KIPP Iluminar Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

KIPP ILUMINAR ACADEMY
imagination ignited

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
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.

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.

2023-24 School Contact Information

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
Email Address	thernandez@kippsocal.org
School Website	https://www.kipp.org/school/kipp-iluminar-academy/
County-District-School (CDS) Code	19-64733-0127670

2023-24 District Contact Information

District Name	KIPP Iluminar Academy
Phone Number	(213) 241-1000
Superintendent	Alberto M. Carvalho
Email Address	albert.carvalho@lausd.net
District Website	www.lausd.net

2023-24 School Description and Mission Statement

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, Calm Classroom, and making time for morning meetings each day.

2023-24 School Description and Mission Statement

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:
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 leave the school after fourth grade prepared and inspired to pursue their passion.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	109
Grade 2	112
Grade 3	114
Grade 4	108
Total Enrollment	560

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.4%
Male	44.6%
Asian	0.4%
Black or African American	0.2%
Hispanic or Latino	98.6%
White	0.2%
English Learners	23.9%
Foster Youth	0.4%
Homeless	1.1%
Socioeconomically Disadvantaged	83.2%
Students with Disabilities	15.5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	80.77	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.69	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	11.54	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
Total Teaching Positions	26.00	100.00	27194.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.40	81.81	23128.20	84.33	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	7.28	804.50	2.93	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.64	1474.90	5.38	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	7.28	1009.60	3.68	11953.10	4.28
Unknown	0.00	0.00	1009.30	3.68	15831.90	5.67
Total Teaching Positions	27.40	100.00	27426.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	1.00
Total Out-of-Field Teachers	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.6	21.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	42.1	20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our teachers use the following curricula for English Language Arts:	Yes	0.0 %

	Phonics Program: Open Court Phonics (K-3rd) along with teacher supplemented lesson plans (4th) Writing Program: Wit and Wisdom (K-4th) Reading Comprehension: Wit and Wisdom (K-4th) Throughout the day our teachers pull for intervention using Dibels intervention plans. Technology enhanced programs: i-Ready, Lexia, Accelerated Reader, Reading A-Z Transitional Kindergarten: Uses Tools of the Mind		
Mathematics	Kinder: Teacher created lesson plans that are standards-based and supported by the Eureka Math program 1st-4th: Bridges Technology Based Program: i-Ready Transitional Kindergarten: Uses Tools of the Mind	Yes	0.0 %
Science	Our teachers use the Amplify Science curriculum for all grades, K-4. Transitional Kindergarten: Uses Tools of the Mind	Yes	0.0 %
History-Social Science	Teacher created lessons based on the California State Standards for Social Studies. Transitional Kindergarten: Uses Tools of the Mind	Yes	0.0 %
Foreign Language	Our teacher uses the Spanish Language Art Program, Rockalingua, along with teacher created lessons based on the California State Standards for Spanish.	Yes	0.0 %
Health	Teacher created lessons based on the California State Standards for P.E.	Yes	0.0 %
Visual and Performing Arts	Teacher created lessons based on the California State Standards for Visual Arts	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

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. Currently, our campus has fully equipped music classroom, PE spaces, 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. In 2023 we updated shading to our small playground and added netting to our PE area. We will also be adding an updated shading structure in our large turf.

Our facilities underwent improvements that focus on the health and safety of students and staff. These improvements continue to ensure everyone is healthy and safe while at school. Improvements include:
* Upgrade to MERV13 air filters
* Installation of touchless water bottle fillers
* Installation of touchless hand sanitizer dispensers

Planned Improvements:
* Shading and netting to Play turfs
* Installation of EV charging stations and Solar Power

Year and month of the most recent FIT report	November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Modifications to our Playground turf and removal of rock wall

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	28	41	41	47	46
Mathematics (grades 3-8 and 11)	38	29	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	214	99.53	0.47	28.04
Female	124	123	99.19	0.81	30.08
Male	91	91	100.00	0.00	25.27
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	212	211	99.53	0.47	27.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	42	100.00	0.00	9.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	0.55	24.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	11.36

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	215	214	99.53	0.47	28.97
Female	124	123	99.19	0.81	26.02
Male	91	91	100.00	0.00	32.97
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	212	211	99.53	0.47	28.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	42	42	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	0.55	28.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	13.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			20.02	20.46	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

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

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

Through post-pandemic, opportunities for parent involvement on and off campus have been limited but are becoming available again. Our Cafecitos 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 Mrs. Hernandez, an informal in person and virtual meetings, 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 partner with community organizations that provide information and resources to families to help their children continue to learn outside of the classroom. This year we have partnered with PBS Kids and Chase. They are providing monthly workshops to interested families. Additionally, we hold three mandatory family meetings throughout the year (Back to School, Fall into Literacy and Spring Into Math) 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, Sofia Carrasco, at scarrasco@kippsocal.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	564	210	37.2
Female	313	313	112	35.8
Male	251	251	98	39.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	556	556	206	37.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	1	1	1	100.0
English Learners	135	135	56	41.5
Foster Youth	2	2	0	0.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	475	475	176	37.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	94	40	42.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.46	0.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The school safety and emergency preparedness plan is fully reviewed annually and was last updated and reviewed on October 2023. 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, or lockdown), 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, in November before our Lockdown 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 Parent Square notification 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		15	
1	28		20	
2	29		19	1
3	28		20	
4	28		20	
Other	6	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		20	
1	27	1	20	
2	26	2	20	
3	27	1	20	
4	25	2	20	
Other	3	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	0	20	0
1	26	1	20	0
2	26	1	20	0
3	27	1	20	0
4	27	0	20	0
5	0	0	0	0
6	0	0	0	0
Other	5	4	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	280

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,489	$6,738	$9,751	$66,710
District	N/A	N/A	$8,789	$81,337
Percent Difference - School Site and District	N/A	N/A	10.4	-16.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	38.6	-24.5

Fiscal Year 2022-23 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 556 students, grades TK to 4th. 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 music, art, and Spanish class throughout the year. These classes enhance student learning and add a distinctive aspect to the curriculum they currently have. In music our students are exposed to various fundamentals to prepare them to learn an instrument by the end of forth grade. 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 offers an ASES funded Extended Learning 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 TK 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, soccer, and youth development strategies like performing arts, and music. Other enrichment activities are implemented based on the students' needs and interests.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,916	$55,550
Mid-Range Teacher Salary	$78,133	$80,703
Highest Teacher Salary	$97,008	$109,418
Average Principal Salary (Elementary)	$124,723	$137,703
Average Principal Salary (Middle)	$136,178	$143,760
Average Principal Salary (High)	$139,415	$159,021
Superintendent Salary	$440,000	$319,443
Percent of Budget for Teacher Salaries	25.32%	30.35%
Percent of Budget for Administrative Salaries	4.83%	4.87%

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.

Professional development is 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 curricula Open Court Reading, Wit &Wisdom and Bridges.

Additionally, differentiated meetings are content-level and grade-level department 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 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 School Leader, Dean or teacher maagers formally observe teachers. Following the observation, managers 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 gather for internalization days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	54	54	52