

KIPP Ignite Academy

9110 S. Central Ave. • Los Angeles, Ca, 90002-1743 • 323-486-6402 • Grades K-4

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Los Angeles Unified

(213) 241-1000
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

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 as a larger school community and allow students to put these lessons into practice during morning meetings, transitions to and from activities, and larger whole school moments such as lunch and recess. Students learn to utilize calm corners and peace paths in classrooms to effectively process feelings in order to build skills in communication and advocacy. Our students participate in dance, art, STEAM, and music 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 office referrals 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 the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	119
Grade 2	93
Grade 3	104
Total Enrollment	436

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	38.1
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	0.5
White	0.5
Socioeconomically Disadvantaged	92.4
English Learners	27.8
Students with Disabilities	13.8
Foster Youth	0.9
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for KIPP Ignite Academy	17-18	18-19	19-20
With Full Credential	13	11	15
Without Full Credential	8	13	11
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Angeles Unified	17-18	18-19	19-20
With Full Credential	♦	♦	21054
Without Full Credential	♦	♦	783
Teaching Outside Subject Area of Competence	♦	♦	1103

Teacher Misassignments and Vacant Teacher Positions at KIPP Ignite Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Lucy Calkins Units of Study for Teaching Reading Writing: Lucy Calkins Units of Study for for Teaching Writing Phonics: Foundations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Bridges in Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	Teacher-created curriculum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

KIPP Ignite has high standards for cleanliness across our campuses. 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 and 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2020

System Inspected	Repair Status	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 Rating	Good	

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA		17	43	45	50	50
Math		32	32	34	38	39

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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	87	98.86	17.24
Male	46	46	100.00	13.04
Female	42	41	97.62	21.95
Black or African American	31	30	96.77	10.00
Hispanic or Latino	56	56	100.00	21.43
White	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	17.11
English Learners	26	26	100.00	30.77
Students with Disabilities	28	27	96.43	3.70

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	87	98.86	32.18
Male	46	46	100.00	32.61
Female	42	41	97.62	31.71
Black or African American	31	30	96.77	26.67
Hispanic or Latino	56	56	100.00	35.71
White	--	--	--	--
Socioeconomically Disadvantaged	77	76	98.70	30.26
English Learners	26	26	100.00	42.31
Students with Disabilities	28	27	96.43	7.41

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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

KIPP Ignite parents and family members are encouraged to be active in the education of their children. 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 with more information. 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. Parents and families are also encouraged to attend regular meetings with our School Leader about the progress being made at KIPP Ignite and engage in an open forum for sharing feedback face-to-face.

Our school also hosts regular School Site Council meetings and English Language Advisory Committee meetings, and parents are encouraged to attend and actively participate in our school decision making process. Family members are able to be part of the Family Ambassador program to represent KIPP Ignite amongst other schools in the region. 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.

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.

School Safety Plan

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 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 9.15.19 and was reviewed and approved by the School Site Council on 9.19.19.

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	436.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.4
Other	3.1

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	29		24		30		20		30		20	
1	29		23		28		20		30		20	
2					30		20		23		20	
3									26		20	
Other**	31		1									

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	26	44

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.

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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All KIPP Ignite students have the opportunity to participate in enrichment classes including dance theatre, art, musical theatre, and after school programs.

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).

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,717	\$2,843	\$10,874	\$56,358
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$7125.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	37.7	-28.5
School Site/ State	41.7	-35.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.