

KIPP Iluminar Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Mara Bond, Founding School Leader

Principal, KIPP Iluminar Academy

About Our School

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

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

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

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Michelle King
E-mail Address	michelle.king@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
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	Mara Bond, Founding School Leader
E-mail Address	mbond@kippla.org
Web Site	http://kippla.org/iluminar/index.cfm
County-District-School (CDS) Code	19647330127670

Last updated: 1/18/2018

School Description and Mission Statement (School Year 2017-18)

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.

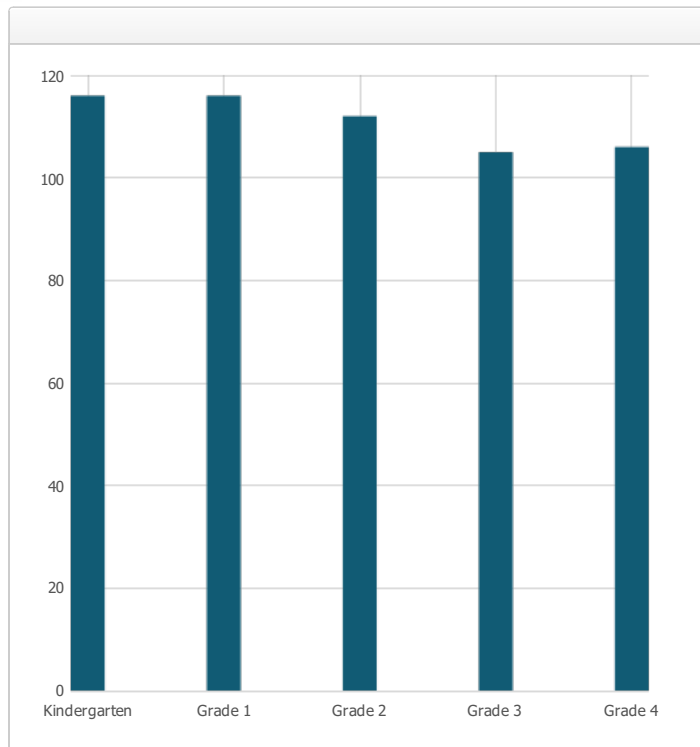
At KIPP Iluminar Academy we have three core components:

- 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.
- Character:** At KIPP Iluminar Academy we believe that school is a place where students will grow academically while also growing their character. We use the following character strengths to guide our character education: zest, grit, self-control, curiosity, love, social intelligence, hope, and gratitude (the images are at the bottom of each page). By valuing character education our students leave KIPP Iluminar Academy with confidence, self-awareness, and a respect for others.
- Arts:** At KIPP Iluminar Academy we believe the arts play an integral role in developing the creative, imaginative, and expressive abilities of all children. For that reason we believe that the arts are an essential component of a well-rounded education. While at our school, our students will explore the visual arts, music, dance, and theater. By ensuring that the arts are a core part of our curriculum, our children matriculate with an ignited imagination.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	116
Grade 1	116
Grade 2	112
Grade 3	105
Grade 4	106
Total Enrollment	555



Last updated: 1/18/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2 %
American Indian or Alaska Native	0.0 %
Asian	0.2 %
Filipino	0.0 %
Hispanic or Latino	98.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.7 %
Two or More Races	0.2 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.9 %
English Learners	30.8 %
Students with Disabilities	10.5 %
Foster Youth	0.4 %

Last updated: 1/18/2018

A. Conditions of Learning

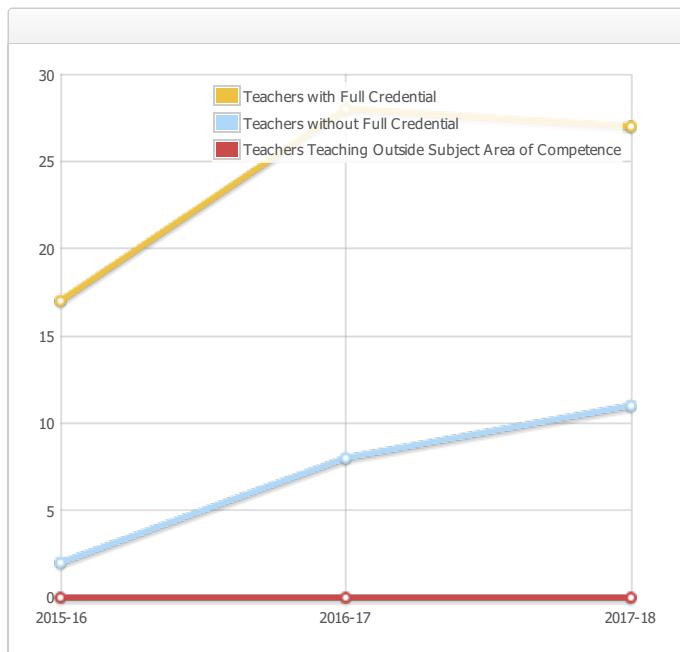
State Priority: Basic

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

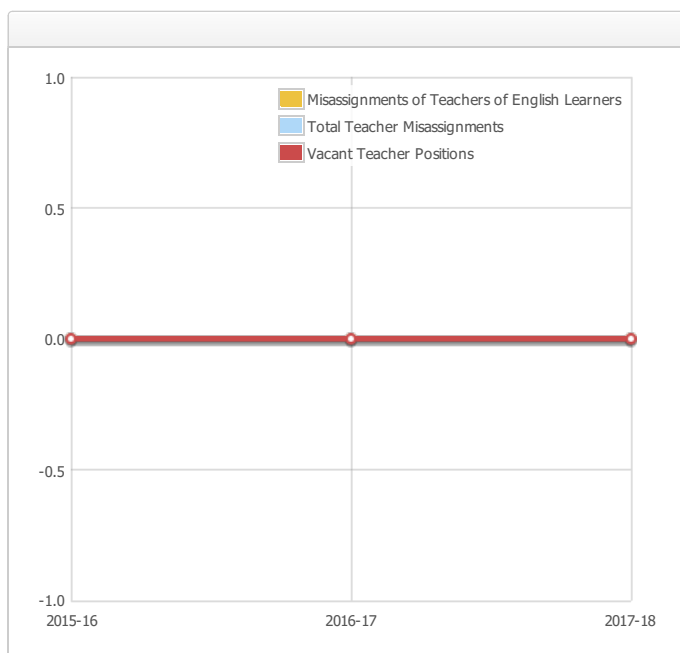
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	28	27	21842
Without Full Credential	2	8	11	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 2/7/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our teachers grades Kinder through Third use the following curricula for English Language Arts: <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. • Technology enhanced programs: <ul style="list-style-type: none"> ◦ Achieve 3000 ◦ Lexia ◦ Accelerated Reader ◦ Reading A-Z 	Yes	0.0 %
Mathematics	Teacher created lesson plans that are stadands-based and supported by the Eureka Math program Technology Based Program: ST Math	Yes	0.0 %
Science	Teacher created and guided by Next Generation Science standards.	Yes	0.0 %
History-Social Science	Teacher created lessons based on the California State Standards for Social Studies	Yes	0.0 %
Foreign Language	Our teacher uses the Spanish Language Art Program, Maravilla, 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 Dance	Yes	0.0 %
Visual and Performing Arts	Teacher created lessons based on the California State Standards for Visual Arts	Yes	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: 2/7/2018

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. At this time we are planning on focusing on continuing to beautify and upkeep our campus.

Last updated: 1/18/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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 2018

Overall Rating	Exemplary
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Last updated: 1/18/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	78%	71%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	91%	82%	29%	30%	36%	37%

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: 1/18/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	211	100.00%	71.09%
Male	106	106	100.00%	66.98%
Female	105	105	100.00%	75.24%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	210	210	100.00%	70.95%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	181	181	100.00%	66.85%
English Learners	96	96	100.00%	66.67%
Students with Disabilities	32	32	100.00%	28.13%
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: 1/18/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	211	211	100.00%	81.99%
Male	106	106	100.00%	80.19%
Female	105	105	100.00%	83.81%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	210	210	100.00%	81.90%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	181	181	100.00%	80.66%
English Learners	96	96	100.00%	79.17%
Students with Disabilities	32	32	100.00%	37.50%
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: 1/18/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)					56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/18/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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: 1/18/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 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 teacher 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 schools' LCAP.

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

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

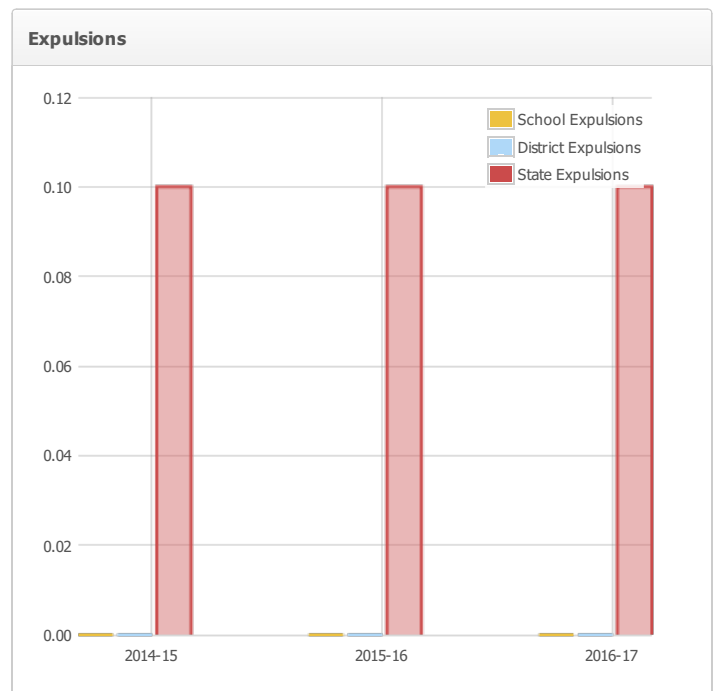
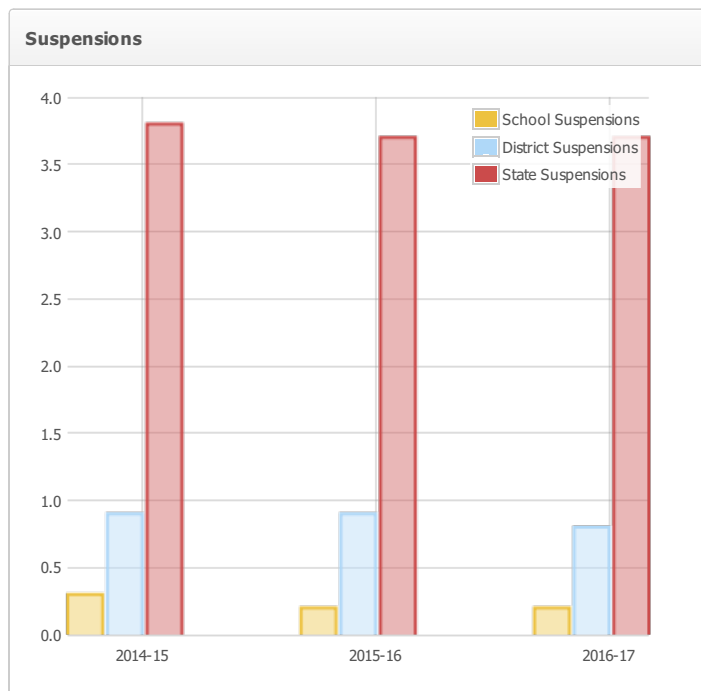
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3%	0.2%	0.2%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/18/2018

School Safety Plan (School Year 2017-18)

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 (8/11/17), once before the Great Shake drill (10/9/17), 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 Illuminar 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: 1/18/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 1/18/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.0	0	4	0	29.0	0	16	0	29.0	0	20	0
1	28.0	0	4	0	29.0	0	16	0	29.0	0	24	0
2	28.0	0	4	0	28.0	0	16	0	27.0	1	24	0
3	0.0	0	0	0	27.0	0	16	0	26.0	0	24	0
4	0.0	0	0	0	0.0	0	0	0	26.0	0	24	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/18/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/18/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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	0.4	N/A
Social Worker	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.3	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: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12053.0	\$2753.0	\$9300.0	\$54372.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	-32.5%	-30.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	34.4%	-37.2%

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

Last updated: 2/7/2018

Types of Services Funded (Fiscal Year 2016-17)

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 2016-2017 school year. Core subjects include literacy, math, science, and social studies. Our enrichment program includes art, music, spanish, theatre and dance three times per week.

At the heart of our academic program is the understanding that students are not empty vessels waiting to be filled, but that they come with rich experiences and beliefs about this world. With our goal being a balanced approach to instruction we believe that there are five major components we must uphold to make sure the best learning occurs:

1. Students have voice
2. Data Driven
3. Planning
4. Character Education
5. Differentiation

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

Last updated: 1/18/2018

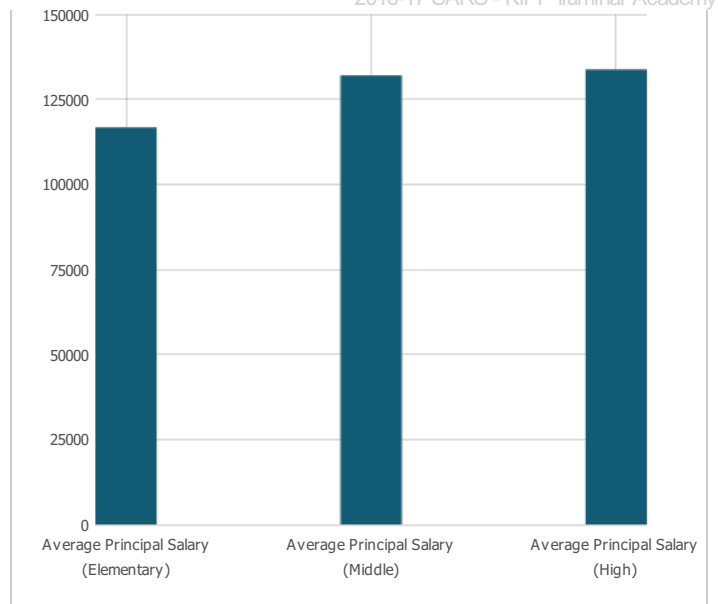
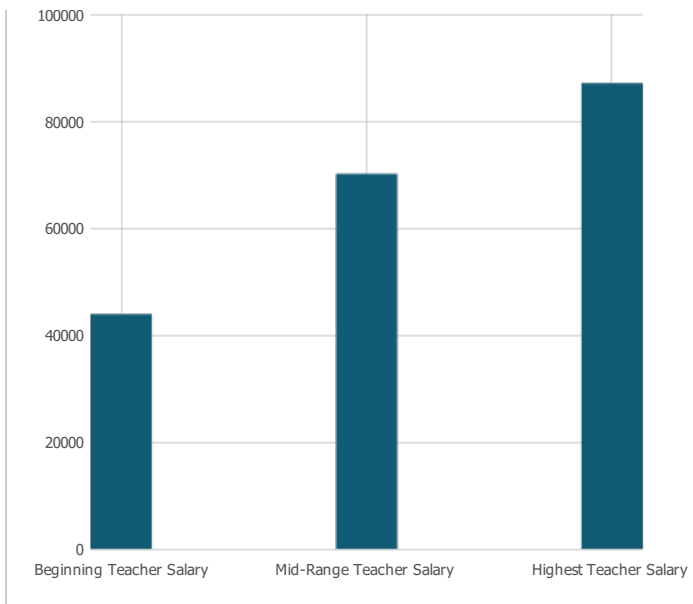
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,808
Mid-Range Teacher Salary	\$70,141	\$73,555
Highest Teacher Salary	\$87,085	\$95,850
Average Principal Salary (Elementary)	\$116,684	\$120,448
Average Principal Salary (Middle)	\$131,969	\$125,592
Average Principal Salary (High)	\$133,725	\$138,175
Superintendent Salary	\$350,000	\$264,457
Percent of Budget for Teacher Salaries	32.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/18/2018

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 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 LA Schools. Several times per year, teachers and staff from all of KIPP LA's schools in South and East Los Angeles gather for an intensive day of workshops, trainings, and networking led by internal and external facilitators.

Last updated: 1/18/2018