

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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).

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.

Cassandra Zimmer, Principal

Principal, KIPP Ignite Academy

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 also illustrates how the potential of each student can be sparked when they are in a supportive and rigorous environment where their teachers believe in them. At KIPP Ignite Academy, our students discover their passions and find that learning is an enlightening and joyful experience through balanced literacy and STEAM-based (science, technology, engineering, arts, and mathematics) instruction. From kindergarten, teachers help ignite students' inner fire, strength, and light by providing rigorous academics, as well as character instruction, so they can safely take risks and innovate for a better tomorrow. We believe that every student has unique gifts to share, and, as educators, it is our job to spark their passions. KIPP Ignite students are creative, risk-takers who tackle academic, as well as personal challenges, with grit and zest. They believe and know that they are the designers of their futures and advocate for themselves and others. They are hopeful, curious, persistent, and respectful, as they proudly climb the mountain to and through college.

Contact

KIPP Ignite Academy
9110 South Central Ave.
Los Angeles, CA 90002-1743

Phone: 323-636-6008
E-mail: czimmer@kippla.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	KIPP Ignite Academy
Street	9110 South Central Ave.
City, State, Zip	Los Angeles, Ca, 90002-1743
Phone Number	323-636-6008
Principal	Cassandra Zimmer, Principal
E-mail Address	czimmer@kippla.org
Web Site	http://kippla.org/ignite
County-District-School (CDS) Code	19647330131771

Last updated: 1/18/2018

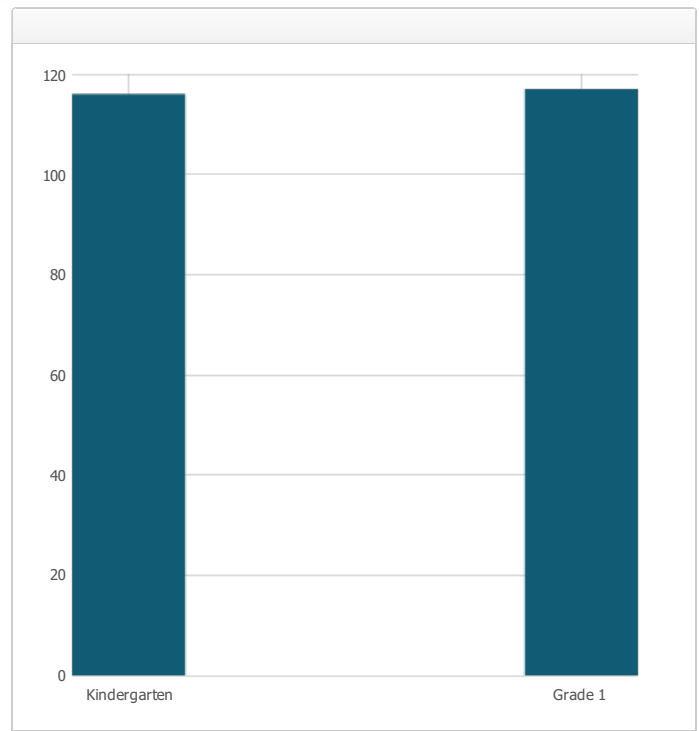
School Description and Mission Statement (School Year 2017-18)

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. Our goal is for our school community to embody and demonstrate our collective values of hope, curiosity, ganas, and honor. Our students discover their passions and find that learning is an enlightening and joyful experience through balanced literacy and STEAM-based (science, technology, engineering, arts, and mathematics) instruction. From kindergarten, teachers help ignite students' inner fire, strength, and light by providing rigorous academics, as well as character instruction, so they can safely take risks and innovate for a better tomorrow. KIPP Ignite students will leave fourth grade as creative, risk-takers who tackle academic, as well as personal challenges, with grit and zest. They believe and know that they are the designers of their futures and advocate for themselves and others. They are hopeful, curious, persistent, and respectful, as they proudly climb the mountain to and through college.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	116
Grade 1	117
Total Enrollment	233

*Last updated: 1/18/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	36.9 %
American Indian or Alaska Native	0.0 %
Asian	0.9 %
Filipino	0.0 %
Hispanic or Latino	60.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.9 %
Two or More Races	0.0 %
Other	1.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.1 %
English Learners	30.5 %
Students with Disabilities	12.0 %
Foster Youth	0.4 %

Last updated: 1/18/2018

A. Conditions of Learning

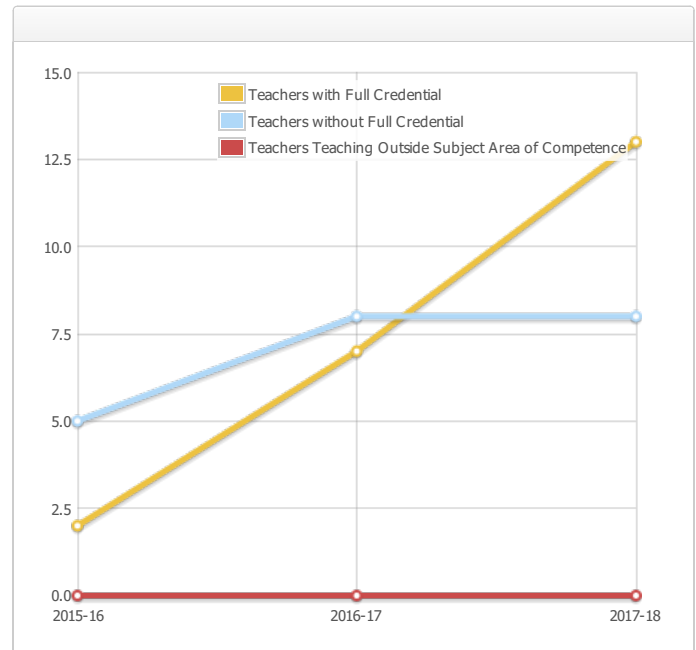
State Priority: Basic

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

Teacher Credentials

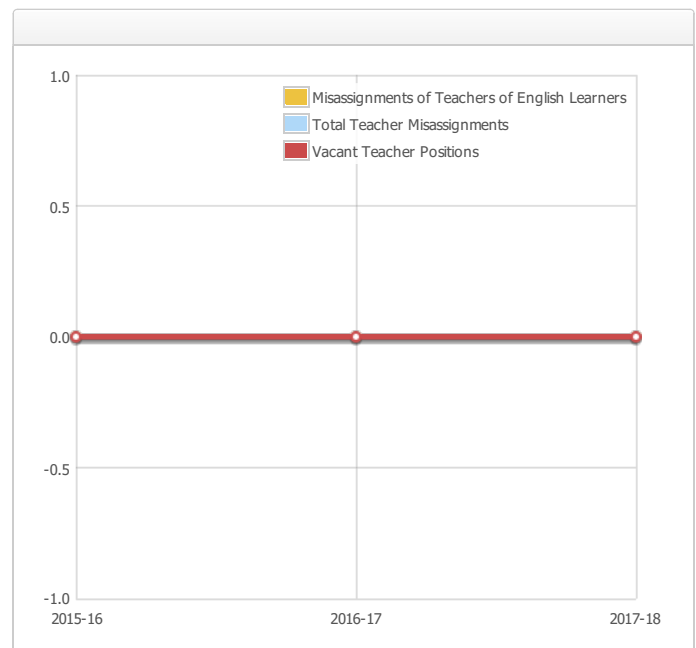
Teachers	School			District
	2015-16	2016-17	2017-18	
With Full Credential	2	7	13	21842
Without Full Credential	5	8	8	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Lucy Calkins Units of Study for Teaching Reading Writing: Lucy Calkins Units of Study for for Teaching Writing Phonics: Foundations		0.0 %
Mathematics	Bridges in Mathematics		0.0 %
Science	Amplify Science		0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/19/2018

School Facility Conditions and Planned Improvements

The Kipp Ignite campus holds our TK-1st grade students. Our classrooms are cleaned on a daily basis. Our restrooms are well kept and are cleaned throughout the day. Our school have janitorial staff on campus during the school day and after hours to ensure we have time to clean our facilities. Deep cleaning is scheduled on a monthly basis to ensure that all floors are buffed and carpets are washed. We hold walkthroughs of our facilities throughout the school year to ensure our campus is clean and well maintained. When an issue do arise, there is an assistance ticket created internally with our organization immediately. All immediate and emergency repairs are granted the highest priority and are repaired and completed quickly. In the 2017-2018 school year, KIPP Ignite opened a second campus for our growing 2nd grade students.

Last updated: 1/26/2018

School Facility Good Repair Status

Year and month of the most recent FIT report:

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

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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Last updated: 1/19/2018

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: 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.

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/26/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

Note: 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.

Last updated: 1/26/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/26/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/26/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

Note: 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.

Last updated: 1/26/2018

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

At Kipp Ignite, we value our families as an integral part of our school's community. Throughout the school year we provide different opportunities to get our parents involved. Before the start of every school year, we welcome our new families with an orientation that allows families to learn about our school, our culture, our staff, and our opportunities for parent involvement. Communication is key to to our family engagement. We send home weekly newsletters to each of our families to stay informed of any upcoming events, volunteer opportunities, announcements, and highlights of our school. We plan monthly Family Nights to allow our families to gather together and enjoy our Ignite community. These nights are incentivized to encourage attendance and involves fun family oriented activities. KIPP Ignite Academy formed a Family Advisory Council (FAC) to involve parents in supporting school operations and realization of our school vision. All members of our school community may attend the FAC meetings and voting rights are determined by a person's role in our school community. Our parents are also encouraged and welcomed to volunteer on a daily basis in their child's classroom, our office, and during lunch and recess. Parents are informed of events and volunteer opportunities through our weekly Family newsletter and flyers.

State Priority: Pupil Engagement

Last updated: 1/26/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

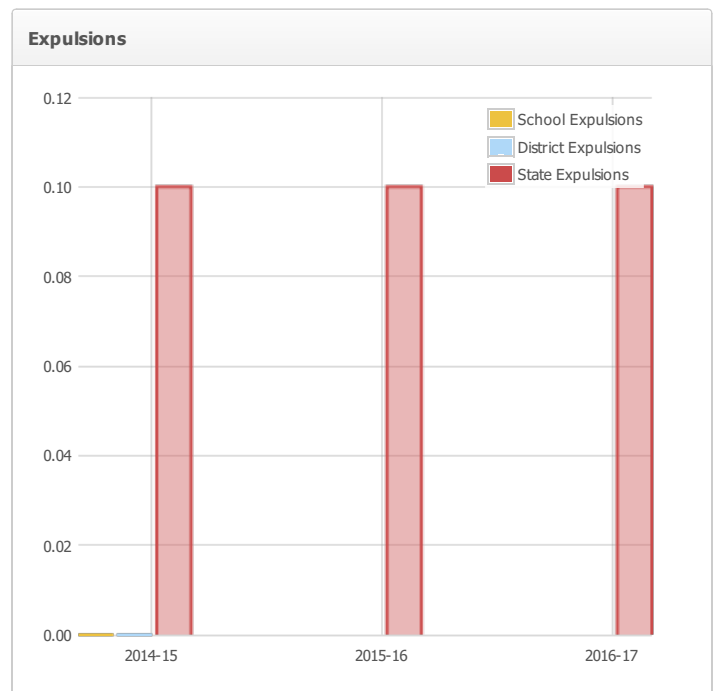
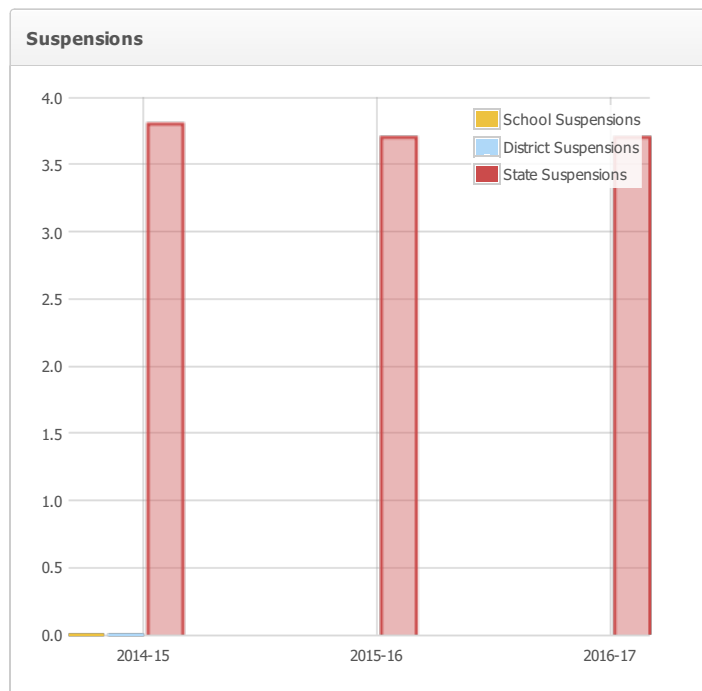
State Priority: School Climate

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	--	--	--	--	--	3.8%	3.7%	3.7%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/18/2018

School Safety Plan (School Year 2017-18)

KIPP Ignite Academy's primary concern is the students, staff, and visitors' safety. 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; visitors 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. We have first aid and emergency supplies readily available for students, staff and visitors. Staff receives professional development on emergency preparedness throughout the school year to ensure the safety of our students and staff. Drills are done at least once a month.

Last updated: 1/19/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/19/2018

Average Class Size and Class Size Distribution (Elementary)

2014-15					2015-16					2016-17		
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	27.0	0	8	0	29.0	0	24	0
1	0.0	0	0	0	0.0	0	0	0	29.0	0	23	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	31.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/19/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17		
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size
		1-22	23-32	33+		1-22	23-32	33+	
English									
Mathematics									
Science									
Social Science									

* Number of classes indicates how many classrooms 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.

Last updated: 1/19/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.3	N/A
Social Worker	0.4	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.3	N/A

Note: Cells with N/A values do not require data.

*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.

Last updated: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15474.0	\$2594.0	\$12880.0	\$55214.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	-0.2%	-28.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	64.8%	-35.7%

Note: Cells with N/A values do not require data.

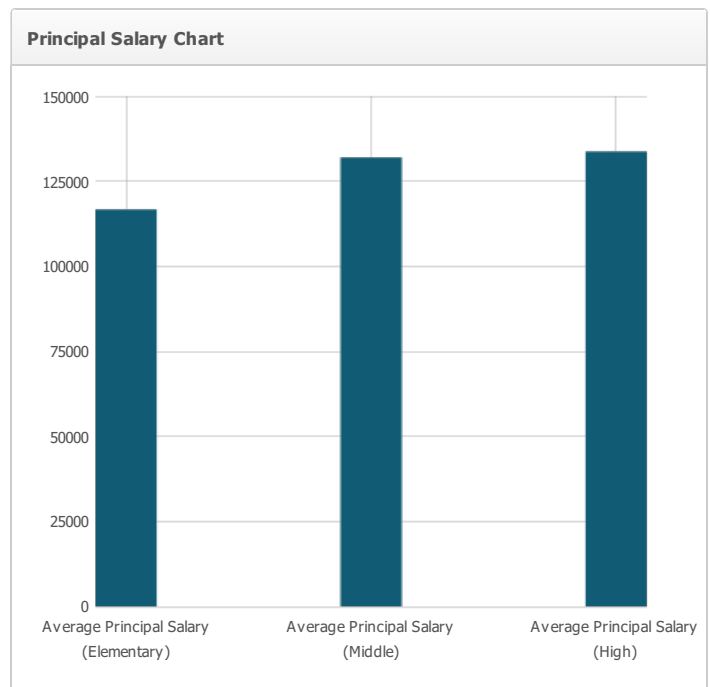
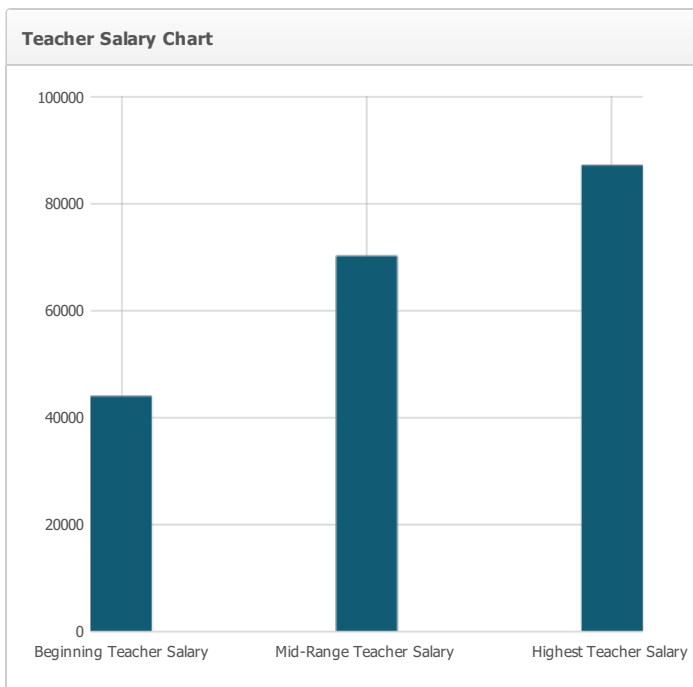
Last updated: 2/1/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 1/19/2018

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 4 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 3 hours of professional development each week that is driven by our school priorities, data, and trends across the school. We have focused on guided reading, math, and classroom culture and management. Professional development is created by administrators at KIPP Ignite Academy, as well as by outside facilitators. Teachers are supported on a daily and weekly basis through classroom observations, real-time coaching, teacher-administrator meetings, and performance data meetings.

Last updated: 1/26/2018