

# KIPP Ignite Academy

## 2021-2022 School Accountability Report Card

### (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	KIPP Ignite Academy
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Alberto M. Carvalho
<b>Email Address</b>	albert.carvalho@lausd.net
<b>District Website Address</b>	www.lausd.net

## 2022-23 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	89
Grade 2	88
Grade 3	78
Grade 4	89
Total Enrollment	433

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.2
Asian	0.0
Black or African American	41.3
Filipino	0.0
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.5
White	0.5
English Learners	25.4
Foster Youth	0.7
Homeless	0.9
Migrant	0.0
Socioeconomically Disadvantaged	93.3
Students with Disabilities	11.3

## 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

## 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)	8.00	50.00	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	25.00	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	18.75	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.25	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	<b>16.00</b>	<b>100.00</b>	<b>27194.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Permits and Waivers</b>	1.00	
<b>Misassignments</b>	2.00	
<b>Vacant Positions</b>	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	3.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	
<b>Local Assignment Options</b>	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.90	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	81.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Phonics: Open Court	Yes	0.0 %
<b>Mathematics</b>	Bridges in Mathematics	Yes	0.0 %
<b>Science</b>	Amplify Science	Yes	0.0 %
<b>History-Social Science</b>	Teacher Created Curriculum	Yes	0.0 %
<b>Foreign Language</b>			0.0 %
<b>Health</b>			0.0 %
<b>Visual and Performing Arts</b>			0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	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 2022.

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 2022

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	10	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	11	N/A	27	N/A	33

## 2021-22 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
<b>All Students</b>	153	149	97.39	2.61	10.07
<b>Female</b>	78	76	97.44	2.56	13.16
<b>Male</b>	75	73	97.33	2.67	6.85
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	71	68	95.77	4.23	13.24
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	79	78	98.73	1.27	7.69
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	39	39	100.00	0.00	2.56
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	101	99	98.02	1.98	9.09
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	19	18	94.74	5.26	5.56

## 2021-22 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
<b>All Students</b>	153	149	97.39	2.61	11.41
<b>Female</b>	78	76	97.44	2.56	11.84
<b>Male</b>	75	73	97.33	2.67	10.96
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	71	68	95.77	4.23	10.29
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	79	78	98.73	1.27	11.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	39	39	100.00	0.00	5.13
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	101	99	98.02	1.98	8.08
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	19	18	94.74	5.26	0.00

## 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT		25.29	20.02	28.5	29.47

## 2021-22 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
<b>All Students</b>	NT	NT	NT	NT	NT
<b>Female</b>	NT	NT	NT	NT	NT
<b>Male</b>	NT	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	NT	NT	NT	NT	NT
<b>Asian</b>	NT	NT	NT	NT	NT
<b>Black or African American</b>	NT	NT	NT	NT	NT
<b>Filipino</b>	NT	NT	NT	NT	NT
<b>Hispanic or Latino</b>	NT	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	NT	NT	NT	NT	NT
<b>Two or More Races</b>	NT	NT	NT	NT	NT
<b>White</b>	NT	NT	NT	NT	NT
<b>English Learners</b>	NT	NT	NT	NT	NT
<b>Foster Youth</b>	NT	NT	NT	NT	NT
<b>Homeless</b>	NT	NT	NT	NT	NT
<b>Military</b>	NT	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	NT	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	NT	NT	NT	NT	NT
<b>Students with Disabilities</b>	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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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
-------------	----------------------------------	--	---	---	-----------------------------

## 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.

#### 2022-23 Opportunities for Parental Involvement

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.

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, La Tonya Young, at [layoung@kippsocal.org](mailto:layoung@kippsocal.org).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	437	231	52.9
Female	231	223	118	52.9
Male	225	214	113	52.8
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	186	179	99	55.3
Filipino	0	0	0	0.0
Hispanic or Latino	259	247	125	50.6
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	2	2	1	50.0
White	1	1	1	100.0
English Learners	118	116	54	46.6
Foster Youth	3	3	1	33.3
Homeless	9	8	5	62.5
Socioeconomically Disadvantaged	423	409	219	53.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	51	26	51.0

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.20	0.44	2.45
<b>Expulsions</b>	0.00	0.02	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.00	0.00	0.46	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

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

## 2022-23 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 2022.

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.

## 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	

## 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

## 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	9	
1	26	1	9	
2	25	1	9	
3	26		9	
4	29		9	
Other	12	3		

## 2021-22 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	216.5

## 2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,816	\$4,191	\$10,625	\$63,181
District	N/A	N/A	\$8,796	\$78,635
Percent Difference - School Site and District	N/A	N/A	18.8	-21.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	46.8	-29.9

## 2021-22 Types of Services Funded

KIPP Ignite offers an Extended Learning Program 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 TK-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, cooking, and dance.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	46	54	54