

KIPP Iluminar Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 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.



Tania Hernandez, 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

KIPP Iluminar Academy
4800 East Cesar Chavez Ave.
Los Angeles, CA 90022-1307

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	KIPP Iluminar Academy
Street	4800 East Cesar Chavez Ave.
City, State, Zip	Los Angeles, Ca, 90022-1307
Phone Number	323-800-5218
Principal	Tania Hernandez, School Leader
E-mail Address	themandez@kippla.org
Web Site	http://kippla.org/iluminar/index.cfm
County-District-School (CDS) Code	19647330127670

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

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.

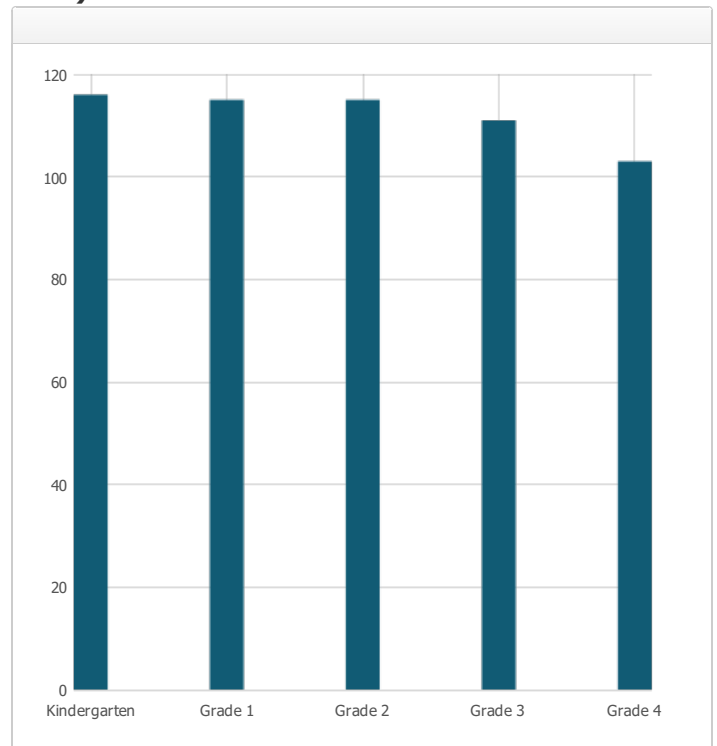
At KIPP Iluminar Academy we have three core components:

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. 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, and dance. By ensuring that the arts are a core part of our curriculum, our children matriculate with an ignited imagination.

Last updated: 1/31/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	116
Grade 1	115
Grade 2	115
Grade 3	111
Grade 4	103
Total Enrollment	560



Last updated: 1/18/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	%
Hispanic or Latino	97.9 %
Native Hawaiian or Pacific Islander	%
White	0.7 %
Two or More Races	0.2 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.1 %
English Learners	31.1 %
Students with Disabilities	13.6 %
Foster Youth	0.2 %

A. Conditions of Learning

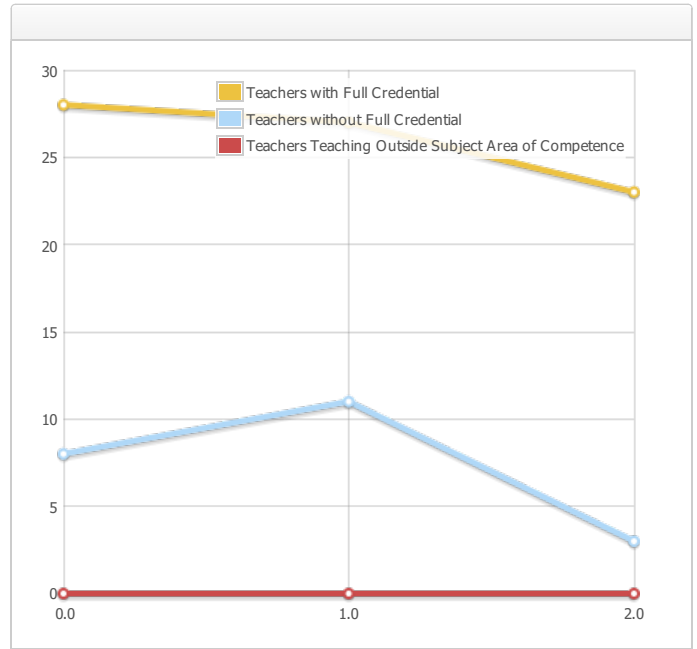
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	28	27	23	
Without Full Credential	8	11	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Our teachers grades Kinder through Third use the following curricula for English Language Arts:</p> <ul style="list-style-type: none"> • Phonics Program: Wonders Curriculum along with teacher supplemented lesson plans • Writing Program: Writing Workshop Curriculum (Lucy Calkins) • Reading Comprehension: Reading Workshop Curriculum (Lucy Calkins) • And throughout the day our teachers do teacher created small group plans for guided reading and standards-based instruction. <ul style="list-style-type: none"> ◦ Technology enhanced programs: ◦ Achieve 3000 Lexia Accelerated Reader Reading A-Z 		0.0 %
Mathematics	<p>Teacher created lesson plans that are standards-based and supported by the Eureka Math program</p> <p>Technology Based Program: ST Math</p>		0.0 %
Science	<p>Teacher created and guided by Next Generation Science standards.</p>		0.0 %
History-Social Science	<p>Teacher created lessons based on the California State Standards for Social Studies</p>		0.0 %
Foreign Language	<p>Our teacher uses the Spanish Language Art Program, Maravilla, along with teacher created lessons based on the California State Standards for Spanish.</p>		0.0 %
Health	<p>Teacher created lessons based on the California State Standards for Dance</p>		0.0 %
Visual and Performing Arts	<p>Teacher created lessons based on the California State Standards for Visual Arts</p>		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: 1/31/2019

School Facility Conditions and Planned Improvements

The KIPP Iuminar Academy campus is inspected monthly for safety and cleanliness. In August of 2015, KIPP Iuminar 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.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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: January 2019

Overall Rating	Exemplary
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Last updated: 1/18/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	67.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	82.0%	72.0%	30.0%	32.0%	37.0%	38.0%

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.

Last updated: 1/18/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	212	99.07%	66.98%
Male	107	105	98.13%	59.05%
Female	107	107	100.00%	74.77%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	212	210	99.06%	66.67%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	194	192	98.97%	66.15%
English Learners	99	99	100.00%	63.64%
Students with Disabilities	40	39	97.50%	35.90%
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: 1/18/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	212	99.07%	72.17%
Male	107	105	98.13%	67.62%
Female	107	107	100.00%	76.64%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	212	210	99.06%	71.90%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	194	192	98.97%	71.88%
English Learners	99	99	100.00%	71.72%
Students with Disabilities	40	39	97.50%	33.33%
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: 1/18/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/18/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 1/18/2019

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 2018—19)

At KIPP Illuminar 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 parents and families in their student's education will further empower their children to climb the mountain to and through college.

Parents and families can volunteer at the school or at home. At school, opportunities are available to 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 teachers with classroom projects, leveling books, and assisting in the office. Parent volunteer opportunities are discussed at our Back to School Night at the beginning of the year, during Parent Teacher conferences, and announced through our weekly family newsletter. Annually we engage our parents in the review and development of our school's LCAP.

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.

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

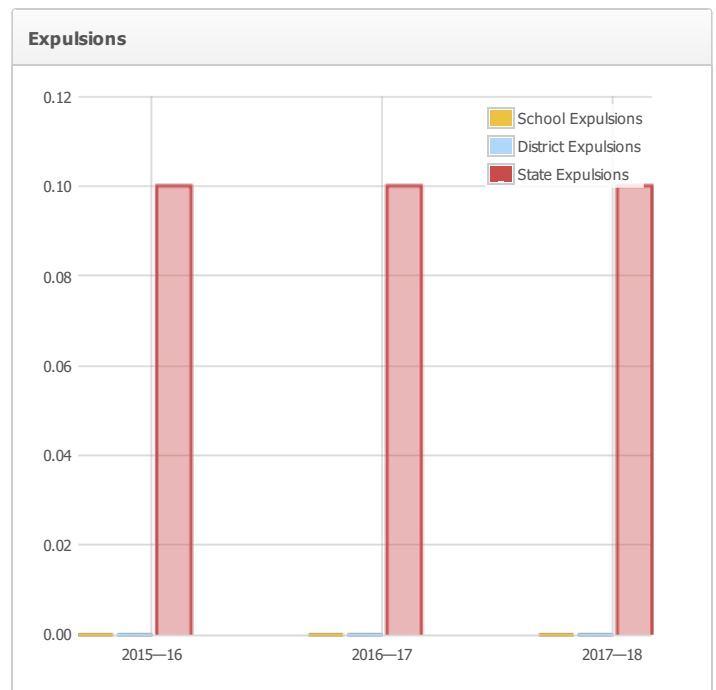
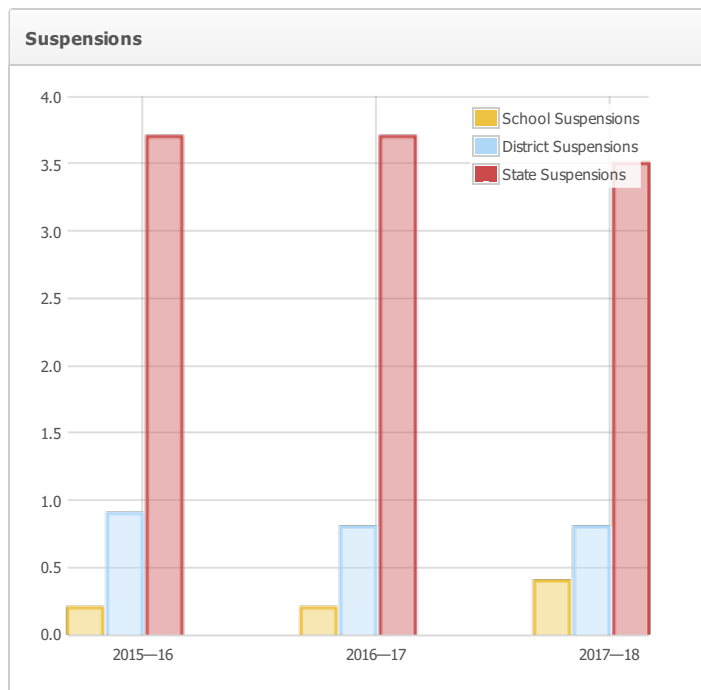
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.2%	0.2%	0.4%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/18/2019

School Safety Plan (School Year 2018—19)

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 (8/10/18), once before the Great Shake drill (10/16/18), 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. 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.

Last updated: 1/31/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		16	
1	29.0		16	
2	28.0		16	
3	27.0		16	
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		20	
1	29.0		24	
2	27.0	1	24	
3	26.0		24	
4	26.0		24	
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		28	
1	29.0		32	
2	29.0		32	
3	28.0		32	
4	26.0		32	
5				
6				
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.

Last updated: 1/18/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 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: 1/18/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	0.5	N/A
Social Worker	1.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.5	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: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12624.0	\$2573.0	\$10050.0	\$61316.0
District	N/A	N/A	\$10881.0	\$75094.0
Percent Difference – School Site and District	N/A	N/A	-7.6%	-18.3%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	52.9%	-24.1%

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017—18)

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 561 students, grades TK to 4 during the 2018-2019 school year. Core subjects include literacy, math, science, and social studies.

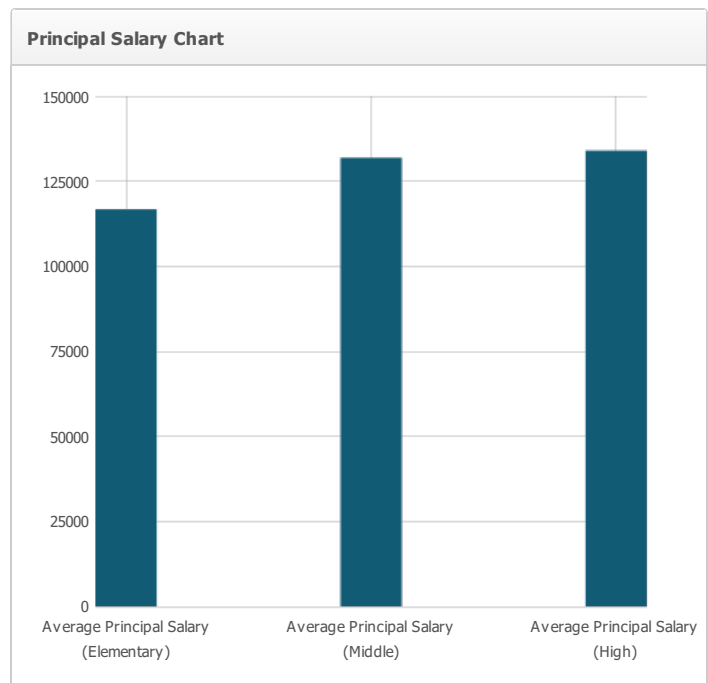
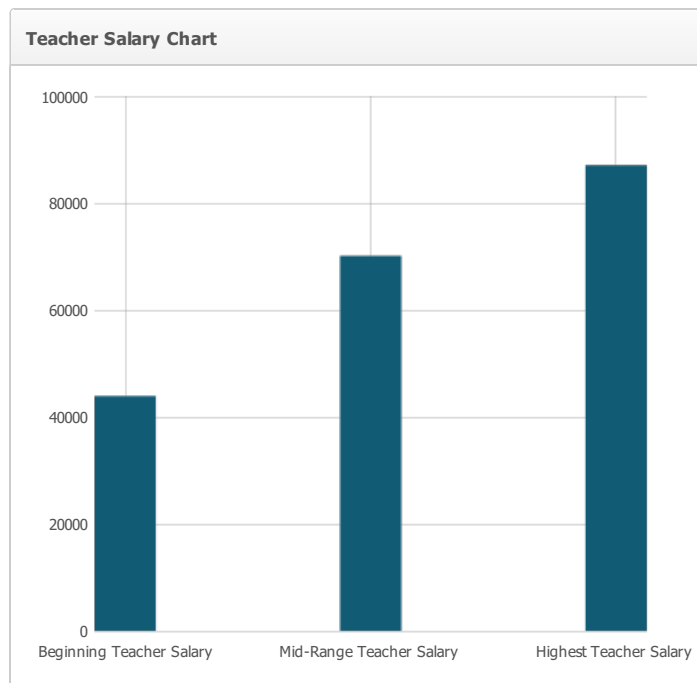
KIPP Iluminar Academy offers enrichment classes to all our students to ensure they are exposed to vast subjects. All our students have dance, music, art, and Spanish class three times a week. These classes enhance student learning and add a distinctive aspect to the curriculum they currently have. In dance our students learn basic dance techniques and even get exposed to ballet. In art class our students are able 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.

Last updated: 1/31/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	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 <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/18/2019

Professional Development

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 Iuminar 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 Iuminar 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.

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