

KIPP Ignite Academy

2021 School Accountability Report Card



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/fq/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 Ignite Academy
Street	9110 S. Central Ave.
City, State, Zip	Los Angeles, Ca, 90002-1743
Phone Number	323-486-6402
Principal	Danielle Johnson
Email Address	heykig@kippsocal.org
School Website	https://www.kippsocal.org/ignite/index
County-District-School (CDS) Code	19-64733- 0131771

2021-22 District Contact Information

District Name	KIPP Ignite 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

At KIPP Ignite Academy, we believe in preparing students for the careers of tomorrow – those that do not yet exist. Tomorrow will require our students to be critical thinkers and empathetic leaders who innovate to solve local and global issues. Through rigorous academic instruction, character development, and service learning, we prepare our students to climb the mountain to and through college and become social innovators who use curiosity and collaboration to ignite transformative change in our community and world.

We believe that every student has unique gifts to share, and, as educators, it is our job to cultivate and encourage the discovery of their passions. KIPP Ignite students will culminate as creative risk-takers who tackle academic, as well as personal challenges, with grit and zest. Our students will believe and know that they are the designers of their futures and advocates for themselves and others. They will understand and embody our core values of leadership, innovation, ganas, honor, and teamwork.

About Our School

Ignite means to energize, mobilize, catalyze, and light up. It is a powerful verb that captures the energy needed to spark transformative change in our students' lives and our community. It illustrates the spark of potential in each and every student when they are in a supportive and rigorous environment.

We begin each day by teaching expectations and core values and allowing students to utilize mindfulness techniques to effectively process and share feelings in order to build community amongst peers. Our students participate in dance, art, and physical education lessons on a weekly basis and present their projects and talents in annual showcases that bring together our larger school community of family, friends, and supporters. We honor our student achievements with daily positive behavior incentives and classroom points as well as through certificates and awards during weekly character assemblies. We truly believe that the celebration of growth and efforts of children outside of the classrooms are just as important as those that happen inside.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	89
Grade 2	86
Grade 3	83
Grade 4	73
Total Enrollment	421

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
Black or African American	41.1
Hispanic or Latino	57.7
Native Hawaiian or Pacific Islander	0.5
English Learners	22.1
Foster Youth	0.2
Homeless	1
Socioeconomically Disadvantaged	91.4
Students with Disabilities	13.3

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)	8.0	50.0	22369.2	82.3	228366.1	83.1
Intern Credential Holders Properly Assigned	4.0	25.0	714.6	2.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.0	18.8	1398.6	5.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.0	6.3	1060.3	3.9	12115.8	4.4
Unknown	0.0	0.0	1651.3	6.1	18854.3	6.9
Total Teaching Positions	16.0	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	1.0
Misassignments	2.0
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	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

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)	50.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.9

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

Year and month in which the data were collected		December 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Phonics: Open Court	Yes	0.0 %
Mathematics	Bridges in Mathematics	Yes	0.0 %
Science	Amplify Science	Yes	0.0 %
History-Social Science	N/A		0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Laboratory Equipment (grades 9-12)	N/A		0.0 %

School Facility Conditions and Planned Improvements

KIPP Ignite has high standards for cleanliness across our 2 facilities. Classrooms and bathrooms are well maintained and cleaned daily and we have janitorial staff on campus during and after the school day to ensure that shared spaces such as kitchens, hallways, playground, lunch areas, and offices meet our expectation for physical environment readiness. When staff members notice an issue with facilities, they report it to the Business Operations Manager who then submits a maintenance request to either the on-site janitorial team, regional facilities team, or district facilities team for repairs. The Operations Team conducts weekly facility walkthroughs and monthly facility audits to proactively support the condition of the school. Ignite received its most recent FIT report in November 2021.

Ignite has upgraded facilities in support of heightened safety during COVID19. These upgrades include: installation of MERV13 filters, installation of plexiglass in restrooms and main office, touchless sanitizers and water dispensers throughout campus, clear physical distancing, room occupancy, and mask signage posted throughout the facilities. In addition to meeting and exceeding safety standards, we strive to create a warm and welcoming environment for students, staff, and guests. Ignite has improved the physical environment to enhance our student experience by installing rubber turf and a play set in the playground as well as designing quotes, values, and images to be hung in classrooms and hallways.

Year and month of the most recent FIT report				November 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			

School Facility Conditions and Planned Improvements				
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	154	NT	NT	NT	NT
Female	77	NT	NT	NT	NT
Male	77	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	67	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	85	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	38	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	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	154	NT	NT	NT	NT
Female	77	NT	NT	NT	NT
Male	77	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	67	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	85	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	38	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	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.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
MAP Fluency Student Groups	MAP Fluency Total Enrollment	MAP Fluency Number Tested	MAP Fluency Percent Tested	MAP Fluency Percent Not Tested	MAP Fluency Percent At or Above Grade Level
All Students	409	390	95%	5%	12.6%

American Indian or Alaska Native	--	--	--	--	--
Black or African American	97	97	100%	0%	10%
Hispanic or Latino	149	149	100%	0%	18.8%
English Learners	73	73	100%	0%	10%
Students with Disabilities	39	39	100%	0%	2.5%

*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.					
iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	153	149	94.8%	6.2%	12%
American Indian or Alaska Native	--	--	--	--	--
Black or African American	68	66	97.1%	2.9%	14%
Hispanic or Latino	83	77	92.8%	7.2%	12%
English Learners	43	42	97.7%	2.3%	8%
Students with Disabilities	35	34	97.1%	2.9%	8%
MAP Fluency Student Groups	MAP Fluency Total Enrollment	MAP Fluency Number Tested	MAP Fluency Percent Tested	MAP Fluency Percent Not Tested	MAP Fluency Percent At or Above Grade Level
*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	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	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.
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2021-22 Opportunities for Parental Involvement	
<p>KIPP Ignite parents and family members are encouraged to be active in the education of their children. During in-person learning, volunteer applications can be accessed at any time in our main offices and volunteers can expect to be contacted by a member of our school team. Opportunities for engagement include managing our weekly student incentive store, supervising children during lunch and recess, assisting in the main office with administrative tasks, and assisting teachers inside the classroom for events and activities. If parents or family members are looking for one time opportunities, they will find calls to action regarding whole school event support in our weekly newsletters. We lean on our community to donate materials, set up, run activities, and tear down/clean up and these opportunities occur several times each quarter.</p> <p>Guardians looking for virtual opportunities can attend our monthly "Coffee with Leadership Team" meetings via Zoom as an opportunity for information sharing, important reopening updates, and feedback from families. In addition, families are updated about regular School Site Council meetings and English Language Advisory Committee meetings, and are encouraged to attend and actively participate in our school decision making process. Our families receive weekly communication via Parent Square and Class Dojo and we welcome family communication via phone and email at any time. For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Danee Owens, at dowens@kippsocal.org.</p>	

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	424	155	36.6
Female	216	210	75	35.7
Male	218	214	80	37.4
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	178	174	72	41.4
Filipino	0	0	0	0.0
Hispanic or Latino	251	245	81	33.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	117	114	38	33.3
Foster Youth	2	1	1	100.0
Homeless	13	13	8	61.5
Socioeconomically Disadvantaged	400	391	146	37.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	58	15	25.9

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	0.20	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 Ignite Academy's primary concern is the safety of students, staff, and visitors. Students are supervised at all times before school, during recess, lunch, and after school. All visitors are required to sign in at the office and wear a visitor's sticker at all times and are also required to sign out once they have concluded their visit. To ensure the safety and welfare of our students, parents, staff, and visitors, an extensive School Site Safety Plan is developed and updated regularly. Our most recent School Safety Plan was completed, reviewed and approved in October 2021.

KIPP Ignite prepares students and staff members for emergencies by holding monthly emergency drills for fire, earthquake, and active shooter incidents. At least one time per year our school participates in a region wide earthquake drill, which includes the activation of our Incident Command System. Each of our school campuses is prepared with first aid and emergency supplies for larger incidents and first aid supplies for daily student needs. Our staff receives professional development on emergency preparedness throughout the summer and school year to ensure the safety of all individuals on our campus. Staff members have access to walkie talkies for urgent emergency communication and have been trained on communication protocol. In addition, both campuses employ security teams that are on site for the duration of the school day as well as crossing guards that assist with street safety in the morning during arrival and in the afternoon during dismissal.

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		20	
1	30		20	
2	23		20	
3	26		20	
4				
5				
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	29		20	
1	27		19	1
2	24		20	
3	27		15	
4	22		15	
5				
6				

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		12	
1	30		12	
2	31		9	2
3	28		12	
4	37			8
5				
6				

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	210.5

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	5.6

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	\$14,957	\$2,856	\$12,102	\$59,021
District	N/A	N/A	\$9,056	\$78,721
Percent Difference - School Site and District	N/A	N/A	28.8	-28.6
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	35.6	-35.7

2020-21 Types of Services Funded

KIPP Ignite offers an ASES funded after school program to assist and support our students. The goal of the program is to continue the support students are receiving during regular school hours in a safe and constructive environment after hours. Our program provides additional academic support for students in grades 2-4, which include tutoring in core areas of reading, language arts, mathematics, and science. In addition, students participate in enrichment activities of choice which range from science and arts & crafts to music, football, 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

At KIPP Ignite Academy, we are a community of continuous learners. Over the summer, our professional development schedule is set for the first half of the school year and a tentative schedule is set for the second half of the school year based on teachers' needs, feedback, and reflections. Each year, we begin the school-year with approximately four weeks of summer on-boarding and professional development which focuses on team and culture building, classroom management, and instructional design and execution. In addition to our summer on-boarding and professional development, teachers receive approximately three hours of professional development each week that is driven by our school priorities, data, and trends across the school.

Professional development is created and led by administrators at KIPP Ignite Academy, as well as by outside facilitators such as the regional behavior team. Teachers are supported on a daily and weekly basis through classroom observations, real-time coaching, teacher-administrator meetings, and performance data meetings. Teachers have biweekly coaching meetings and twice weekly grade level meetings to internalize curriculum. They receive real time feedback and coaching daily. Teachers have additional opportunities for professional development outside of the region and within the region as Grade Level Leads.

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