups met growth targets, some did not. For example, African American students in Kindergarten and Students with Disabilities in Grade 1 fell short of the threshold. The statute emphasizes comprehensive progress across all significant subgroups, and these gaps suggest that measurable increases have not been achieved schoolwide.

Lastly, while verified data can supplement Dashboard indicators, it must fully satisfy statutory criteria. The i-Ready results, as presented, do not conclusively demonstrate compliance with Education Code section 47607.2 because of the reliance on norm-referenced growth rather than grade-level achievement, and the lack of multi-year evidence.

Thus, while this data shows some progress toward meeting the standard, as indicated in Finding Nos. 1 and 2 above, the verified data does not indicate “measurable increases” as required under 47607.2.

Finding No. 3: Closure of the School is in the Best Interest of Students.

Considering all information provided in KIPP Compton’s Renewal Petition, including its persistent academic underperformance as reflected in CAASPP results and its lack of measurable progress toward closing achievement gaps, the District found it necessary to evaluate whether these findings demonstrate that closure of the school is in the best interest of students, as required under Education Code section 47607.2, subdivision (b)(6).

As set forth above, CAASPP data shows KIPP Compton’s academic performance remains significantly below District and state averages in both ELA and Mathematics, with proficiency declining from 2023-24 to 2024-25 while both the District and the state improved. KIPP Compton’s ELA scores dropped from 23.77% to 22.33%, compared to increases to 50.99% for the District and 48.82% statewide. KIPP Compton’s Math scores declined from 17.34% to 16.84%, while the District rose to 41.1% and the state to 37.30%.

Despite the District’s measurable progress toward closing statewide gaps and then surpassing the statewide average, KIPP Compton has shown no such comparable growth. Historical trends confirm persistent low performance without evidence of acceleration. Current Dashboard ratings reinforce this concern: Yellow in ELA, with students still 64.3 points below standard despite a 12.2-point gain, and Orange in Math, 76.7 points below standard, with performance classified as Maintained (-1.2 points).

KIPP Compton’s attendance further compounds these issues. Chronic absenteeism remains at 45.3%, meaning nearly half of students miss substantial instructional time. Rates have consistently exceeded the state by large margins, and improvement is slowing, leaving gaps that undermine equitable access to learning.

Given these findings: declining proficiency, lack of sustained improvement, and chronic absenteeism, the District concludes that closure of KIPP Compton is in the best interest of students. Continued operation would not provide the academic opportunities necessary to meet grade-level standards or close achievement gaps.

B. Grounds for Denial of KIPP Compton’s Renewal Petition Under Education Code Section 47605 and Corresponding Findings of Fact

Education Code section 47607, subdivision (b) provides that charter renewals “are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a

reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.”

Education Code section 47605, subdivision (c) provides that the governing board of a school district shall not deny a charter petition unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by Education Code section 47605, subdivision (a). [Not applicable to a charter renewal petition.]
4. The petition does not contain an affirmation of each of the conditions described in Education Code section 47605, subdivision (e).
5. The petition does not contain reasonably comprehensive descriptions of the 15 elements set forth in Education Code section 47605, subdivision (c)(5)(A)-(O).
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code (the Educational Employment Relations Act).
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the charter school is proposing to locate. [Not applicable to a charter renewal petition.]
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. [Not applicable to a charter renewal petition.]

Findings of Fact Supporting Denial of the Renewal Petition

The District conducted a comprehensive review of KIPP Compton’s Renewal Petition and determined the following:

- KIPP Compton presents an unsound educational program for the students to be enrolled in the charter school.
- The Renewal Petition does not contain a reasonably comprehensive description of all 15 required elements of a charter petition.

Finding No. 4: The Renewal Petition fails to present a sound educational program for the students enrolled in the charter school.

California Code of Regulations, title 5, section 11967.5.1 identifies criteria for the review and approval of charter petitions and charter renewal petitions by the State Board of Education, but also offers guidance to other charter authorizers considering charter petitions and charter renewal petitions. California Code of Regulations, title 5, section 11967.5.1, subdivision (b) provides that a charter petition is an unsound educational program if it is a program determined to present the likelihood of physical, educational, or psychological harm to the affected pupils or a program determined not likely to be of educational benefit to the pupils who attend.

As set forth above, the CAASPP data demonstrates that in both ELA and Mathematics, KIPP Compton's proficiency rates remain significantly below those of the District and the State of California. For the 2024–25 school year, only 22.33% of KIPP Compton students met or exceeded ELA standards, compared to 50.99% in the District 48.82% statewide. Similarly, in Mathematics, only 16.84% of KIPP Compton students met or exceeded standards, as compared with 41.1% of District students and 37.30% of students statewide. These gaps are substantial and indicate systemic instructional deficiencies.

Moreover, KIPP Compton's performance declined from the prior year in both ELA and Mathematics, while the District and the state demonstrated measurable improvement, underscoring the charter's inability to foster academic growth. Historical trend data further reveals that the District has made consistent progress over time, whereas KIPP Compton's results remain stagnant, with no evidence of sustained acceleration to close achievement gaps. Dashboard indicators, as indicated above, show stagnation rather than progress. Collectively, these data points confirm that KIPP Compton's academic program lacks effectiveness, fails to meet grade-level expectations, and does not demonstrate the capacity to deliver a high-quality, sound education aligned with state standards.

Accordingly, District staff finds that KIPP Compton's program is not likely to be of educational benefit to students enrolled at the school and that it presents the likelihood of educational harm to those students. Therefore, KIPP Compton's Renewal Petition presents an unsound educational program for pupils to be enrolled in the charter school.

Finding No. 5: The Renewal Petition does not contain reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605.

Based on District staff's analysis, the Renewal Petition does not provide reasonably comprehensive descriptions of all required elements set forth in Education Code section 47605 to support renewal. Specifically, District staff has identified issues with several key elements, as detailed below.

Educational Program

While the Renewal Petition states that the school has previously enrolled over 783 students, it does not provide a demonstration of need for the educational program. The petition lacks analysis of the comparison with District performance data, community needs or evidence of parent or stakeholder demand. Without these elements, the Renewal Petition does not sufficiently describe why the school's educational program is needed within the community. (Ed. Code, § 47605, subd. (c)(5)(A); Cal. Code Regs., tit. 5, § 11967.5.1, subd. (f)(1).)

The Renewal Petition does not provide the process for notifying the District when a special education student enrolls, becomes eligible, ineligible, and/or leaves the charter school. (Ed. Code, § 47605, subd. (c)(5)(A); Ed. Code, § 47641, subd. (a); Ed. Code, § 47646; Cal. Code Regs., tit. 5, § 11967.5.1, subd. (f)(1)(H).)

The Renewal Petition also does not identify KIPP Compton's Special Education Local Plan Area ("SELPA") partner for the renewal term, demonstrate that KIPP Compton is located within the SELPA's geographical boundaries, or provide the SELPA policies and procedures it references on pages 105-106 for the SELPA under which it operates. (Ed. Code, § 47605, subd. (c)(5)(A); Ed. Code, § 47641, subd. (a); Cal. Code Regs., tit. 5, § 11967.5.1, subd. (f)(1)(H).)

The Renewal Petition discusses how KIPP Compton shall be responsible for providing assistive technology to special education students; however, no clear description or plan for providing adaptive technology for special education students is provided. (Ed. Code, § 47605, subd. (c)(5)(A); Cal. Code Regs., tit. 5, § 11967.5.1, subd. (f)(1)(H).)

Additionally, the Renewal Petition does not provide a clear understanding as to how staff and students' technology resources are aligned to the instructional program and meet state assessment requirements. (Ed. Code, § 47605, subd. (c)(5)(A); Cal. Code Regs., tit. 5, § 11967.5.1, subd. (f)(1)(H).)

Measurable Student Outcomes

The Renewal Petition does not provide evidence, including data and documentation, establishing that students have increased their academic achievement schoolwide and for all pupil subgroups served by the charter school, as described in Education Code section 52060. (Ed. Code, § 47605, subd. (c)(5)(B).)

Governance Structure

While the Renewal Petition provides a declaration that the school will notify parents that parental involvement is not a requirement for acceptance to or continuation at KIPP Compton, it does not provide a description of how it shall notify parents. (Ed. Code, § 47605, subds. (c)(5)(D) and (n).)

Employee Qualifications

The Renewal Petition does not provide the proposed teacher-to-student ratio required to confirm adequate staffing. (Ed. Code, § 47605, subd. (c)(5)(E).)

Health and Safety Procedures

The Renewal Petition does not include statements that KIPP Compton has adopted or will adopt the following legally required procedures:

- a. Procedures for notification to parents about the dangers of synthetic drugs, such as fentanyl, including information about counterfeit pills and social media platforms being used to market such drugs, as required by Education Code section 48985.5; and
- b. Procedures for notification to teachers, students, staff, parents, and pupils about resources available to prevent body shaming, as defined in Education Code section 232.7, subdivision (b)(1).

(Ed. Code, § 47605, subd. (c)(5)(F).)

Finding No. 6: The District provided greater weight to performance on measurements of academic performance.

In its evaluation, the District provided greater weight to performance on measurements of academic performance, as required under Education Code section 47607.2, subdivision (b)(6), and because student achievement is the most critical measure of whether a school is fulfilling its core educational mission and serving the best interests of its students. While other factors, such as attendance, operational compliance, and programmatic initiatives, were considered, they cannot outweigh the fundamental obligation to ensure students meet grade-level standards and demonstrate sustained academic growth.

The CAASPP data set forth above shows that KIPP Compton's performance in both ELA and Mathematics remains substantially below District and state averages, with recent declines in proficiency and no evidence of acceleration sufficient to close achievement gaps. These results indicate that students are not receiving the level of instruction necessary to prepare them for future success. Because the Education Code provides that academic performance is the most significant determinant in renewal decisions, and KIPP Compton's results fall far short of expectations, the District concludes that denial of renewal is in the best interest of pupils based on academic performance.

IV. STAFF RECOMMENDATION

For the aforementioned reasons, the District concludes that KIPP Compton: (1) has failed to meet, or make progress toward meeting, standards that benefit its students, as evidenced by Dashboard data; (2) has failed to provide clear and convincing evidence, using verified data, that shows KIPP Compton has achieved measurable increases in student achievement; (3) closure of KIPP Compton

is in the best interest of students; (4) presents an unsound educational program for students to be enrolled in the charter school; (5) failed to include reasonably comprehensive descriptions of all fifteen required elements of a charter petition for renewal; and (6) the District provided greater weight to performance on measurements of academic performance.

Based on the foregoing, District staff recommends denial of KIPP Compton's Renewal Petition, and that the Board adopt this Staff Report as its written findings in support of denial.