



# KIPP Iluminar Academy

4800 East Cesar Chavez Ave. • Los Angeles, Ca, 90022-1307 • 323-800-5218 • Grades K-4

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<https://www.kipp.org/school/kipp-iluminar-academy/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### KIPP Iluminar Academy

(213) 241-1000  
www.lausd.net

#### District Governing Board

#### District Administration

Austin Beutner  
Superintendent

### School Description

At KIPP Iluminar Academy we believe in working collaboratively with our families, we will support students with radical love as they brighten the future with critical thought and courage. Through social-emotional development, cultivating a love of life-long learning, and arts-based experiences, Innovators can have the opportunity to continue to thrive as resilient community members in whichever path they choose.

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. **Social Emotional Learning:** At KIPP Iluminar Academy we believe that school is a place where students will grow academically while also growing their ability to learn invaluable skills that help them navigate their way through school as well as their community. We have adopted practices that include using the Second Step curriculum, Playworks, Calm Classroom, and making time for morning meeting each day.
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, and physical education. By ensuring that the arts are a core part of our curriculum, our children matriculate with an ignited imagination.

### 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.

## 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	115
Grade 2	116
Grade 3	114
Grade 4	111
<b>Total Enrollment</b>	<b>570</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.2
Hispanic or Latino	97.7
White	0.7
Socioeconomically Disadvantaged	87.4
English Learners	21.2
Students with Disabilities	10.4
Foster Youth	0.7
Homeless	0.9

## 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 Iluminar Academy	18-19	19-20	20-21
With Full Credential	23	21	24
Without Full Credential	3	11	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for KIPP Iluminar Academy	18-19	19-20	20-21
With Full Credential	◆	◆	20,610
Without Full Credential	◆	◆	669
Teaching Outside Subject Area of Competence	◆	◆	1,337

### Teacher Misassignments and Vacant Teacher Positions at KIPP Iluminar Academy

Indicator	18-19	19-20	20-21
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Our teachers grades Kinder through Third use the following curricula for English Language Arts:</p> <p>Phonics Program: Open Court Phonics along with teacher supplemented lesson plans</p> <p>Writing Program: Writing Workshop Curriculum</p> <p>Reading Comprehension: Reading Workshop Curriculum</p> <p>And throughout the day our teachers do teacher created small group plans for guided reading and standards based instruction.</p> <p>Technology enhanced programs: i-Ready ,Lexia ,Accelerated Reader, Reading A-Z</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Mathematics</b></p>	<p>Teacher created lesson plans that are standards-based and supported by the Eureka Math program and Bridges (4th Grade only).</p> <p>Technology Based Program: i-Ready</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Science</b></p>	<p>Our teachers use the Amplify Science curriculum for all grades, K-4.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>History-Social Science</b></p>	<p>Teacher created lessons based on the California State Standards for Social Studies.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Foreign Language</b></p>	<p>Our teacher uses the Spanish Language Art Program, Maravilla, along with teacher created lessons based on the California State Standards for Spanish.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Health</b></p>	<p>Teacher created lessons based on the California State Standards for P.E.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Visual and Performing Arts</b></p>	<p>Teacher created lessons based on the California State Standards for Visual Arts</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
<p><b>Science Laboratory Equipment</b></p>	<p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The KIPP Iluminar Academy campus is inspected monthly for safety and cleanliness. In August of 2015, KIPP Iluminar was moved into a beautiful, brand new facility. Our campus has fully equipped music and dance classrooms and all of our classrooms offer a welcoming and calm environment for all of our students. At this time we will continue to focus on the beautification and upkeep of our campus.

Our facilities have undergone improvements that focus on the health and safety of students and staff. These improvements were a result of COVID-19 and will ensure everyone is healthy and safe when they return to school. Improvements include-

- Upgrade to MERV13 air filters
- Plexiglass installation in the office, restrooms and classrooms
- Installation of touchless water bottle fillers
- Installation of touchless hand sanitizer dispensers

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: November 2020**

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

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	77	N/A	45	N/A	50	N/A
Math	87	N/A	34	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

At KIPP Iluminar Academy, 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 families in their child's education will further empower their children to climb the mountain to and through college.

KIPP Iluminar families can become involved in many different ways, both on and off our campus. From checking homework to donating materials to decorating the classroom doors, each contribution makes our school community a beautiful place. Each classroom teacher selects a lead Classroom Facilitator at the beginning of each year that acts as the liaison between the teacher and families. The Classroom Facilitator helps coordinate all family volunteer opportunities and classroom celebrations and attends monthly planning meetings.

Our school site council meetings, led by our school Administrative team, provide families with a deep look into school operations and rely on their feedback to make crucial decisions for the entire campus. Cafecito with Ms. Hernandez, an informal town hall-type meeting in which families can ask our principal questions, has also become a vital part of our family involvement at KIPP Iluminar.

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 end of year goals. We host Family Workshops with individualized focus, all geared towards providing information and resources to families to help their children continue to learn outside of the classroom. Additionally, we hold three mandatory family meetings throughout the year called Achievement Afternoons that are specifically tailored to the needs of each grade level and how families can support their innovators at home.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Rachel Cashmere, at [rcashmere@kipsoscal.org](mailto:rcashmere@kipsoscal.org).

**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 (School Year 2020-2021)**

The school safety and emergency preparedness plan is fully reviewed annually and was last updated and reviewed on October 2020. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some things included in the plan are - what to do during an emergency (which includes earthquake, fire, lockdown, or shelter in place), emergency numbers to call if needed, and staff directory. Teachers and staff are provided with a Safety Training once at the beginning of the school year in August, in October before the Great Shake drill, and again in April as a 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. All KIPP Iluminar 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. Overall staff at KIPP Iluminar understand our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.2	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	285

\*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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8.6

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	30		28		29		28		29		28	
1	29		32		23	7	28		30		27	1
2	29		32		28		28		27	7	23	5
3	28		32		28		28		37		20	8
4	26		32		27		28		36		19	8
Other**												

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	26	44	46

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.

Professional development during distance learning has been delivered through weekly team internalization meetings, one-on-one meetings, and live coaching done during observations. Development has focused on phonics execution and alignment of our new curriculum, Open Court Reading. We have also done development around student engagement strategies for remote learning and reading intervention.

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, Assistant Principal or Dean formally observes teachers. Following the observation, the School Leader, Assistant Principal 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 SoCal Schools. Several times per year, teachers and staff from all of KIPP SoCal's schools in South and East Los Angeles gather for an intensive day of workshops, trainings, and networking led by internal and external facilitators.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (ES)	\$117,849	\$128,526
Average Principal Salary (MS)	\$131,307	\$133,574
Average Principal Salary (HS)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

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 585 students, grades TK to 4th during the 2019-2020 school year. Core subjects include literacy, math, science, and social studies.

KIPP Iluminar Academy offers enrichment classes to all our students to ensure they are exposed to vast subjects. All our students have dance, music, art, and Spanish class three times a week. These classes enhance student learning and add a distinctive aspect to the curriculum they currently have. In dance our students learn basic dance techniques and even get exposed to ballet. In art class our students develop skills to paint, draw, color and use their creativity to create works of art. In Spanish, our teacher integrates grammar and writing skills to be able to communicate in both oral and writing in the Spanish Language.

KIPP SoCal Schools offer an ASES funded after school program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for grades K to 4th. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Students participate in at least one hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as dance, youth development strategies like performing arts, and music. Other enrichment activities are implemented based on the students' needs and interests.

**State Priority: Pupil Engagement**

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

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

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

Rate for KIPP Iluminar Academy	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	79.7	80.1	81.5

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,929	\$2,969	\$10,960	\$61,706
District	N/A	N/A	\$9,056	\$74,789
State	N/A	N/A	\$7,125	\$82,403

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	19.0	-19.2
School Site/ State	42.4	-28.7

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

**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.