KIPP Academy of Innovation
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 Academy of Innovation
Street	4240 E. Olympic Blvd.
City, State, Zip	Los Angeles, CA, 90023
Phone Number	(323) 406-8000
Principal	Christopher Rozario
Email Address	crozario@kippsocal.org
School Website	www.kippsocal.org/innovation
County-District-School (CDS) Code	19 64733 0128512

2023-24 District Contact Information

District Name	KIPP Academy of Innovation
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 Academy of Innovation teaches the academic skills, builds the intellectual habits, and fosters the character traits necessary for our students to take risks and innovate. In the pursuit of excellence in middle school, high school, college and beyond, our Innovators will transform their lives, their communities, and the world around them. We are a community that validates and supports all student identities and strengths. We foster a genuine love of learning by creating a collaborative culture of inquiry and learning through discovery. By building confident critical thinkers ahead of their own time, our students are courageous leaders who unapologetically try new things, take risks, and stand for change in the face of adversity.

At KIPP Academy of Innovation we believe in the relentless pursuit of excellence beyond college for all children. We believe that excellent schools and strong partnerships transform communities in preparation for the 21st century and beyond. We believe that by educating the whole child, our students are empowered to transform their lives, the communities they live in, and the world at large. We foster a genuine love of learning by creating a collaborative culture of inquiry and learning through discovery. By building confident critical thinkers ahead of their own time, our students are courageous leaders who unapologetically try new things, take risks, and stand for change in the face of adversity. With rigorous literacy based instruction as the gateway to learning, interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Mathematics) curricula, and a deep culture of character development, our students are empowered as 21st century learners and leaders to innovate and compete in the global arena.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	97
Grade 6	128
Grade 7	122
Grade 8	112
Total Enrollment	459

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	53.8%
Asian	0.4%
Hispanic or Latino	98.7%
Two or More Races	0.2%
White	0.2%
English Learners	21.8%
Foster Youth	0.4%
Homeless	0.2%
Socioeconomically Disadvantaged	90%
Students with Disabilities	15.5%

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.

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)	10.50	55.29	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	10.48	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.00	31.60	1060.30	3.90	12115.80	4.41
Unknown	0.50	2.63	1651.30	6.07	18854.30	6.86
Total Teaching Positions	18.90	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)	11.80	61.37	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.36	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.20	27.08	1009.60	3.68	11953.10	4.28
Unknown	0.20	1.14	1009.30	3.68	15831.90	5.67
Total Teaching Positions	19.30	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	0.00	1.00
Misassignments	1.90	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.90	2.00

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	5.00	2.00
Local Assignment Options	1.00	3.20
Total Out-of-Field Teachers	6.00	5.20

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)	21.6	15.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	21.2	13.1

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	Units of Reading from Reading Reconsidered Fountas and Pinnell Leveled Literacy Intervention Sets	Yes	0.0 %

	Writing Middle School Series Bundle, Grades 6-8: A Common Core Workshop Curriculum Teacher created Curriculum - standards aligned		
Mathematics	Curriculum Associates Ready Classroom Math Student Worktext with Digital Access Package Open Up Math Resources Teacher created Curriculum - standards aligned	Yes	0.0 %
Science	Amplify Curriculum Teacher created Curriculum - standards aligned	Yes	0.0 %
History-Social Science	Teacher created Curriculum - standards aligned	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	Teacher created Curriculum - standards aligned	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

The KIPP Academy of Innovation campus is inspected monthly for safety and cleanliness. Our school site provides a safe, warm, joyful, and inviting space for students, families, faculty, members of the community, and stakeholders. Our main office, classrooms, play area, multipurpose room and shared spaces are clutter-free, clean, and organized. All adults on site play an active role in ensuring KIPP Academy of Innovation is a clean and operationally well-maintained middle school. By proudly representing our school's and students' values, KIPP Academy of Innovation serves as a source of pride and inspiration for the East Los Angeles community.

Year and month of the most recent FIT report	November 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:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			

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)	46	38	41	41	47	46
Mathematics (grades 3-8 and 11)	26	23	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	453	453	100.00	0.00	38.41
Female	204	204	100.00	0.00	43.14
Male	249	249	100.00	0.00	34.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	447	447	100.00	0.00	38.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	99	100.00	0.00	7.07
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	407	407	100.00	0.00	36.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	74	100.00	0.00	8.11

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	453	453	100.00	0.00	23.45
Female	204	204	100.00	0.00	22.55
Male	249	249	100.00	0.00	24.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	447	447	100.00	0.00	23.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	99	99	100.00	0.00	5.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	407	407	100.00	0.00	23.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	74	100.00	0.00	6.76

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)	28.99	21.26	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	210	210	100.00	0.00	21.15
Female	95	95	100.00	0.00	18.95
Male	115	115	100.00	0.00	23.01
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	206	206	100.00	0.00	21.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	49	49	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	190	100.00	0.00	18.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	36	36	100.00	0.00	5.56

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	83	83	83	83	83

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

All families are encouraged to have an active role at KIPP Academy of Innovation, as families play an important role in the lives of their children and our school's community. During the school year families are invited to participate in various school events and meetings throughout the school year, such as Coffee with the Administration Team, parent education workshops, Fall & Spring Conferences, Team & Family activities, and meetings to help plan for student and fundraising events. Families are also offered opportunities of school leadership via their participation in our School Site Council and English Learner Advisory Committee parent meetings. For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Mr. Lopez, at ilopez@kippsocal.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	467	143	30.6
Female	218	212	62	29.2
Male	258	255	81	31.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	470	461	138	29.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	1	1	0	0.0
English Learners	114	111	29	26.1
Foster Youth	2	2	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	425	420	128	30.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	80	79	30	38.0

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	0.79	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 Academy of Innovation's Comprehensive School Safety Plan for the 2023-24 school year was reviewed and updated on September 2023. The school's safety plan outlines what each member of our team will do in case of any type of emergency. All aspects of the plan - descriptions of emergency response roles, types of evacuations, evacuation and drill procedures, location of emergency supplies, emergency signals, and evacuation routes - are reviewed and discussed with all staff members throughout the school year as part of our team's Professional Development sessions.

We practice our safety procedures via monthly emergency drills and we have onsite emergency supplies for the entire school, which include emergency lockdown kits in every classroom and shares spaces. KIPP Academy of Innovation also participates in the yearly California Great Shake Drill where we initiate our Incident Command Center and teams. During this drill we practice our search and rescue efforts, set up our first aid station, and practice our reunification system with parents/guardians.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30		7	1
Mathematics	24	3	7	
Science	30		7	1
Social Science	30		7	1

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	60	2		2
Mathematics	34	5		2
Science	34	4	1	2
Social Science	60	2		2

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	59	2	0	2
Mathematics	47	3	0	2
Science	117	0	0	2
Social Science	117	0	0	2

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	459

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

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	$15,296	$6,710	$8,585	$57,768
District	N/A	N/A	$8,789	$81,337
Percent Difference - School Site and District	N/A	N/A	-2.3	-30.6
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	26.2	-38.6

Fiscal Year 2022-23 Types of Services Funded

KIPP Academy of Innovation offers an after-school program via our Expanded Learning Opportunity Program. 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, and during school closure periods (Fall break, Winter break, Spring break, and Summer break). Our program provides literacy and enrichment activities for 100+ students, grades 5 to 8. Everyday students in the after-school program receive academic assistance in the core subject areas of Reading, Language Arts, Mathematics and Science. Students in the program also participate in academically-focused field trips and extracurricular activities such as drill, cooking, travel, photography, music, sports, and art.

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

Professional development begins with an intensive KIPP Academy of Innovation Summer Professional Development for all teammates. The goals of this year's summer professional development were:
1. Develop as a school-team by internalizing and showing ownership of Innovation's mission, vision, core beliefs and character strengths in action. Understand the impact every system, structure, and activity has on each other, our students, their families, and their future.
2. Develop as liberatory educators by understanding how culturally responsive teaching aligns to our school vision and priorities.
3. Internalize and develop school-wide and grade level systems and operations and how they contribute to an inclusive school culture.
4. Develop strong grade-level and content teams to drive culture, rigorous, data-driven instruction, and teacher growth and collaboration
5. Ensure team members understand all health and safety protocols

At the end of summer professional development, all KIPP Academy of Innovation team members have a clear understanding of the 'why' behind KIPP Academy of Innovation's vision, mission, and core values. By participating in these sessions, our KIPP Academy of Innovation team has a stronger understanding and appreciation of the beauty, value, and richness of our school community. Professional development throughout the year continues to reinforce and build upon the momentum from the summer Professional Development. Logistically, KIPP Academy of Innovation Professional Development occurs on a weekly basis on Mondays from 1:30-4:00p.

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