KIPP Corazón Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
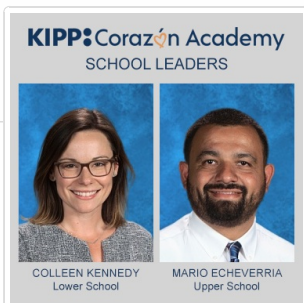
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

KIPP Corazón Academy
SCHOOL LEADERS

COLLEEN KENNEDY
Lower School

MARIO ECHEVERRIA
Upper School

Colleen Kennedy & Mario Echeverria

📍 Principal, KIPP Corazón Academy

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 when it is fully founded. 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 LA 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 LA 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.

Contact

KIPP Corazón Academy
9325 Long Beach Blvd
South Gate, CA 90280-4142

Phone: 323-457-5051
E-mail: KCAenrollment@kippla.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	KIPP Corazón Academy
Street	9325 Long Beach Blvd
City, State, Zip	South Gate, Ca, 90280-4142
Phone Number	323-457-5051
Principal	Colleen Kennedy & Mario Echeverria
E-mail Address	KCAenrollment@kippla.org
Web Site	www.kippla.org/corazon
County-District-School (CDS) Code	19647330135517

Last updated: 2/1/2019

School Description and Mission Statement (School Year 2018—19)

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 LA team and family will serve as a model of excellence and collaborate to raise the quality of education in Los Angeles.

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.

Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	%
Asian	1.8 %
Filipino	%
Hispanic or Latino	95.5 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	0.5 %
Other	0.8 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.2 %

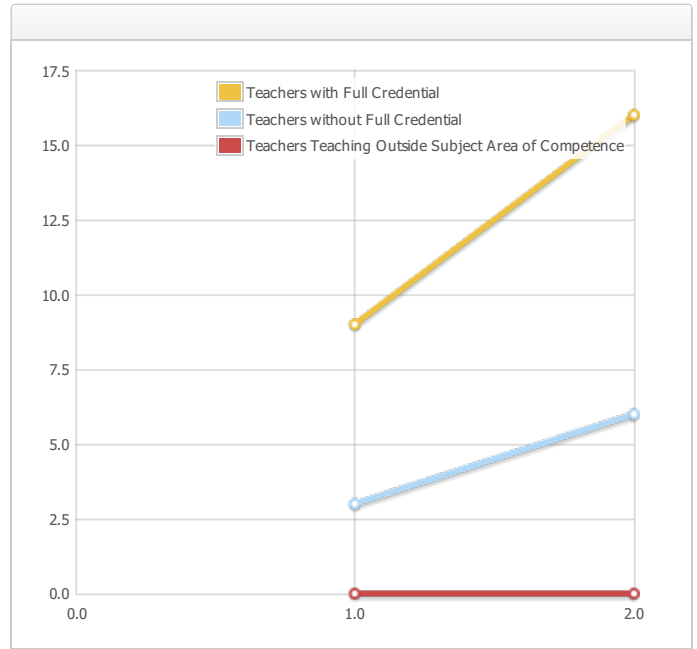| English Learners	33.9 %
Students with Disabilities	6.3 %
Foster Youth	0.5 %

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

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		9	16	
Without Full Credential		3	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	

Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0
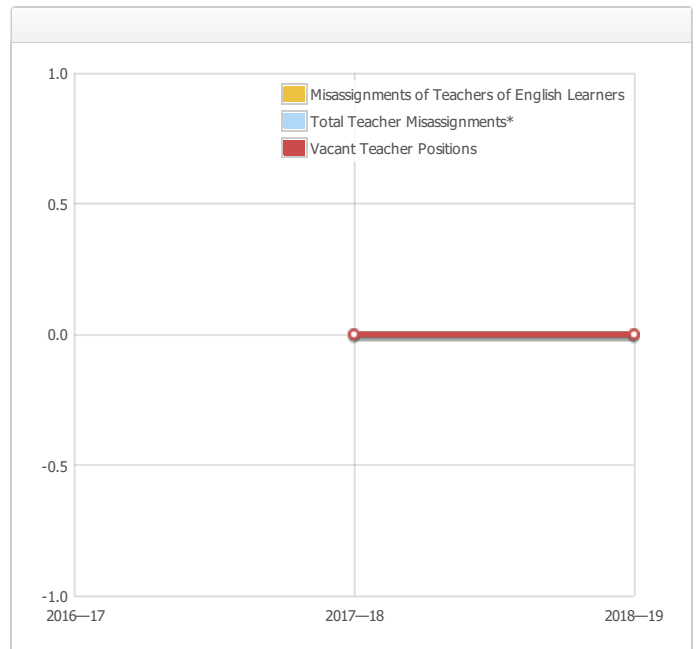
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**Lower School ELA Instructional Materials (Excellent Condition)** Readers and Writers Workshop curriculum Scholastic Classroom Libraries Amplify Core Knowledge Language Arts Wilson FUNDATIONS instructional kit RenLearning Accelerated Reader (Online Software Program) **Upper School ELA Instructional Materials (Excellent Condition)** Readers and Writers Workshop curriculum 10 class sets of novels Scholastic Classroom Libraries The Fountain & Pinnell Benchmark Assessment System RenLearning Accelerated reader & STAR (Online Software Program) Lexia Reading Core 5 (Online Software Program) Newsela (Online Software Program)		0.0 %
Mathematics	**Lower School Math Instructional Materials (Excellent Condition)** Bridges Math Curriculum ST Math (Online Software Title) NextGenMath (Online Software Title) **Upper School Math Instructional Materials (Excellent Condition)** Bridges Math Curriculum ST Math (Online Software Title) NextGenMath (Online Software Title) Freckle Math (Online Software Title)		0.0 %
Science	**Lower School & Upper School Science Instructional Materials** Teacher created curriculum based of Next Generation Science Standards (NGSS)		0.0 %
History-Social Science	**Upper School History and Social Science Instructional Materials** History and Social Science framework for Califonia Public Schools Social Justice Standards from The Teaching Tolerance Anti-Bias Framework Project-based learning through Social and Ethnic Studies.		0.0 %
Foreign Language	**Lower School Foreign Language Instructional Materials** Canciones y Cuentos: Elementary Spanish Phonics Program		0.0 %
Health	**Lower School & Upper School Physical Education Instructional Materials** 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		0.0 %
Visual and Performing Arts	**Lower School Visual Arts Instructional Materials**		0.0 %

Project-based learning through Visual Arts framework for California Public Schools			
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

In January 2019, KIPP LA Schools celebrated the opening of the new permanent facility for KIPP Corazón Academy in South Gate. 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. Below are some of the highlights in our Facilities Snapshot January 2019:

- 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.

Planned Improvements:

- Installation of EV charging stations and Solar Power

- Expanding school site to add additional playground space for our students.

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	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 Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary

Last updated: 2/1/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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.

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/31/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/31/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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.

Last updated: 1/31/2019

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 2018—19)

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 SSC: 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.

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 Single Plans for Student Achievement (SPSA) and/or in their Local Control Accountability Plan (LCAP) to ensure that EL 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. The FLC meets monthly during the school year.

Family Literacy
Family Literacy occurs in Lower School classrooms beginning at 7:20am. Family literacy is a time for parents and/or family members to be in the classroom with their child. During this time, students and family members read or participate in other literacy-based activities organized by the classroom teacher. At the beginning of each year, the classroom teacher will introduce and review the routines and procedures for family literacy. Family members and students are asked to follow these routines and procedures while exemplifying the school values.

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: Pupil Engagement

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

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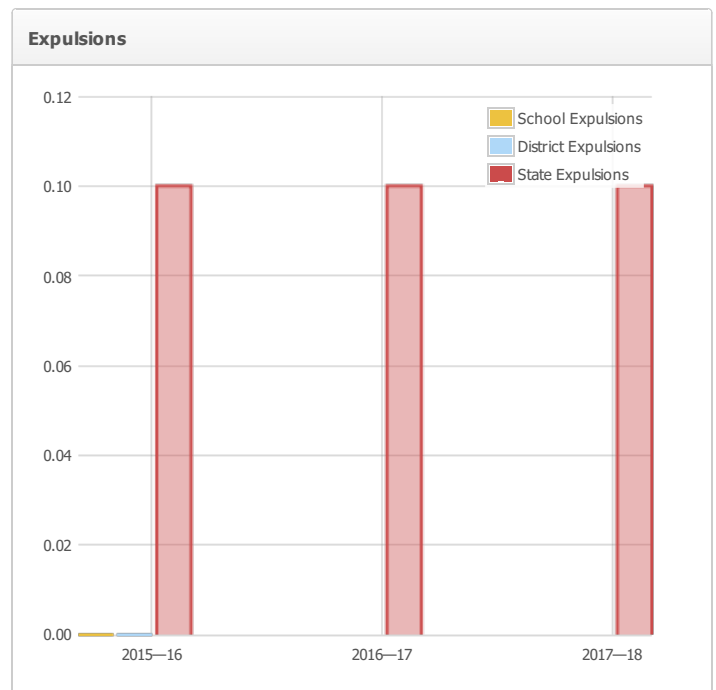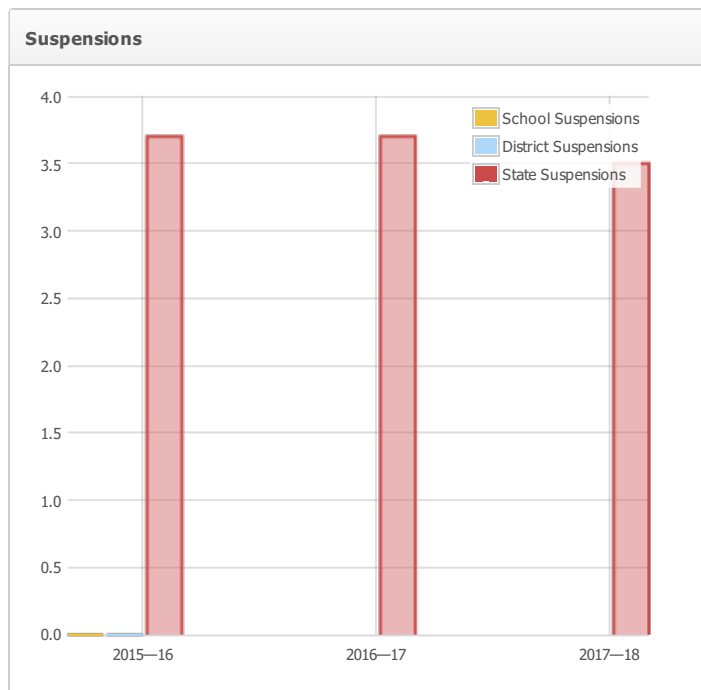- High school graduation rates

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%

Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

KIPP Corazón Academy has developed a comprehensive Safe School Plan in cooperation with KIPP LA and local law enforcement which is reviewed and revised each year. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and lockdown emergency drills are well established. KIPP Corazón Academy staff understand 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.

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		5	
1	25.0		3	
2				
3				
4				
5				
6				
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.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker	0.1	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other	0.2	N/A

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

*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.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	$10881.0	$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

# Types of Services Funded (Fiscal Year 2017—18)

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 120 students, grades 1 to 5. 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.

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,903
Mid-Range Teacher Salary	$70,141	$74,481
Highest Teacher Salary	$87,085	$98,269
Average Principal Salary (Elementary)	$116,726	$123,495
Average Principal Salary (Middle)	$131,879	$129,482
Average Principal Salary (High)	$133,989	$142,414
Superintendent Salary	$350,000	$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
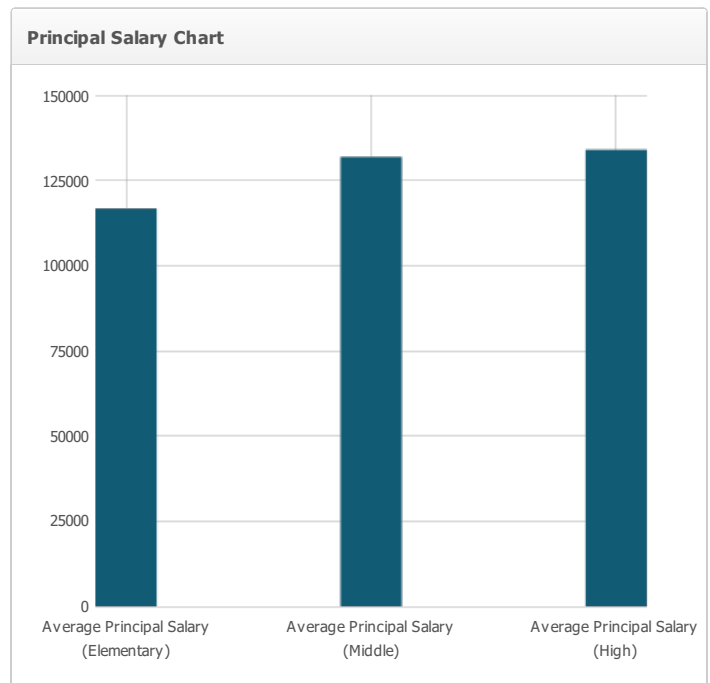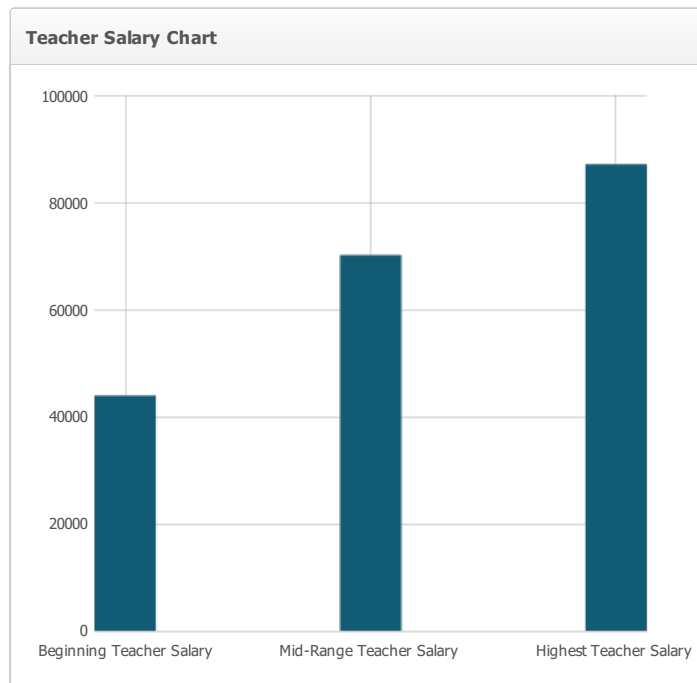
Last updated: 1/31/2019

Professional Development

Any time there is 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 LA schools. This is a time to build relationships with other KIPP LA 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 LA 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.

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