

KIPP Academy of Innovation

2021 School Accountability Report Card



KIPP: ACADEMY OF INNOVATION

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

2021-22 District Contact Information

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

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	130
Grade 6	129
Grade 7	123
Grade 8	113
Total Enrollment	495

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	0.6
Hispanic or Latino	99
White	0.2
English Learners	14.9
Homeless	0.2
Socioeconomically Disadvantaged	85.5
Students with Disabilities	16.4

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)	10.5	55.3	22369.2	82.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	714.6	2.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	10.5	1398.6	5.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.0	31.6	1060.3	3.9	12115.8	4.4
Unknown	0.5	2.6	1651.3	6.1	18854.3	6.9
Total Teaching Positions	18.9	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	0.0
Misassignments	1.9
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.9

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	5.0
Local Assignment Options	1.0
Total Out-of-Field Teachers	6.0

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

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	Units of Reading from Reading Reconsidered Fountas and Pinnell Leveled Literacy Intervention Sets Writing Middle School Series Bundle, Grades 6-8: A Common Core Workshop Curriculum Teacher created Curriculum - standards aligned	Yes	0.0 %
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)			0.0 %

School Facility Conditions and Planned Improvements

In January 2019 KIPP Academy of Innovation moved into a new and permanent facility in East Los Angeles. Our school site provides a safe, warm, joyful, and inviting space for students, families, teachers, 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.

Due to COVID-19, the following facility improvements were implemented to ensure the safety of our school's community: upgrade to MERV13 air filters, plexiglass installed in all student restrooms, installation of touch-less water bottle fillers and touch-less hand sanitizer dispensers throughout the campus, and the rearranging of classroom and office furniture.

Year and month of the most recent FIT report	November 2021
--	---------------

School Facility Conditions and Planned Improvements

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	491	NT	NT	NT	NT
Female	243	NT	NT	NT	NT
Male	248	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	486	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	72	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	418	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	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	491	NT	NT	NT	NT
Female	243	NT	NT	NT	NT
Male	248	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	486	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	72	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	418	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	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	491	480	97.8	2.2	44
Asian	--	--	--	--	--
Hispanic or Latino	487	476	97.7	2.3	43
White	--	--	--	--	--
English Learners	204	201	98.5	1.5	6

Students with Disabilities	93	92	98.9	1.1	17
-----------------------------------	----	----	------	-----	----

*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	491	483	98.4	1.6	37
Asian	--	--	--	--	--
Hispanic or Latino	487	479	98.4	1.6	36
White	--	--	--	--	--
English Learners	204	202	99.0	1.0	7
Students with Disabilities	93	93	100	0	15

*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	241	NT	NT	NT	NT
Female	120	NT	NT	NT	NT
Male	121	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	241	NT	NT	NT	NT
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	37	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	210	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	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

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 regular school year families are invited to participate virtually in various school events and meetings throughout the school year, such as Coffee with the Administration Team, parent education workshops, Student-Led Conferences, School Success Team meetings, and Team & Family activities. Families are also offered opportunities of school leadership via their virtual participation in our monthly School Site Council meetings and English Learner Advisory Committee parent meetings.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Ms. Ulloa, at mulloa@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	499	494	40	8.1
Female	247	244	16	6.6
Male	252	250	24	9.6
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	494	489	40	8.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	0	0.0
English Learners	76	74	5	6.8
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	426	421	34	8.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	86	8	9.3

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	0.63	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	0.61	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 Academy of Innovation's Comprehensive School Safety Plan for the 2021-22 school year was reviewed and updated on October 2021. 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 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. KIPP Academy of Innovation also participates in the yearly CA Great Shake drill where we initiate our incident command center. During this drill we practice our search and rescue efforts, set up our first aid station, and practice our reunification system with parents/guardians.

2018-19 Secondary 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 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	23	2	7	
Mathematics	21	3	7	
Science	26		8	
Social Science	26	1	7	

2019-20 Secondary 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 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	28		8	
Mathematics	22	3	6	1
Science	43		4	4
Social Science	28	1	7	

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

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	225

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)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	5.1

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	\$14,672	\$3,389	\$11,283	\$60,783
District	N/A	N/A	\$9,056	\$78,721
Percent Difference - School Site and District	N/A	N/A	21.9	-25.7
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	28.8	-32.8

2020-21 Types of Services Funded

KIPP Academy of Innovation offers an after-school program that is ASES funded. 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 99 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 extracurricular activities such as drill, cooking, travel, photography, music, dance, sports, art, and dance.

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

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 are:

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 teachers have a clear understanding of the 'why' behind KIPP Academy of Innovation's vision, mission, and core values. By participating in team sessions, our KIPP Academy of Innovation teachers have 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 2:00-4:00p. During this distance learning school year, the time spent in Professional Development is focused on creating safe spaces and supportive relationships with our students, and internalizing strategies to properly support our students.

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