

KIPP Empower Academy

8466 South Figueroa St. • Los Angeles, Ca, 90003-2729 • 323-750-2279 • Grades K-4

Chinedu Udeh, School Leader, Principal

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<http://kippsocal.org/empower/index.cfm>



2018-19 School Accountability Report Card Published During the 2019-20 School Year

Los Angeles Unified

(213) 241-1000
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

KIPP Empower Academy (KEA) is a college-preparatory, tuition-free public charter elementary school that opened in summer 2010 in South Los Angeles. KEA operates an innovative blended learning instructional model and is a high performing elementary school in Los Angeles. KEA is part of the national KIPP (Knowledge Is Power Program) network of schools. We are operated by KIPP SoCal Schools, a charter school management organization.

Our mission is to empower our students to be strong in mind, body, and spirit so that they will thrive in middle school, high school, college, and the competitive world.

“Strong in mind” conveys the importance of academic skills (cognitive development); “strong in body” refers to personal habits (physical development); and “strong in spirit” references the character traits we strive to foster (socio-emotional and psychological development). By cultivating all aspects of a child’s development, KEA will prepare our students for more than just middle school; we will prepare them for the variety of challenges they may face in high school, college, and in their careers.

About Our School Leader: Chinedu Udeh began her educational career teaching fourth grade in Tulsa, Oklahoma through Teach For America. She then moved to Los Angeles and founded the fourth grade at KIPP Empower Academy. While in the classroom, she spent her summers working as a coach, training teachers in instructional and behavioral practices. At KIPP Empower she served as a grade level chair, an instructional coach and later as an assistant school leader. She has served as the School Leader at KIPP Empower Academy since 2017. She graduated Cum Laude from Dartmouth College and received her Masters from Teachers College Columbia Summer Principals Academy. Her commitment to KEA stems from her firm belief in its mission to empower students to be strong in mind, body, and spirit. This holistic approach to urban education aligns with her belief about the type of education students in South Los Angeles deserve.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	118
Grade 2	117
Grade 3	117
Grade 4	116
Total Enrollment	585

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	56.9
American Indian or Alaska Native	0.2
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
Socioeconomically Disadvantaged	89.1
English Learners	18.8
Students with Disabilities	8.9
Foster Youth	0.5
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for KIPP Empower	17-18	18-19	19-20
With Full Credential	30	19	22
Without Full Credential	6	8	8
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Angeles Unified	17-18	18-19	19-20
With Full Credential	◆	◆	21054
Without Full Credential	◆	◆	783
Teaching Outside Subject Area of Competence	◆	◆	1103

Teacher Misassignments and Vacant Teacher Positions at KIPP Empower Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading: Fontas and Panell (K-4), Guided Reading (K-4) Writing: Lucy Calkins Writers Workshop (K-4) Phonics: Core Knowledge (K-2) Words Their Way (3-4) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Mathematics	Bridges The Math Learning Center The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %
Science	Science: Teacher created standards based (K-4) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %

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

School Facility Conditions and Planned Improvements (Most Recent Year)

KIPP Empower Academy is inspected on a monthly basis to ensure cleanliness. For our campus facilities, there are monthly walkthroughs done that ensure safety in the classrooms and cleanliness on our campus. KIPP Empower Academy recently added pavement to the back lot to make it safer for families using the car line/valet to pick up students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2020

System Inspected	Repair Status	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 Rating	Good	

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	35	43	45	50	50
Math	43	42	32	34	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	229	100.00	35.37
Male	113	113	100.00	32.74
Female	116	116	100.00	37.93
Black or African American	140	140	100.00	31.43
Hispanic or Latino	85	85	100.00	41.18
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	203	100.00	34.48
English Learners	57	57	100.00	40.35
Students with Disabilities	33	33	100.00	6.06
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	229	229	100.00	42.36
Male	113	113	100.00	44.25
Female	116	116	100.00	40.52
Black or African American	140	140	100.00	35.71
Hispanic or Latino	85	85	100.00	52.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	203	100.00	42.36
English Learners	57	57	100.00	50.88
Students with Disabilities	33	33	100.00	12.12
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

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 2019-20)

KIPP Empower Academy thrives and welcomes parent involvement in school events. Parent involvement can range from administration assistance, teacher assistance, and participation in big school events such as our Trunk or Treat, Winter Program, Empower Carnival, school-wide fundraisers and many more! Our parents are extremely involved and attend meetings once a month. We also have school-wide Parent Leadership Council (PLC) meetings that all of our parents can attend every month, where we discuss upcoming events and how they can help. At these meetings parents are able to sign-up to volunteer. If parents are unable to attend a meeting, our weekly school summit/ le cumbre is also a great way to find out about volunteer opportunities and how they can support. Our families are our greatest asset and we welcome their involvement.

State Priority: School Climate

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

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

School Safety Plan

KIPP Empower Academy reviews and updates its safety plan every year. This year's plan was reviewed and updated in August 2019. 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 do do during an emergency which includes earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and staff directory. The plan was reviewed and shared with staff members in August 2019. Staff members also get monthly reminders of what to do in emergency situations, and are able to practice what to do during our monthly emergency drills. Drills happen every month at KEA and staff members practice evacuating and taking attendance of their class. This is also a way for students to practice what to do during an emergency. KEA also takes part in the CA Great Shake drill where we initiate our incident command center. During this drill we complete search and rescue, have a first aid station, and practice reunification by allowing parents to "pick up their kids" during an emergency. This always serves as a great way for staff members to fully know their roles and ask questions if needed. Overall, staff at KEA understand our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.7	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	195.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.4
Other	3.9

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	30		13	4	29		17		29		24	
1	31		12		29		15		30		24	
2	28		20		31		15	5	30		24	
3	26		20		27		20		29		24	
4	22	10	10		25		20		30		24	
Other**	32		4	4	30		5					

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	26	44

KIPP Empower Academy begins our professional development with an intensive summer on-boarding training for all staff members. Concluding our summer on-boarding training, all KEA teachers have a clear understanding of the 'why' behind our KIPP Empower Academy vision, mission, and core values. By conducting community walks and home visits, our KEA teachers and staff have a stronger understanding and appreciation of the beauty, value, and richness of our school's community. Professional development throughout the year continues to reinforce and build upon the momentum from the KEA Summer On-Boarding.

KEA professional development scope and sequence will occur weekly on Monday afternoons from 2:30pm–4:30pm. KEA Staff professional development plan for the year will focus on our priorities of Balanced Literacy.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,943	\$3,185	\$9,758	\$61,976
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$6574.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	27.2	-19.1
School Site/ State	39.0	-26.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

KIPP Empower Academy offers an ASES funded afterschool 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 130 students, grades TK to 4. 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 1 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 youth development strategies like performing arts, yoga, music, dance, PE, and spanish. Other enrichment activities are implemented based on the students' needs and interests.

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.