KIPP Corazón Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	KIPP Corazón Academy
Street	9325 Long Beach Blvd (Lower School), 8616 Long Beach Blvd (Upper School)
City, State, Zip	South Gate, CA 90280
Phone Number	323-457-5051
Principal	Michelle Cornejo & Claudia Solórzano
Email Address	mcornejo@kippsocal.org, csolorzano@kippsocal.org
School Website	http://kippsocal.org/corazon
County-District-School (CDS) Code	19-64733-0135517

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

KIPP Corazón Academy is dedicated to fully preparing our students with the knowledge and skills necessary to complete their preschool 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 serves preschool through 8th grade. The goal is to have a balanced character and academic experience to ensure our students are successful today and in high school, college, and life. The KIPP SoCal mission statement is our collective why.

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

2023-24 School Description and Mission Statement

with a critical consciousness to build a better tomorrow for ourselves, our communities, and our world.

The school vision for KIPP Corazón Academy is created through our collaborative partnership. The vision aligns 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	114
Grade 2	109
Grade 3	115
Grade 4	112
Grade 5	129
Grade 6	130
Grade 7	120
Grade 8	114
Total Enrollment	1,056

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.2%
Asian	0.9%
Black or African American	0.9%
Hispanic or Latino	97.6%
English Learners	25.2%
Foster Youth	0.3%
Socioeconomically Disadvantaged	85.9%
Students with Disabilities	14.7%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	60.02	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.50	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	7.50	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.90	29.98	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	39.90	100.00	27194.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	64.58	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	3.00	6.25	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	8.33	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.00	20.83	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	48.00	100.00	27426.80	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	3.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	4.00

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

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	7.00	6.00
Local Assignment Options	4.90	4.00
Total Out-of-Field Teachers	11.90	10.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.9	15.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.9	15.1

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

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

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

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	KCA-LS Scholastic Classroom Libraries Open Court Reading Curriculum	Yes	0.0 %

	RenLearning Accelerated Reader & STAR (Online Software Program) RenLearning MyOn Reader (Online Software Program) Lexia Reading Core 5 (Online Software Program) Wit & Wisdom MyOn (Online Software Program) Learning A-Z (Online Software Program) KCA-US Scholastic Classroom Libraries Amplify Core Knowledge Language Arts The Fountain & Pinnell Benchmark Assessment System & Curriculum Open Court Reading Curriculum Teach Like a Champion - Reading Reconsidered Curriculum Curriculum Associates iReady ELA Learning RenLearning Accelerated Reader & STAR (Online Software Program) RenLearning MyOn Reader (Online Software Program) Lexia Reading Core 5 (Online Software Program) Newsela (Online Software Program) Wit & Wisdom (Online Software Program) MyOn (Online Software Program) Learning A-Z (Online Software Program)		
Mathematics	Bridges Math Curriculum Curriculum Associates iReady Math Learning	Yes	0.0 %
Science	Amplify Science Curriculum	Yes	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. Discovery Education	Yes	0.0 %
Foreign Language	Canciones y Cuentos: Elementary Spanish Phonics Program	Yes	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	Yes	0.0 %
Visual and Performing Arts	Art Class Music Class	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

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 absorb natural daylight in our buildings and continue to install energy-saving devices throughout the facility.

- All areas of exterior grounds are clean and organized, inspiring staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- The main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a beautiful, 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, inspiring staff and students to take pride in campus grounds.
- Touchless Water Bottle Fountains
- Touchless Hand Washing Dispensers and Faucets
- EV Charging Stations (Upper School)

Year and month of the most recent FIT report	December 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	40	41	41	47	46
Mathematics (grades 3-8 and 11)	29	30	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	708	703	99.29	0.71	39.60
Female	352	349	99.15	0.85	43.97
Male	356	354	99.44	0.56	35.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	695	690	99.28	0.72	39.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	142	141	99.30	0.70	7.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	616	614	99.68	0.32	37.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	113	98.26	1.74	14.29

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	708	702	99.15	0.85	30.48
Female	352	348	98.86	1.14	29.60
Male	356	354	99.44	0.56	31.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	695	689	99.14	0.86	30.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	142	141	99.30	0.70	8.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	616	613	99.51	0.49	28.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	112	97.39	2.61	11.61

CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.87	26.47	20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	240	238	99.17	0.83	26.47
Female	132	131	99.24	0.76	26.72
Male	108	107	99.07	0.93	26.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	232	230	99.14	0.86	26.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	48	47	97.92	2.08	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	211	210	99.53	0.47	24.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	10.81

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

Family Leadership Council (Lower School)
KIPP Corazón Lower School will form a Family Leadership Council (FLC) to involve parents in supporting school operations and realizing our school vision. The FLC exists to first and foremost support the instructional program and school values of the KIPP Corazón. The FLC will meet monthly during the school year. All members of our school community may attend, and voting rights are determined by a person's role in our school community. The FLC bylaws will govern the body. The FLC will post agendas for meetings at least 48 hours in advance as well as publicize meeting times and objectives to the entire school community The FLC President will design FLC agenda. If an FLC meeting is canceled, it is likely due to agendas not being submitted on time. The Family Leadership Council school staff representative/designee will support the FLC by including information about meetings or the next steps in the weekly Family Newsletter. Additionally, the FLC will supply the school with meeting minutes to be filed in the FLC binder. The FLC binder will be available in the school office for the school community to access.

Parent Advisory Committee. (Upper School)
KIPP Corazón Upper School will form a Parent Advisory Council (PAC) to involve parents in supporting school operations and realizing our school vision. The PAC exists to first and foremost support the instructional program and school values of the KIPP Corazón. The PAC will meet monthly during the school year. All members of our school community may attend. The PAC will post agendas for meetings at least 48 hours in advance as well as publicize meeting times and objectives to the entire school community. The Parent Advisory Council school staff representative/designee will support the PAC by including information about meetings or next steps in the weekly Family Newsletter. Additionally, the PAC will supply the school with meeting minutes to be filed in the PAC binder.

Family Newsletter.
KIPP Corazón will send home a weekly family newsletter highlighting important information and dates each Monday. Please

2023-24 Opportunities for Parental Involvement

make sure to read the family newsletter weekly and return any necessary paperwork on Tuesday morning with your child. Families will be held accountable for all information shared in the Family Newsletter. When calling the front office for information included in the family newsletter, families will be directed back to the family newsletter. There will always be extra weekly family newsletters in the main office for families. The newsletter will also be available on the school's website each week.

Family Nights.
KIPP Corazón will host quarterly academic family nights. It is our expectation that families try their best to attend 100% of family nights as outlined in the Commitment to Excellence. We will track your attendance at family nights. If an emergency occurs in which you are unable to attend a family night, please notify your child's teacher and communicate with them so you may get the information to ensure you're able to support your student.

Virtual Home Visits.
Virtual home visits are meant to establish a strong connection between home and school and begin building a family partnership. Leaders and teachers may conduct home visits at the beginning and throughout the school year.

Parent/Guardian Conferences.
Parent/Guardian conferences will take place two times per year and serve as a time to formally share student progress toward goals with families. We encourage you to seek information about your child's academic progress throughout the school year. Please be advised that our school-wide goals are to have 100% parent and/or guardian participation during parent conferences. If you have scheduling conflicts with the times provided by your child/ren's teacher, please notify the teacher/s and we will work to accommodate your preference.

Teacher Cell Phone Hours
Each teacher is available by cell phone and through messaging. Teachers are teaching throughout the day and may be unable to return calls during the school day. Please be sure to limit calls to between 8:00am and 7:00pm. Teachers are expected to respond to all communication within 24 hours, not including weekends.

Family Ambassadors
Family Ambassadors are parent leaders representing each of KIPP SoCal Public Schools's schools. Ambassadors participate in monthly leadership trainings over the course of an academic year, focused on civic engagement and community organizing. Some of their work includes registering families to vote, advocating for education legislation in Sacramento and Washington DC and hosting the annual KIPP SoCal Public Schools Parent Summit every spring. Please see your School Leader to learn the Ambassadors representing your school.

School Site Council (SSC) and English Language Advisory Council (ELAC)
Annually, parents have an opportunity to join the school's School Site Council or English Language Advisory Council via election by their peers. Both councils make recommendations to school leadership on programs and services for all students, including English Learner (EL) students.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Leads:
Lower School - Stephanie Rivera, srivera@kippsocal.org 323-326-8093
Upper School - Jennifer Mucito, jmucito@kippsocal.org 323-204-6257

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1081	1066	409	38.4
Female	524	514	190	37.0
Male	557	552	219	39.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	9	9	4	44.4
Black or African American	11	9	6	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	1054	1041	396	38.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	290	286	108	37.8
Foster Youth	3	3	1	33.3
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	932	921	364	39.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	173	173	75	43.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

KIPP Corazón Academy reviews and updates its safety plan every year. This year's plan was reviewed and updated in October 2023. The safety plan outlines what we do for every emergency and details the roles of each staff member. Some things included in the plan are - what to do during an emergency which includes earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and a staff directory. Staff members also get monthly reminders of what to do in emergencies and can practice what to do during our monthly emergency drills. Drills happen every month at KIPP Corazón, and staff members practice evacuating and taking attendance of their classes. This is also a way for students to practice what to do during an emergency. KIPP Corazón Academy also participates in the CA Great Shake drill where we initiate our incident command center. During this drill, we complete search and rescue, have a first aid station, and practice reunification by allowing parents to ""pick up their kids"" during an emergency. This is a great way for staff members to know their roles and ask questions if needed. Overall, staff at Corazón understand our safety plan and know what to do during emergencies to ensure student safety is always a priority.

Visitor Policy
KIPP Corazón Academy is a closed campus. Staff members are 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 occurs, transporting emergency supplies to a distribution location is made easy and part of our safety plan.

Emergency Drills:

2023-24 School Safety Plan

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

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		20	
1	29		20	
2	30		20	
3	30		16	
4	29		16	
5	28	4	16	
6	29	3	16	
Other	30		2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	20	
1	25	1	19	
2	25	1	20	
3	25	1	16	
4	26	1	16	
5	24	8	19	
6	30	1	24	
Other	28		1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	12	0
1	29	0	16	0
2	27	0	20	0
3	29	0	16	0
4	28	0	16	0
5	32	0	18	6
6	26	6	17	5
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	352

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,116	$6,362	$9,754	$59,653
District	N/A	N/A	$8,789	$81,337
Percent Difference - School Site and District	N/A	N/A	10.4	-27.5
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	38.7	-35.5

Fiscal Year 2022-23 Types of Services Funded

KIPP Corazon Academy offers an Extended Learning Opportunities Program (ELOP) to assist and support our students with beyond-the-bell services. The goal of our program is to continue the support students receive during the regular school day in a safe, constructive environment during after-school hours. Our program provides literacy and enrichment activities for up to 160 students, Preschool through 8th. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide 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 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 student's needs and interests.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,916	$55,550
Mid-Range Teacher Salary	$78,133	$80,703
Highest Teacher Salary	$97,008	$109,418
Average Principal Salary (Elementary)	$124,723	$137,703
Average Principal Salary (Middle)	$136,178	$143,760
Average Principal Salary (High)	$139,415	$159,021
Superintendent Salary	$440,000	$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

Professional Development

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

Professional Development

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 1:30pm 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	54	54	52