KIPP Corazón Academy
2021 School Accountability Report Card

KIPP:
CORAZÓN
ACADEMY

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Colleen Kennedy & Claudia Solórzano
Email Address	rsanders@kippsocal.org, jesandoval@kippsocal.org
School Website	http://kippsocal.org/corazon
County-District-School (CDS) Code	19-64733-0135517

2021-22 District Contact Information

District Name	KIPP Corazón Academy
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
District Website Address	www.lausd.net

2021-22 School Overview

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 served transitional kindergarten through 8th grade. 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	115
Grade 2	120
Grade 3	120
Grade 4	115
Grade 5	130
Grade 6	128
Grade 7	123
Total Enrollment	970

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
Asian	0.5
Black or African American	1.2
Hispanic or Latino	97.9
English Learners	21.1
Foster Youth	0.3
Socioeconomically Disadvantaged	84.7
Students with Disabilities	13.4

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

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

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)	24.0	60.0	22369.2	82.3	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	2.5	714.6	2.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	7.5	1398.6	5.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11.9	30.0	1060.3	3.9	12115.8	4.4
Unknown	0.0	0.0	1651.3	6.1	18854.3	6.9
Total Teaching Positions	39.9	100.0	27194.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	3.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	7.0
Local Assignment Options	4.9
Total Out-of-Field Teachers	11.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.8

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers and Writers Workshop Curriculum Scholastic Classroom Libraries Amplify 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) Wit & Wisdom MyOn (Online Software Program)	Yes	0.0 %
Mathematics	Bridges Math Curriculum Curriculum Associates iReady Math Learning ST Math (Online Software Title) NextGenMath (Online Software Title) Freckle Math (Online Software Title)	Yes	0.0 %
Science	Amplify Science Curriculum Teacher created curriculum based of Next Generation Science Standards (NGSS)	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.	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		0.0 %

School Facility Conditions and Planned Improvements

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 during the pandemic. 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

Year and month of the most recent FIT report	October 2021

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	607	NT	NT	NT	NT
Female	301	NT	NT	NT	NT
Male	306	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	594	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	122	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	524	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	607	NT	NT	NT	NT
Female	301	NT	NT	NT	NT
Male	306	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	594	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	122	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	524	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	605	570	94.2	5.8	39
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	594	559	94.1	5.9	38
English Learners	276	263	95.3	4.7	11

| Students with Disabilities | 99 | 91 | 91.9 | 8.1 | 15 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

MAP Student Groups	MAP Total Enrollment	MAP Number Tested	MAP Percent Tested	MAP Percent Not Tested	MAP Percent At or Above Grade Level
All Students	605	565	93.4	6.6	31
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Hispanic or Latino	594	556	93.6	6.4	31
English Learners	276	260	94.2	5.8	7
Students with Disabilities	99	89	89.9	10.1	10

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	25.29	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	NT	NT	NT	NT
Female	55	NT	NT	NT	NT
Male	73	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	124	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	110	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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.

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 quarterly family nights. It is our expectation that families try their best to attend 100% of family nights as outlined in the Commitment to Excellence.

Coffee with Admin Meeting
During the pandemic, we created a monthly virtual meeting for families to check in with administration teams to hear feedback and suggestions.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Leads:
- TK-4th Grades: Michelle Cornejo at mcornejo@kippsocal.org
- 5th-8th Grades: Karla Davalos kdavalos@kippsocal.org

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	978	968	214	22.1
Female	471	468	99	21.2
Male	507	500	115	23.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	12	12	5	41.7
Filipino	0	0	0	0.0
Hispanic or Latino	958	948	205	21.6
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	241	239	67	28.0
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	826	819	198	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	147	146	44	30.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.65	0.00	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.44	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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 2021. 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.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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		4	
1	30		4	
2	28		4	
3				
4	28		4	
5	20	10		6
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		4	
1	30		4	
2	29		4	
3	28		4	
4				
5	41			12
6	33		22	1

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 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	646.7

2020-21 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)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	8.7

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$14,287	$2,727	$11,560	$60,985
District	N/A	N/A	$9,056	$78,721
Percent Difference - School Site and District	N/A	N/A	24.3	-25.4
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	31.2	-32.5

2020-21 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 160 students, grades 1st through 8th. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,587	$50,897
Mid-Range Teacher Salary	$74,412	$78,461
Highest Teacher Salary	$92,389	$104,322
Average Principal Salary (Elementary)	$124,955	$131,863
Average Principal Salary (Middle)	$136,210	$137,086
Average Principal Salary (High)	$137,581	$151,143
Superintendent Salary	$350,000	$297,037
Percent of Budget for Teacher Salaries	28%	32%
Percent of Budget for Administrative Salaries	5%	5%

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 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	44	46	54