



KIPP Corazón Academy

9325 Long Beach Blvd (Lower School), 8616 Long Beach Blvd (Upper School) • South Gate, CA 90280 • 323-457-5051 • Grades K-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

KIPP Corazón Academy

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District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

Our mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the KIPP SoCal team and family will serve as a model of excellence and collaborate to raise the quality of education in Southern California.

At KIPP Corazón Academy, we are a community built on revolutionary love. We impact our community by driving excellence and demanding equity so future generations will thrive. We enhance our unique heritage and stand on the shoulders of our ancestors to lead with pride and purpose. We are a restorative community built by students, teachers, and family members, whose individual voices are powerful and even greater collectively. We create solutions to fight for a just local and global community. Through rigorous academic instruction, balanced character education, strong relationships, and rich learning experiences, our students will be successful today and in high school, college, and life. We are 21st century leaders who act with a critical consciousness to build a better tomorrow for ourselves, our communities, and our world.

About Our School: KIPP Corazón Academy is dedicated to fully preparing our students with the knowledge and skills necessary to complete their kindergarten through eighth-grade education and achieve success in high school, college and career. Creating long-term academic achievement takes place through a school wide, data-driven model of high expectations for every student. KIPP Corazón Academy will eventually serve transitional kindergarten through 8th grade by school year 2021-22. The goal is to have a balanced character and academic experience that will ensure our students are successful today and in high school, college, and life. The KIPP SoCal mission statement is our collective why.

The school vision for KIPP Corazón Academy is created through our collaborative partnership. The vision is in alignment with the values of KIPP SoCal to ensure that our KIPPsters have choice filled lives and opportunities in their future. Our vision, our "why," is purposeful and it is the heartbeat that unifies our community. Every decision and reflection moving forward will always come back to who we are.

About the SARC

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

- For more information about SARC requirements 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	120
Grade 2	118
Grade 3	117
Grade 4	69
Grade 5	70
Grade 6	128
Total Enrollment	731

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.1
Asian	0.5
Hispanic or Latino	97.8
Socioeconomically Disadvantaged	89.2
English Learners	23.9
Students with Disabilities	10.5
Foster Youth	0.3
Homeless	1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for KIPP Corazón Academy	18-19	19-20	20-21
With Full Credential	16	27	28
Without Full Credential	6	12	20
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for KIPP Corazón Academy	18-19	19-20	20-21
With Full Credential	♦	♦	20,610
Without Full Credential	♦	♦	669
Teaching Outside Subject Area of Competence	♦	♦	1,337

Teacher Misassignments and Vacant Teacher Positions at KIPP Corazón Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Readers and Writers Workshop Curriculum Scholastic Classroom Libraries Amplify Core Knowledge Language Arts Core Knowledge Language Arts The Fountain & Pinnell Benchmark Assessment System & Curriculum Open Court Reading Curriculum Teacher Like a Champion - Reading Reconsidered Curriculum Curriculum Associates iReady ELA Learning RenLearning Accelerated reader & STAR (Online Software Program) Lexia Reading Core 5 (Online Software Program) Newsela (Online Software Program) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Bridges Math Curriculum Open-Up Math Curriculum Curriculum Associates iReady Math Learning ST Math (Online Software Title) NextGenMath (Online Software Title) Freckle Math (Online Software Title) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	Amplify Science Curriculum Teacher created curriculum based of Next Generation Science Standards (NGSS) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
History-Social Science	History and Social Science framework for California Public Schools Social Justice Standards from The Teaching Tolerance Anti-Bias Framework Project-based learning through Social and Ethnic Studies. Cengage Learning National Geographic Curriculum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Foreign Language	Canciones y Cuentos: Elementary Spanish Phonics Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Health	Physical Education Model Content Standards for California Public Schools (K-12) Comprehensive School Physical Activity Program (CSPAP) Shape America Physical Education Curriculum Analysis Tool (PECAT) CDC The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Visual and Performing Arts	Project-based learning through Visual Arts framework for California Public Schools The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In January 2019, KIPP SoCal Public Schools celebrated the opening of the first permanent facility for KIPP Corazón Academy Lower School in South Gate; in August 2020, we opened the second permanent facility for our Upper School students. We are excited to provide a new, safe-space for our KIPPsters to learn & grow . Consistent and joyful building aesthetics promote teaching, learning, and student engagement. We increased natural daylight in our buildings, and installed energy saving devices throughout the facility.

- All areas of exterior grounds are clean and organized in a manner that inspire 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 one in and makes you feel that 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 inspire staff and students to take pride in campus grounds.

Our facilities have undergone improvements that focus on the health and safety of students and staff. These improvements were a result of COVID-19 and will ensure everyone is healthy and safe when they return to school. Improvements include-

- Upgrade to MERV13 air filters
- Plexiglass installation in the office, restrooms and classrooms
- Installation of touchless water bottle fillers
- Installation of touchless hand sanitizer dispensers
- Planned Improvements:
- Installation of EV charging stations and Solar Power Units

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: October 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	45	N/A	50	N/A
Math	46	N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	29	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

We value and prioritize family engagement. We believe that our school and our families have a shared responsibility for the academic achievement of our students. Families are a source of strength for our schools and communities.

School Site Council

The School Site council is a group of teachers, parents, and classified employees that work with the school leader to develop, review and evaluate Title I programs and budgets. The major responsibilities for School Site Council: 1) Develop and approve the schools LEA Plan and recommend it to the local governing board. 2) Regularly monitor and revise the school plan including expenditures and implementation. 3) Participate in all local, state, and federal reviews of the school's program for compliance and quality. 4) Annually evaluate the school's progress towards meeting school goals. 5) Review and approve comprehensive school safety plan.

English Language Advisory Council

The purpose of the ELAC is to provide recommendations to school leadership regarding programs and services for English Learner (EL) students. Recommendations should be based on student performance, parental involvement data, and other relevant data such as school attendance. These recommendations may be used by the School Site Council (SSC) in their School Plans for Student Achievement (SPSA) and/or in their Local Control Accountability Plan (LCAP) to ensure that English Learning students are academically successful.

Family Leadership Council

KIPP Corazón Academy formed a Family Leadership Council (FLC) to involve parents in supporting school operations and realization of our school vision. The FLC exists to first and foremost support the instructional program and school values of KIPP Corazón Academy. There is an FLC for Lower School and Upper School, respectively, and they meet once a quarter to share updates concerning our Corazón community.

Family Newsletter

KIPP Corazón Academy sends home a weekly family newsletter highlighting important information and dates each Monday. Families will be held accountable for all information shared in the Family Newsletter. Extra copies are available in the main office for families. The newsletter will also be available on the school's parent portal, ParentSquare.

Family Nights

KIPP Corazón Academy will host monthly family nights. It is our expectation that families try their best to attend 100% of family nights as outlined in the Commitment to Excellence.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

KIPP Corazón Academy has developed a comprehensive Safe School Plan in cooperation with KIPP SoCal Public Schools and local law enforcement which is reviewed and revised each year. The school safety plan was last revised and reviewed on October 2020. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and enhanced lockdown emergency drills are well established. KIPP Corazón Academy staff understands our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

Visitor Policy

KIPP Corazón Academy is a closed campus. A staff member is regularly assigned to the only entrance used during the school day. All visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms.

Emergency Supplies:

All classrooms at KIPP Corazón Academy are equipped with Classroom Lockdown Kits, Emergency Go-Bags, and First Aid Kits. Our campus is also equipped with a full modular set of Emergency Supplies designed to provide all students and/or faculty members with essential emergency supplies to last for 3 days. They are stored and protected in highly visible crush-resistant wheeled containers. When a disaster or emergency situation occurs, transporting emergency supplies to a distribution location is made easy.

Emergency Drills:

Business Operations Managers meet monthly and conduct both announced and unannounced safety drills during the school day. Staff members attend various trainings to ensure they are prepared for emergency situations. Egress Drills for fire, earthquake evacuation, lockdowns, and shelter-in-place are practiced monthly.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	384.7

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	28		20		30		16		33		16	4
1	25		12		30		16		36		16	4
2					28		16		35		16	4
3									39		16	8
4					27		6	6	49			12
5					20	10		6	41			12
6									33		22	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	26	44	46

Any time there are interactions with colleagues, managers, and regional team members, it is professional development. Professional development cannot be limited to a whole-group instructional definition. It needs to have a definition that makes every interaction a place and time to learn and grow. It needs to have a definition that as educators, learning comes first in order to do the best job possible for the students and the community. This is why major components are focused for adults to ensure learning is being transferred in every capacity:

Monday Professional Development Days - KIPP Corazón Academy's professional development days are held on Monday afternoons from 1:00pm to 4:00pm and there are different components that can occur during this time. Some of these include, but not limited to: Instructional Practices, Cultural Practices, Content Teams, Grade Level Meetings, Operations, and Outside Organizations.

Regional Professional Development Days - Regional professional development days are established throughout the school year to come together as region to collaborate on current instructional and cultural practices in all KIPP SoCal Public schools. This is a time to build relationships with other KIPP SoCal team members as well as reflect on current individual school site progress on initiatives.

KIPP Corazón Academy Coaching Cycle - Every school year team members at KIPP Corazón Academy set goals for their instructional and cultural development. In order to coach around these goals, leadership team members who manage instructional and non-instructional staff monitor progress through regular observation, feedback, progress monitoring on goals, and accountability on implementation of feedback. Coaching meetings are set for the calendar school year and are prioritized to support the growth of all team members. If for any reason, there is a cancellation, a new meeting is set-up and prioritized within 24 hours.

KIPP Corazón Academy Content Teams - Content team time is dedicated for content teachers from across grade levels to meet and go over department visions and progress monitoring initiatives that are set by the department lead. The goal is for content teams to meet at least once a week.

KIPP Corazón Academy Grade Level Teams - Grade level team time is dedicated in being a collaborative group effort in regards to the creation of grade level culture with alignment to school wide culture vision, values, and goals. Grade level teams will meet once a week to continue collaborating on specific grade level initiatives as well as analyzing how the grade level culture is going in order to problem solve as a team to create a safe learning environment for all stakeholders.

Outside Professional Development Opportunities - Outside organizations are contacted to provide professional development sessions around instructional and cultural initiatives for the school and KIPP SoCal region. The school leader gathers feedback from the staff to determine effectiveness of the trainings to continue partnership or seek new avenues. The school leader gains insight from coaching sessions, walkthrough trends, and innovative practices in making decisions in scheduling professional development for the team.

Distance Learning Professional Development - We provide virtual Professional Development using Zoom since our staff has been working remotely due to the global pandemic. These trainings have included specific resources and example videos of how staff can adapt their curriculum to fit a remote teaching environment. Staff have modeled strategies, watched videos of highly effective teachers in action and brainstormed within grade levels to ensure they are internalizing lessons and tailoring the content to their students. We continue to monitor our students' learning progress, listen to the voices of our teachers and school leaders and learn about what it takes to effectively support our school community through Distance Learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (ES)	\$117,849	\$128,526
Average Principal Salary (MS)	\$131,307	\$133,574
Average Principal Salary (HS)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

KIPP Corazon Academy offers an ASES 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. Our program provides literacy and enrichment activities for up to 130 students, grades 1st through 6th. 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 arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$14,287	\$2,727	\$11,560	\$60,985
District	N/A	N/A	\$9,056	\$74,789
State	N/A	N/A	\$7,125	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	24.3	-20.3
School Site/ State	47.5	-29.9

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for KIPP Corazón Academy	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	79.7	80.1	81.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

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.