

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Mara Bond, Founding School Leader

Principal, KIPP Iluminar Academy

About Our School

I am delighted to share our School Accountability Report Card with you.

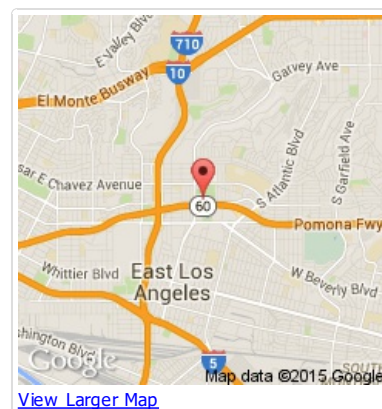
At KIPP Iluminar we truly believe that it is our job to create classrooms that inspire innovation in our students, not only to prepare our students for college, but also to inspire them to make our world a better place. At the heart of the academic program you will find a belief that learning should be experiential, student-centered, and creative. With this in mind teachers encourage student initiative and ownership, foster dialogue, promote inquiry, and strengthen the critical thinking skills in all students. This will foster innovation, and in turn, students will matriculate from KIPP Iluminar Academy as innovative individuals who will go on to take risks for the good of our collective community.

KIPP Iluminar Academy students will exit the school after fourth grade prepared and inspired to pursue their passion.

Contact

4865 East First St.
Los Angeles, CA
90022

Phone: 323-800-5218
E-mail: mbond@kippla.org



About This School

Contact Information - Most Recent Year

School	
School Name	KIPP Iluminar Academy
Street	4865 East First St.
City, State, Zip	Los Angeles, Ca, 90022
Phone Number	323-800-5218
Principal	Mara Bond, Founding School Leader
E-mail Address	mbond@kippla.org
County-District-School (CDS) Code	19647330127670

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/22/2015

School Description and Mission Statement (Most Recent Year)

At KIPP Iluminar Academy we believe that the complexities of our world will require our children to brighten our future with critical thought and imagination. Through rigorous teaching and learning, collaborative character development, and arts-based learning experiences, our children will become innovative individuals that take risks for the good of our collective community and persevere as they seek knowledge through college and beyond.

Cesar Chavez, a hero within our very own community, once said, "Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves—and be free." At the heart of our academic program is the understanding that students are not empty vessels waiting to be filled, or children that need to be taught to imitate, but that they come with rich experiences and beliefs about this world. We believe that the student and the teacher are partners and that both are participating in the work of discovery and learning.

At KIPP Iluminar Academy we have three core components:

1. Learning

At KIPP Iluminar Academy our goal is to provide a strong college preparatory program from which each student will develop a love of learning, an ability to think critically, and an expanding curiosity about the world and its people. We consider certain skills to be essential for all students: read avidly, write clearly and coherently, make connections across content areas, and question thoughtfully.

2. Character

At KIPP Iluminar Academy we believe that school is a place where students will grow academically while also growing their character. We use the following character strengths to guide our character education: zest, grit, self-control, curiosity, love, social intelligence, hope, and gratitude (the images are at the bottom of each page). By valuing character education our students leave KIPP Iluminar Academy with confidence, self-awareness, and a respect for others.

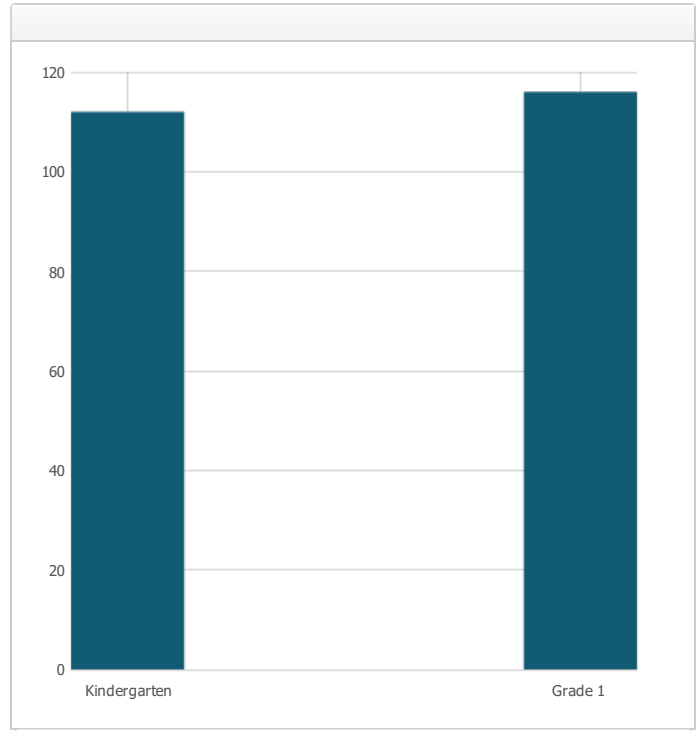
3. Arts

At KIPP Iluminar Academy we believe the arts play an integral role in developing the creative, imaginative, and expressive abilities of all children. For that reason we believe that the arts are an essential component of a well-rounded education. While at our school, our students will explore the visual arts, music, dance, and theater. By ensuring that the arts are a core part of our curriculum, our children matriculate with an ignited imagination.

Last updated: 1/22/2015

Student Enrollment by Grade Level (School Year 2013-14)

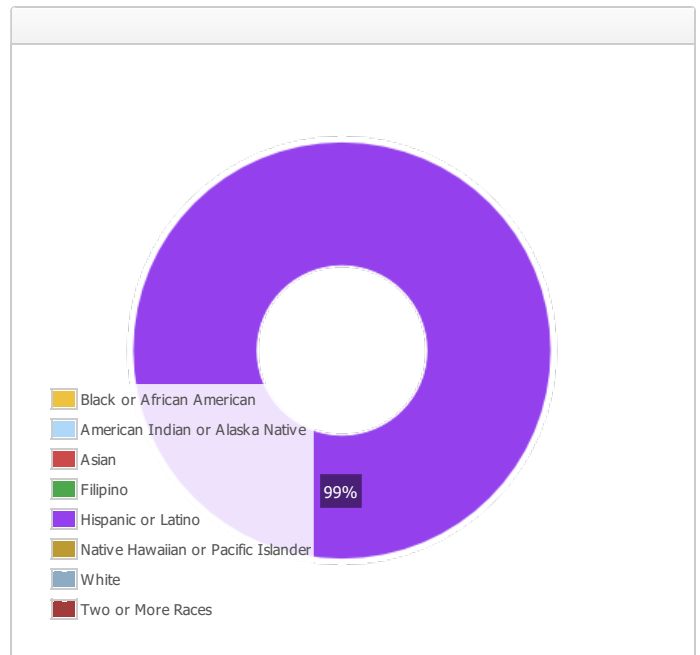
Grade Level	Number of Students
Kindergarten	112
Grade 1	116
Total Enrollment	228



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.0
Hispanic or Latino	99.6
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	84.6
English Learners	43.4
Students with Disabilities	3.5



Last updated: 1/22/2015

A. Conditions of Learning

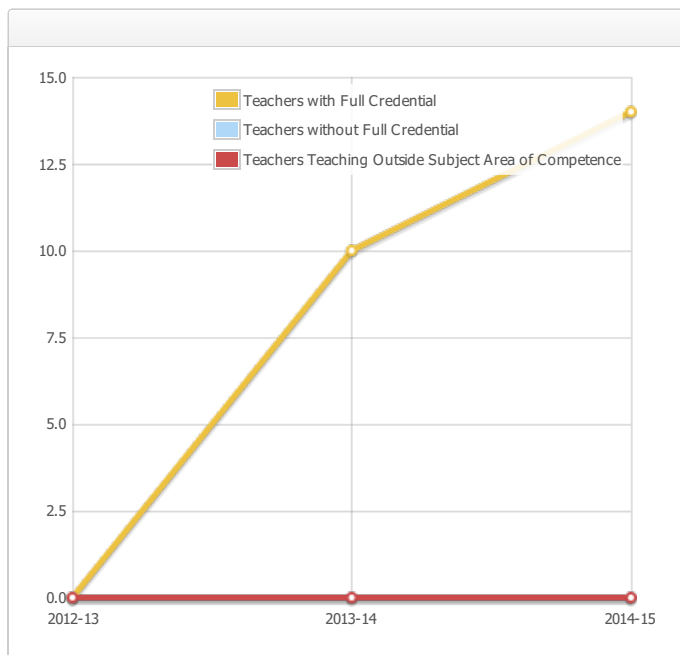
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

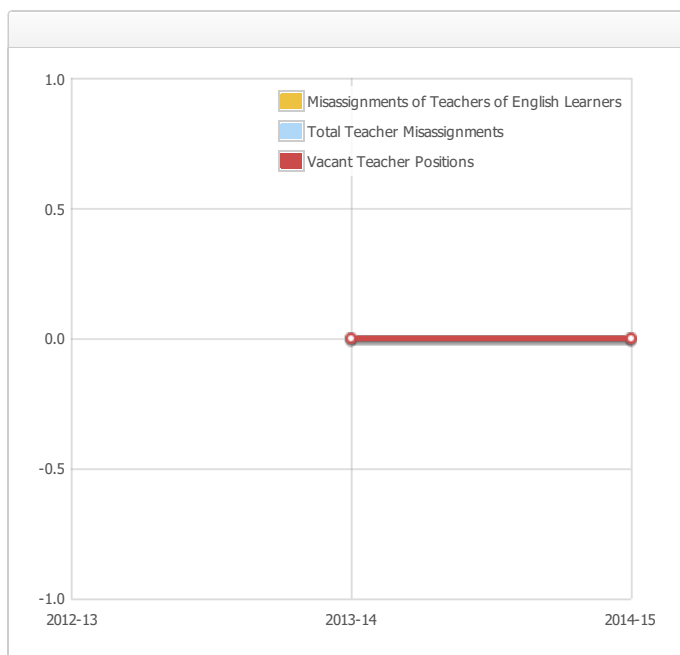
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	0	10	14	180
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/22/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/22/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins for Readers and Writers workshop. Scholastic Guided Reading kits and classroom library books. Booksource classroom library books. RAZ kids and iReady computer programs. Wonders sound spelling cards, photo cards and high frequency word cards. McGraw Hill Your Turn Practice Books.		0.0
Mathematics	Singapore Math activity books, textbooks, teacher resources. ST math computer program. Kathy Richardson books. Developing Number Concepts activity cards. Everyday Math classroom manipulative kit. Calendar Math from Everyday Counts.		0.0
Science	Delta Science Module kits	Yes	0.0
History-Social Science	Teacher created materials		0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts	Teacher created resources from dance and music teacher.		0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/23/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The KIPP Iuminar Academy campus is inspected monthly for safety and cleanliness. During the 2014-15 school year, KIPP Iuminar is located on two separate campuses. At this time we are planning on re-paving an section of the parking lot in January 2015 for our First Grade campus.

Last updated: 1/23/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Good
----------------	------

Last updated: 1/23/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)									

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/22/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Students at the School	
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	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/22/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: STAR Program was last administered in 2012–13. 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: 1/22/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012
Statewide		
Similar Schools		

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/22/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012
All Students at the School		
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		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/22/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

At KIA we see our families as valuable partners. We believe that in order to meet our ambitious goals, we need to cultivate our family relationships. We also know that involving parents and families in their student's education will further empower their children climb the mountain to and through college.

Parents and families can volunteer at the school or at home. At school, opportunities are available for help with special events such as our Innovation Day, Feasts of Gratitude, Winter Concert, Spring Concert, Imagination Celebration, and various fundraisers throughout the year. We also have daily volunteer activities such as helping with arrival and dismissal, working with students in the classroom, helping students one-on-one with sight words, helping teacher with classroom projects, leveling books, and assisting in the office. Parent volunteer opportunities are discussed at the Achievement Afternoon at the beginning of the year, during Parent Teacher conferences, and announced through our weekly family newsletter.

In spring 2014 parents were involved with the development of the 2014-15 LCAP.

Families looking to get involved can contact their student's teacher directly or our office at 323-800-5218.

State Priority: Pupil Engagement

Last updated: 1/30/2015

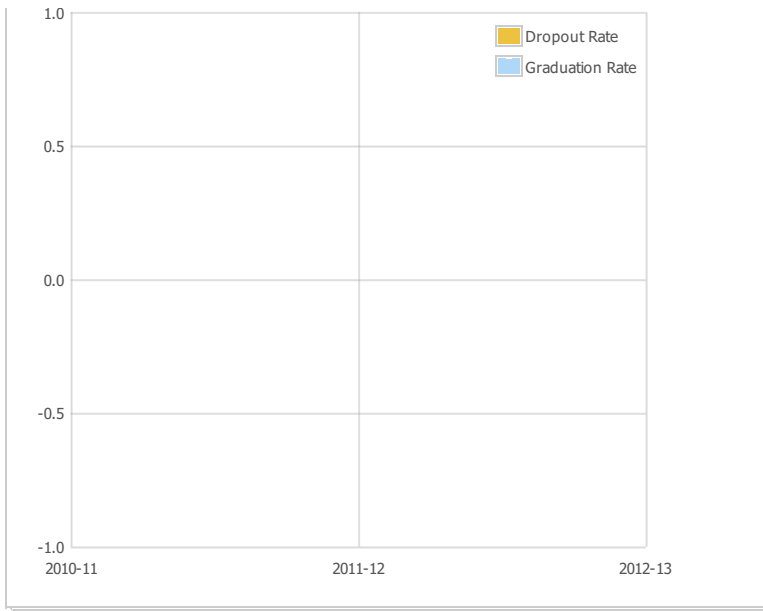
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				64.75	66.63	68.07	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/23/2015

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
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			

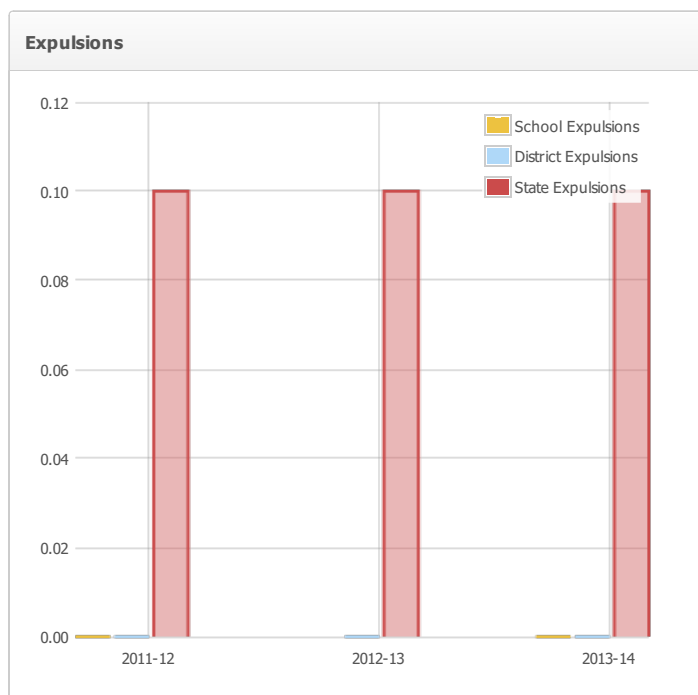
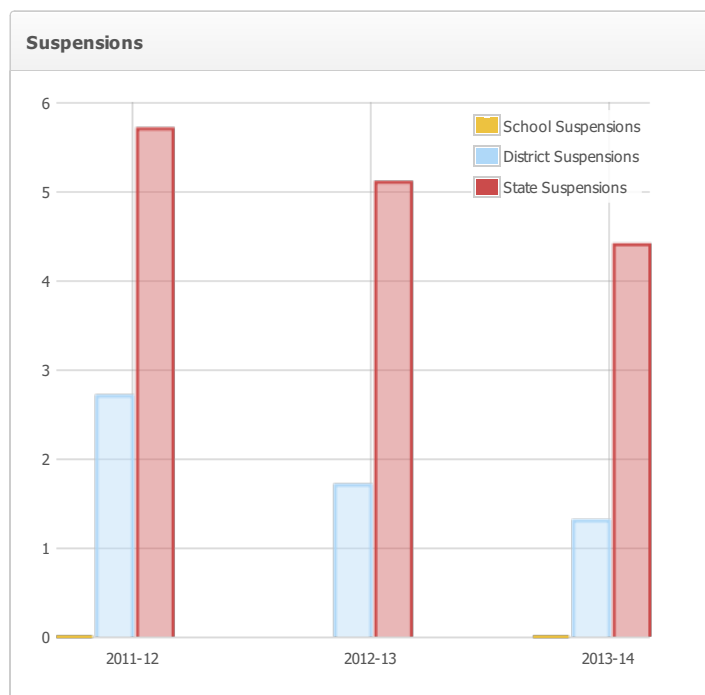
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions			0.00	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions			0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

The school safety and emergency preparedness plan is fully reviewed annually and updated throughout the year if there are staff or facility changes. Teachers and staff are provided with a Safety Training once at the beginning of the year, once before the Great Shake drill, and again for the Spring Safety refresher. Students practice monthly during emergency drills. Regular fire, lockdown, and earthquake drills are scheduled so that all students and staff are familiar with the School Emergency Plans. KIA works closely with Hamasaki Elementary School to ensure our safety protocols and emergency preparedness plan are in sync. All KIA classrooms are equipped with emergency materials in the event of a fire, lockdown, or earthquake.

In the event of an emergency, families will be notified as soon as possible utilizing the automatic School Messenger system. In this event, please make sure to listen to the entire message carefully. It is important for all families to keep their number up to date with the school office so emergency phone calls are received. The student Emergency Card will be used to release students in case of an emergency.

Last updated: 1/23/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2003-2004
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Elementary)

2011-12		2012-13			2013-14							
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									28.0		4	
1									29.0		4	
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Secondary)

2011-12		2012-13			2013-14							
Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		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: 1/23/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other	0.4	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: 1/29/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/29/2015

Types of Services Funded (Fiscal Year 2013-14)

KIPP Iluminar Academy offers several programs and services to assist and support our students and families.

Our instructional program provides core subject and enrichment activities for 224 students, grades K to 1 during the 2013-14 school year. Core subjects include literacy, math, science, and social studies. Our enrichment program includes music and dance three times per week, innovation stations, and arts-based learning experiences in the classroom.

At the heart of our academic program is the understanding that students are not empty vessels waiting to be filled, but that they come with rich experiences and beliefs about this world. With our goal being a balanced approach to instruction we believe that there are five major components we must uphold to make sure the best learning occurs: 1. Students have voice 2. Data Driven 3. Planning 4. Character Education 5. Differentiation

We are committed to working with families to provide the targeted strategies and resources that will best help families to support their child at home to reach their Big Goals. We host two or more Family Workshops and each one has an individualized focus, all geared towards providing information and resources to families to help their child continue to learn outside of the classroom. All families are encouraged to attend these family workshops.

Last updated: 1/23/2015

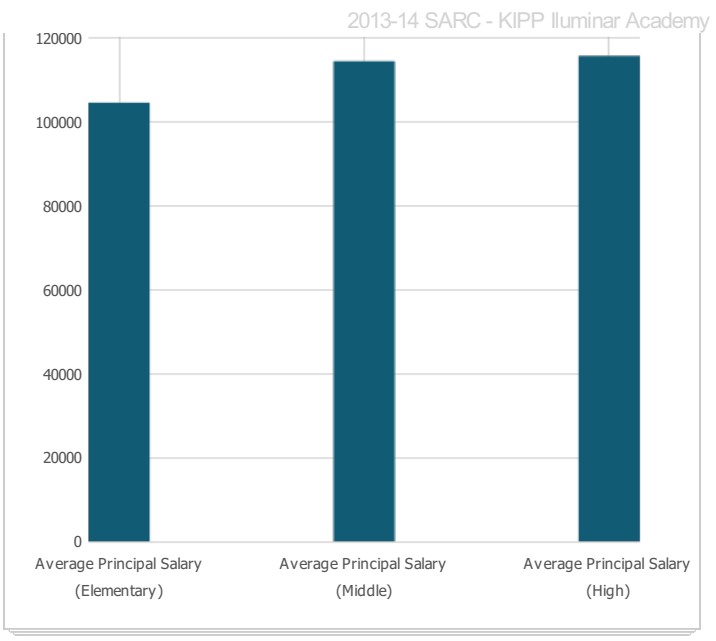
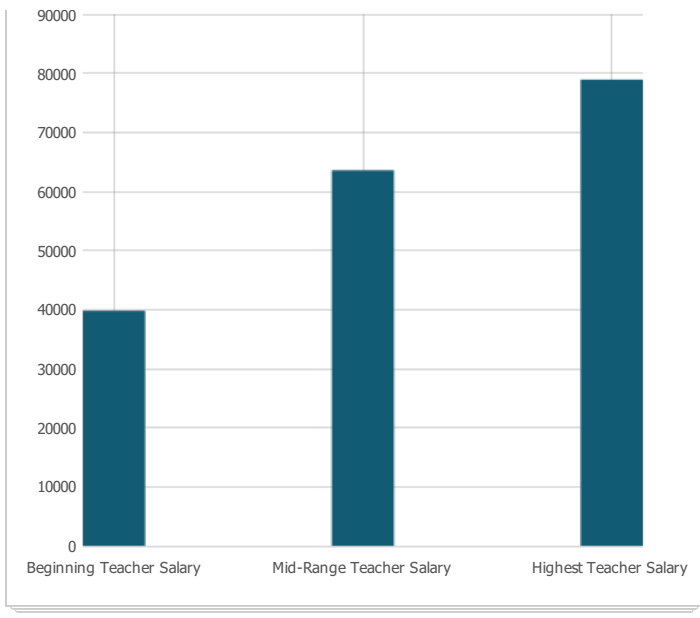
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
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/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/23/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

*Where there are student course enrollments.

Last updated: 1/23/2015

Professional Development – Most Recent Three Years

KIPP Iluminar Academy is grounded in the belief that teachers are the key levers that boost student achievement; thus quality professional development for teachers to help KIPP students excel academically is essential.

Teachers participate in professional development one afternoon per week for 2-3 hours when students have a minimum day. This time is used to analyze data from interim and formative assessments, and to address instructional trends going on in the classroom and ways in which the students can be better served. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Topics include improving check for understandings, incorporating literacy across all contents, or enhancing differentiation for English Learners.

Additionally, differentiated meetings are content-level and grade-level department meetings that each happen once a month. Those occur after the weekly school-wide meetings. In content meetings, teachers in the same content area meet to review each other's assessments and provide instructional support. As a content group, they also have several opportunities throughout the school year to conduct excellent school visits in an effort to improve their instructional practices for their students.

Grade-level department meetings led by the Grade Level Facilitator provide teachers with an opportunity to work out logistical details for upcoming events, discuss the needs and academic progress of individual students, and implement school-wide systems.

Another integral component of professional development at KIPP Iluminar Academy is the observation-debrief cycle (coaching cycle). The School Leader or Dean formally observes teachers. Following the observation, the School Leader or Dean and teacher will discuss student learning based on student data and notes from the observation.

In addition to KIPP Iluminar Academy's school-wide professional development, teachers and administrators benefit from regional professional development opportunities facilitated by KIPP LA Schools. Several times per year, teachers and staff from all of KIPP LA's schools in South and East Los Angeles gather for an intensive day of workshops, trainings, and networking led by internal and external facilitators.

Last updated: 1/23/2015