

# KIPP Empower Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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.

## 2022-23 School Contact Information

<b>School Name</b>	KIPP Empower Academy
<b>Street</b>	8466 S FIGUEROA ST
<b>City, State, Zip</b>	LOS ANGELES
<b>Phone Number</b>	(323) 750-2279
<b>Principal</b>	Chinedu Udeh
<b>Email Address</b>	cudeh@kippsocal.org
<b>School Website</b>	<a href="http://kippsocal.org/empower">http://kippsocal.org/empower</a>
<b>County-District-School (CDS) Code</b>	19-64733-0121699

## 2022-23 District Contact Information

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

## 2022-23 School Overview

KIPP Empower Academy (KEA) is a college-preparatory, tuition-free public charter elementary school that opened in summer 2010 in South Los Angeles. KIPP Empower Academy operates an innovative blended learning instructional model and is a high performing elementary school in Los Angeles. KIPP Empower Academy 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 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, KIPP Empower Academy 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 and 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 KIPP Empower Academy 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 this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	113
Grade 2	111
Grade 3	112
Grade 4	113
Total Enrollment	560

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.2
Asian	0.0
Black or African American	45.0
Filipino	0.2
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	0.2
English Learners	27.0
Foster Youth	1.4
Homeless	3.0
Migrant	0.0
Socioeconomically Disadvantaged	93.9
Students with Disabilities	9.8

## 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)	18.00	69.23	22369.20	82.26	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.85	714.60	2.63	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	19.23	1398.60	5.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	7.69	1060.30	3.90	12115.80	4.41
Unknown	0.00	0.00	1651.30	6.07	18854.30	6.86
<b>Total Teaching Positions</b>	<b>26.00</b>	<b>100.00</b>	<b>27194.20</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	4.00	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	1.00	
Local Assignment Options	1.00	
<b>Total Out-of-Field Teachers</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Reading: Fontas and Pinnell (K-2), Wit & Wisdom (3-4) Phonics: Open Court Reading(K-4)	Yes	0.0 %
<b>Mathematics</b>	Bridges   The Math Learning Center (K-4)	Yes	0.0 %
<b>Science</b>	Science: Amplify Science (K-4)	Yes	0.0 %
<b>History-Social Science</b>			0.0 %
<b>Foreign Language</b>			0.0 %
<b>Health</b>			0.0 %
<b>Visual and Performing Arts</b>			0.0 %
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0.0 %

## School Facility Conditions and Planned Improvements

KIPP Empower Academy is inspected on a quarterly basis to ensure cleanliness. For our campus facilities, our physical environment snapshots ensure safety measures are in place throughout our campus.

- All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- Main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in, and makes you feel you are in an exceptional facility.
- The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds.
- Common areas are clean and organized. Air quality is odor-free.
- Restrooms are being deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds.

KIPP Empower Academy recent facility improvements include:

- Installation of MERV13 air filtration systems
- Installation of touchless water bottle dispensers
- Installation of touchless hand sanitizers schoolwide

**Year and month of the most recent FIT report**

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	33	N/A	41	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	33	N/A	27	N/A	33

## 2021-22 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
<b>All Students</b>	217	216	99.54	0.46	33.33
<b>Female</b>	108	107	99.07	0.93	38.32
<b>Male</b>	109	109	100.00	0.00	28.44
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	104	104	100.00	0.00	26.92
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	109	108	99.08	0.92	37.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	50	50	100.00	0.00	16.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	131	130	99.24	0.76	25.38
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	26	25	96.15	3.85	0.00

## 2021-22 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
<b>All Students</b>	217	214	98.62	1.38	32.71
<b>Female</b>	108	107	99.07	0.93	30.84
<b>Male</b>	109	107	98.17	1.83	34.58
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	104	102	98.08	1.92	24.51
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	109	108	99.08	0.92	39.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0.00	0.00	0.00
<b>English Learners</b>	50	50	100.00	0.00	20.00
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	131	128	97.71	2.29	28.91
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	26	25	96.15	3.85	12.00

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT		25.29	20.02	28.5	29.47

## 2021-22 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
<b>All Students</b>	NT	NT	NT	NT	NT
<b>Female</b>	NT	NT	NT	NT	NT
<b>Male</b>	NT	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	NT	NT	NT	NT	NT
<b>Asian</b>	NT	NT	NT	NT	NT
<b>Black or African American</b>	NT	NT	NT	NT	NT
<b>Filipino</b>	NT	NT	NT	NT	NT
<b>Hispanic or Latino</b>	NT	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	NT	NT	NT	NT	NT
<b>Two or More Races</b>	NT	NT	NT	NT	NT
<b>White</b>	NT	NT	NT	NT	NT
<b>English Learners</b>	NT	NT	NT	NT	NT
<b>Foster Youth</b>	NT	NT	NT	NT	NT
<b>Homeless</b>	NT	NT	NT	NT	NT
<b>Military</b>	NT	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	NT	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	NT	NT	NT	NT	NT
<b>Students with Disabilities</b>	NT	NT	NT	NT	NT

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a
Grade 9	n/a	n/a	n/a	n/a	n/a

## 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.

#### 2022-23 Opportunities for Parental Involvement

KIPP Empower Academy thrives and welcomes parent involvement in school events. Parent involvement can range from administration assistance, teacher assistance, and participation in our Family Leadership Council and big school events such as our Trunk or Treat, Winter Program, school-wide fundraisers and many more! Our parents are extremely involved and attend meetings once a month. We also have school-wide Family Ambassador and Parent Workshops meetings 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/ la 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.

All families are encouraged to have an active role at KIPP Empower Academy, as families play an important role in the lives of their children and our school's community. During the regular school year families are invited to participate virtually or in person in various family engagement meetings throughout the school year, such as Coffee with the Administration Team, Parent Education Workshops, School Success Team meetings, and Team & Family activities.

For more information related to these and other parental involvement opportunities, please contact our Family Engagement Lead, Alvaro Mendoza, at [alvmendoza@kippsocal.org](mailto:alvmendoza@kippsocal.org).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	560	297	53.0
Female	270	261	127	48.7
Male	306	299	170	56.9
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	260	251	144	57.4
Filipino	1	1	0	0.0
Hispanic or Latino	303	297	144	48.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	5	4	3	75.0
White	1	1	1	100.0
English Learners	156	154	70	45.5
Foster Youth	11	11	5	45.5
Homeless	25	25	10	40.0
Socioeconomically Disadvantaged	542	528	289	54.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	72	70	44	62.9

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.44	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.46	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

KIPP Empower Academy reviews and updates its safety plan every year. This year's plan was reviewed and updated in October 2022. The safety plan outlines what we do for every emergency situation and details the roles of each staff member. Some things included in the plan are - what to do during an emergency which includes earthquake, fire, lockdown, or shelter in place, emergency numbers to call if needed, and staff directory. The plan was reviewed and shared with staff members in October 2022. 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 KIPP Empower Academy 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. KIPP Empower Academy 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 KIPP Empower Academy 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.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	30		20	
1	31		19	1
2	30		20	
3	32		17	3
4	33		17	3

### 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	29		24	
1	30		24	
2	30		24	
3	31		24	
4	30		23	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		24	
1	28		24	
2	26	1	24	
3	27	1	24	
4	28		24	

## 2021-22 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

## 2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.1

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$13,860	\$3,928	\$9,932	\$72,029
District	N/A	N/A	\$8,796	\$78,635
Percent Difference - School Site and District	N/A	N/A	12.1	-8.8
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	40.4	-16.9

## 2021-22 Types of Services Funded

KIPP Empower Academy offers an Extended Learning Opportunity Program funded after school program services 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 students in grades TK to 4. Every student in our program participates in a daily literacy and enrichment component. Students use software to make sure they are reading and completing math at their individual levels.. 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, yoga, music, art, and PE. Other enrichment activities are implemented based on the students' needs and interests.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,587	\$51,081
Mid-Range Teacher Salary	\$74,412	\$77,514
Highest Teacher Salary	\$92,389	\$105,764
Average Principal Salary (Elementary)	\$124,878	\$133,421
Average Principal Salary (Middle)	\$136,594	\$138,594
Average Principal Salary (High)	\$138,948	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	27%	32%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

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 KIPP Empower Academy 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 KIPP Empower Academy 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 KIPP Empower Academy Summer On-Boarding.

KIPP Empower Academy Staff professional development plan for the year will focus on our priorities of student safety and student growth. In addition, our staff professional development also focuses on strengthening teaching by providing professional development on technology resources and best practices. Our content teams meet weekly for unit and lesson internalization, teach-back, and data dives depending on the week.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	46	54	54