KIPP Empower Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

Neela Parasnis, Principal

Principal, KIPP Empower Academy

About Our School

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 the highest 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 LA 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.

Contact

8466 South Figueroa St.
Los Angeles, CA
90003

Phone: 323-750-2279
E-mail: nparasnis@kippla.org

View Larger Map
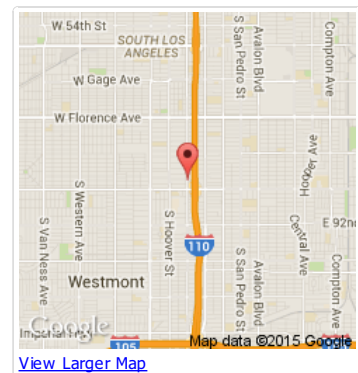
About This School

Contact Information - Most Recent Year

School	
School Name	KIPP Empower Academy
Street	8466 South Figueroa St.
City, State, Zip	Los Angeles, Ca, 90003
Phone Number	323-750-2279
Principal	Neela Parasnis, Principal
E-mail Address	nparasnis@kippla.org
Web Site	www.kippla.org/empower
County-District-School (CDS) Code	19647330121699

District	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Web Site	www.lausd.net
Superintendent First Name	Ramon
Superintendent Last Name	Cortines
E-mail Address	ramon.cortines@lausd.net

Last updated: 1/29/2015

School Description and Mission Statement (Most Recent Year)

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

Recognizing our obligation to prepare truly empowered students for the challenges of middle school, high school, college, and the competitive world, we commit ourselves to this bold instructional vision:

Through an active, engaging, and rigorous learning process built on a love for learning as well as through cultivating critical thinking, problem solving, and effective communication skills, KEA will develop students who are strong in mind.

With a focus on instilling habits that promote mindfulness of personal well-being and community health as well as a critical eye to the world around them, KEA will develop students who are strong in body.

By fostering a supportive, positive, and inclusive community that encourages self-awareness, personal and collective responsibility and empathy for others, KEA will develop students who are strong in spirit.

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	137
Grade 1	113
Grade 2	120
Grade 3	105
Total Enrollment	475
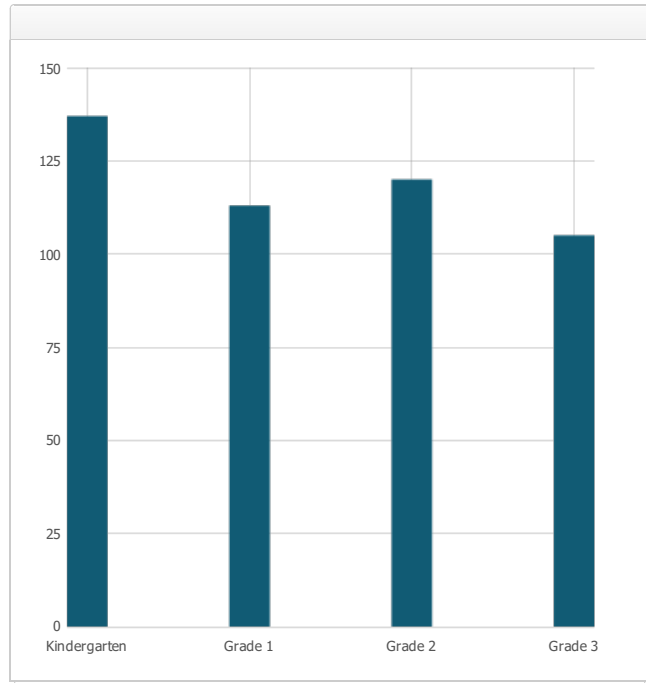
Last updated: 1/29/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	82.1
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	1.7
Socioeconomically Disadvantaged	82.5
English Learners	5.5
Students with Disabilities	5.5
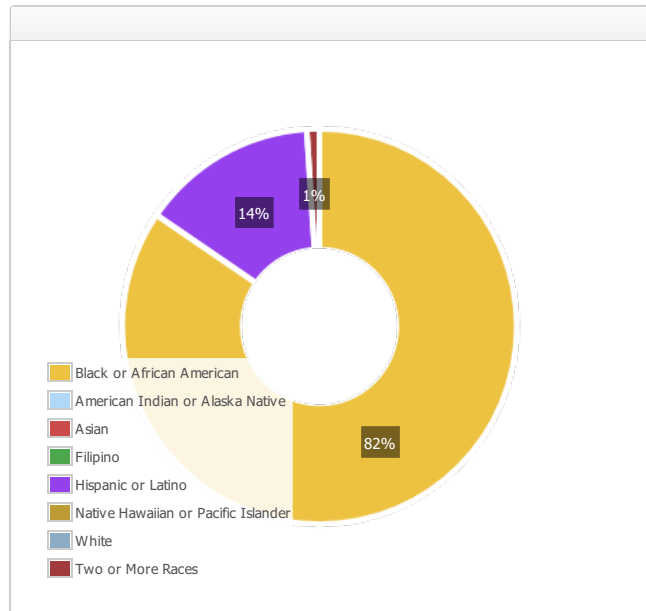
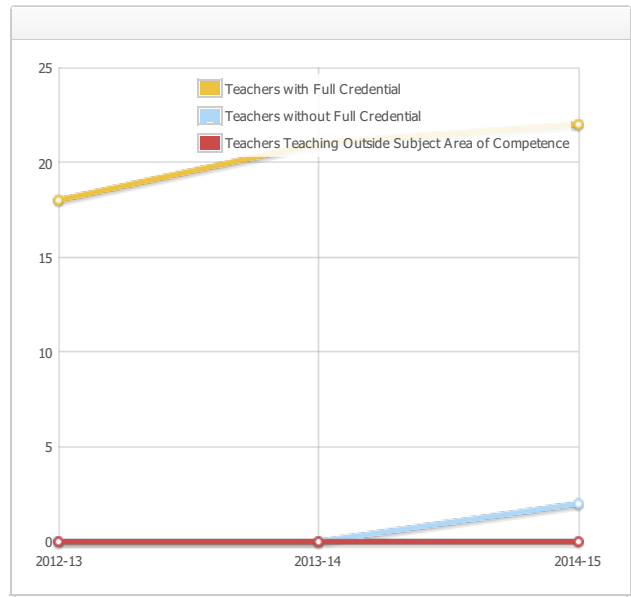

Last updated: 1/29/2015

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	21	22	180
Without Full Credential	0	0	2	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Last updated: 1/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
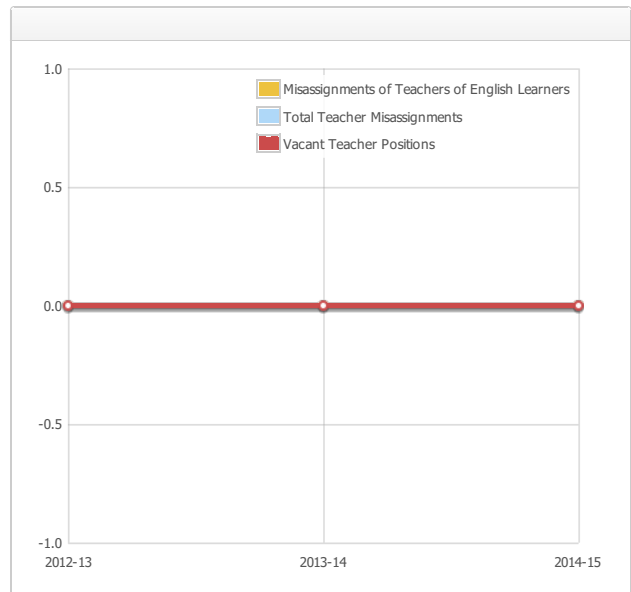
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/29/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: July 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	KEA uses a balanced literacy approach to meet students needs. Teachers teach comprehension-focused Guided Reading, phonics-focused Reading Mastery, Textual Analysis and Shared Reading. In addition, KEA uses a blended learning approach with computer programs such as Achieve 3000 and Accelerated Reader to supplement reading instruction.	Yes	0.0
Mathematics	KEA uses a balanced math approach to meet students needs. Teachers use Eureka math as well as standards-based instruction to ensure mastery. In addition, teachers include a cumulative review portion each day to review previously taught skills. KEA also uses a blended learning approach with the computer program ST Math.	Yes	0.0
Science	KEA uses a balanced science approach to meet students needs. Teachers use Delta, Engineering as Elementary and Building Bridges science curriculum as well as standards-based instruction to ensure mastery. In addition, teachers include a cumulative review portion each day to review previously taught skills.	Yes	0.0
History-Social Science	KEA uses a balanced History - Social Science approach to meet students needs. Teachers use History - Social sciences teacher created curriculum as well as standards-based instruction to ensure mastery. In addition, teachers include a cumulative review portion each day to review previously taught skills.	Yes	0.0
Foreign Language	KEA uses a balanced Spanish approach to meet students needs. Teachers use teacher created Spanish curriculum as well as standards-based instruction to ensure mastery. In addition, teachers include a cumulative review portion each day to review previously taught skills.	Yes	0.0
Health	KEA uses a balanced Physicial Education approach to meet students needs.	Yes	0.0
Visual and Performing Arts	KEA uses a balanced Visual and Performing Arts approach to meet students needs.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Not applicable.		0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

KEA recently moved to a state of the art new facility with over 21 classrooms to serve TK - 4th grade in 2014-2015. Thanks to the partnershipt with Delta Airlines and KaBoom KEA now has a beautiful playground that serves all of its scholars. KEA's facility is safe, clean and it's a wonderful space dedicated to the academic development of all scholars.

Last updated: 1/29/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary

Last updated: 1/29/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/29/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	95%	44%	48%	47%	54%	56%	55%
Mathematics	N/A	N/A	98%	43%	44%	45%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			10
Similar Schools			10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0

Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/29/2015

Courses for University of California and/or California State University Admission

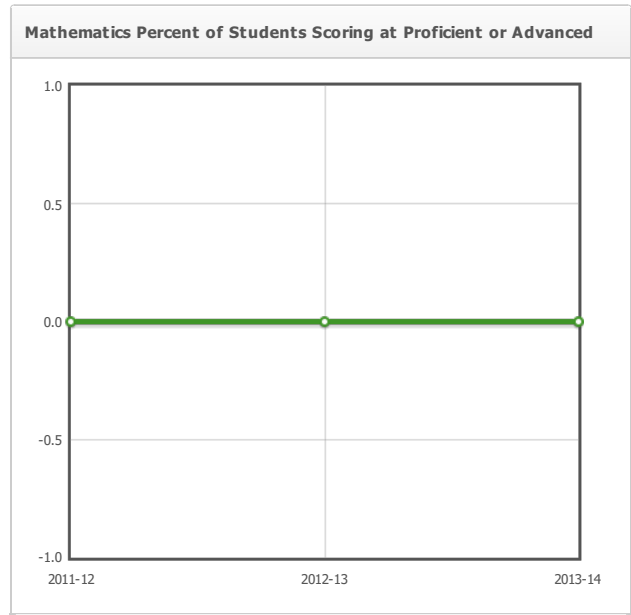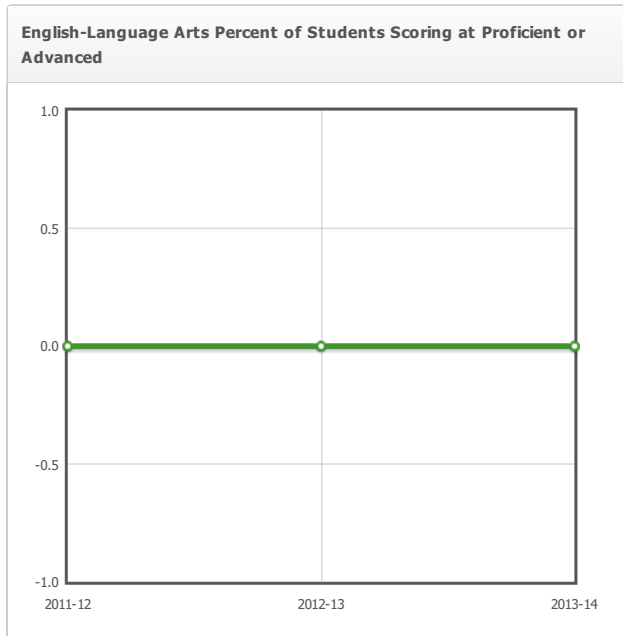| UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students — Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	45%	49%	47%	56%	57%	56%
Mathematics	N/A	N/A	N/A	50%	54%	56%	58%	60%	62%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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: 1/29/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/29/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

KIPP Empower Academy is committed to involving parents in their child's learning. Parents are encouraged to
attend regular workshops, Coffee Talks with KEA Leadership, parent conferences, family activity nights as well as regularly volunteer at KIPP Empower Academy.
In Spring 2014 parents were involved with the development of 2014-15 LCAP.

Parent Leadership Council KEA has established a Parent Leadership Council to assist the school in supporting its mission. The PLC will plan parent and family outreach and engagement events, and will lead the monthly Parent Leadership Meetings. Details are forthcoming about the PLC and other parent events throughout the year.

# State Priority: Pupil Engagement

Last updated: 1/29/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				64.75	66.63	68.07	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
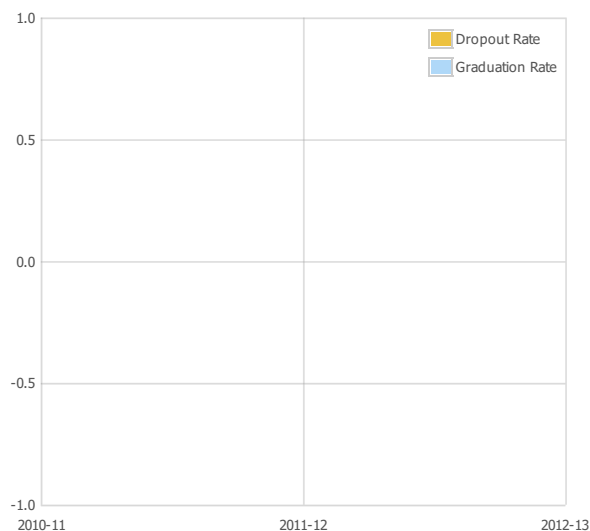
Last updated: 1/23/2015

Completion of High School Graduation Requirements

| Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.50	0.00	1.50	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10

Suspensions

Expulsions
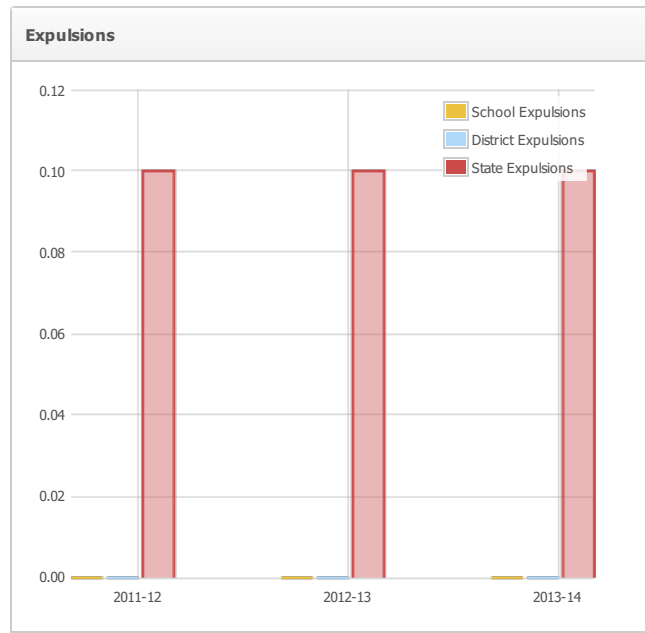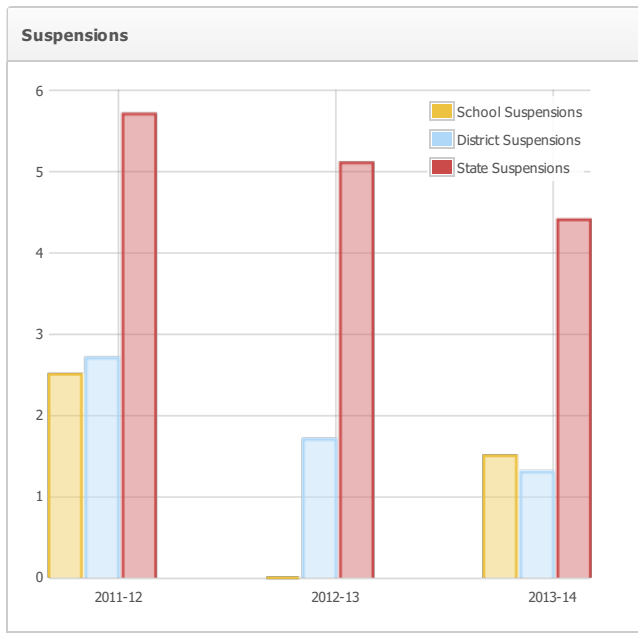
Last updated: 1/23/2015

School Safety Plan - Most Recent Year

A school safety plan has been developed and includes regular safety drills. This plan was revised and updated in August, 2014. This incident command system (ICS) plan provides overall direction and sets priorities for an emergency. In operations, the ICS has five functions; management, planning/intelligence, operations, logistics and finance/administration.

Last updated: 1/23/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		N/A
Met Participation Rate - English-Language Arts		N/A
Met Participation Rate - Mathematics		N/A
Met Percent Proficient - English-Language Arts		N/A
Met Percent Proficient - Mathematics		N/A
Met Graduation Rate		Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2003-2004
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K					29.0		4		27.0	1	4	
1					23.0	1	4		28.0		4	
2					26.0		4		30.0		4	
3									26.0		4	
4												
5												
6												
Other												

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

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Secondary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	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: 1/23/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)		N/A
Other	1.2	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: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8,093	$2,536	$5,557	$61,719
District	N/A	N/A	$10,045	$68,953
Percent Difference – School Site and District	N/A	N/A	-44.68%	-10.49%
State	N/A	N/A	$4,690	$70,720
Percent Difference – School Site and State	N/A	N/A	18.49%	12.73%

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

Last updated: 1/30/2015

## Types of Services Funded (Fiscal Year 2013-14)

ASES is an extension of the school day and offers literacy and academic enrichment components. Studies show that participation in the ASES Program provides a safe environment for students. The ASES Program is available to students on a first-come, first-served basis, with a limited number of students who can be served.

Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,788	$41,761
Mid-Range Teacher Salary	$63,553	$66,895
Highest Teacher Salary	$78,906	$86,565
Average Principal Salary (Elementary)	$104,385	$108,011
Average Principal Salary (Middle)	$114,264	$113,058
Average Principal Salary (High)	$115,542	$123,217
Superintendent Salary	$330,000	$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
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
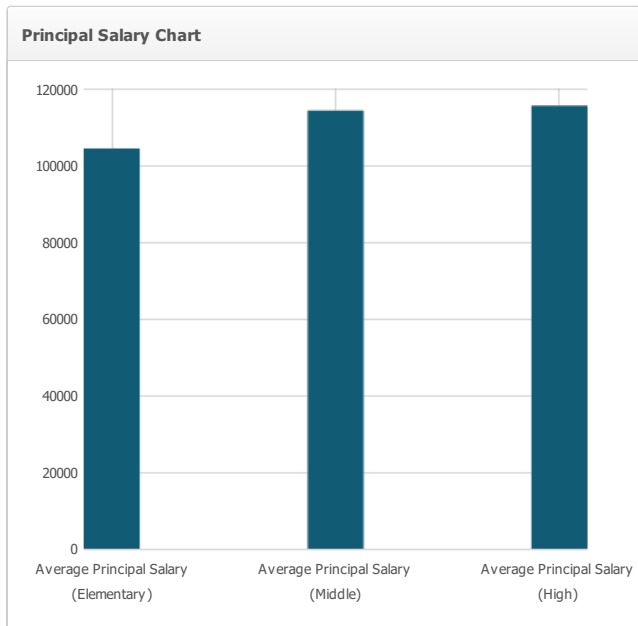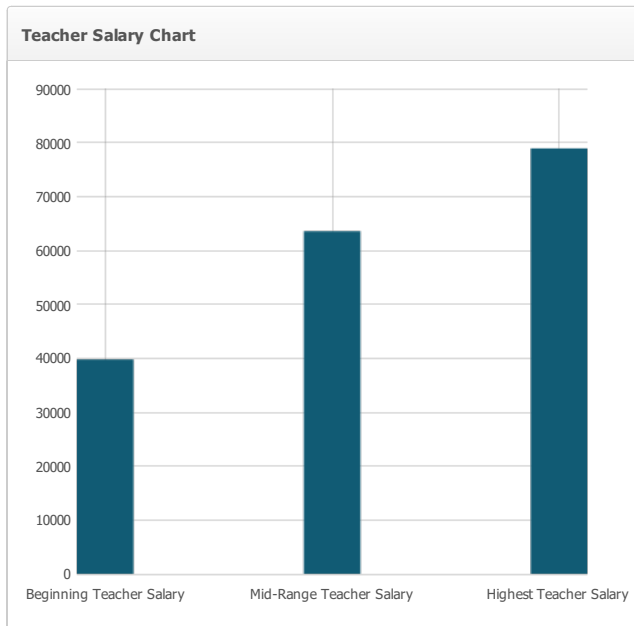
Last updated: 1/23/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		

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

*Where there are student course enrollments.

Last updated: 1/23/2015

Professional Development – Most Recent Three Years

KIPP Empower Academy holds weekly professional development meetings in which the focus is reading, writing and math. During professional development, a variety of topics including student behavior, special needs and differentiated instructional strategies are discussed. There are monthly workshops and annual seminars attended by all teachers and staff related to long-term planning, cross-curricular alignment, and Common Core shifts. Teachers are supported by having coaching sessions with administration on a weekly basis.

Last updated: 1/23/2015