KIPP Empower Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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.

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.

Chinedu Udeh, School Leader

📍 Principal, KIPP Empower Academy

About Our School

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. This year she is the School Leader at KIPP Empower Academy. She graduated Cum Laude from Dartmouth College and received her Masters from Teachers College Columbia Summer Principals Academy. In her free time she serves on The Collective Los Angeles Board and the Dartmouth Club of Los Angeles Board. Her commitment to KEA stems from her firm belief in it's 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.

Contact

KIPP Empower Academy
8466 South Figueroa St.
Los Angeles, CA 90003-2729

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	KIPP Empower Academy
Street	8466 South Figueroa St.
City, State, Zip	Los Angeles, Ca, 90003-2729
Phone Number	323-750-2279
Principal	Chinedu Udeh, School Leader
E-mail Address	cudeh@kippla.org
Web Site	http://kippla.org/empower/index.cfm
County-District-School (CDS) Code	19647330121699

Last updated: 1/17/2019

School Description and Mission Statement (School Year 2018—19)

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 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.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	139
Grade 1	118
Grade 2	117
Grade 3	105
Grade 4	97
Total Enrollment	576
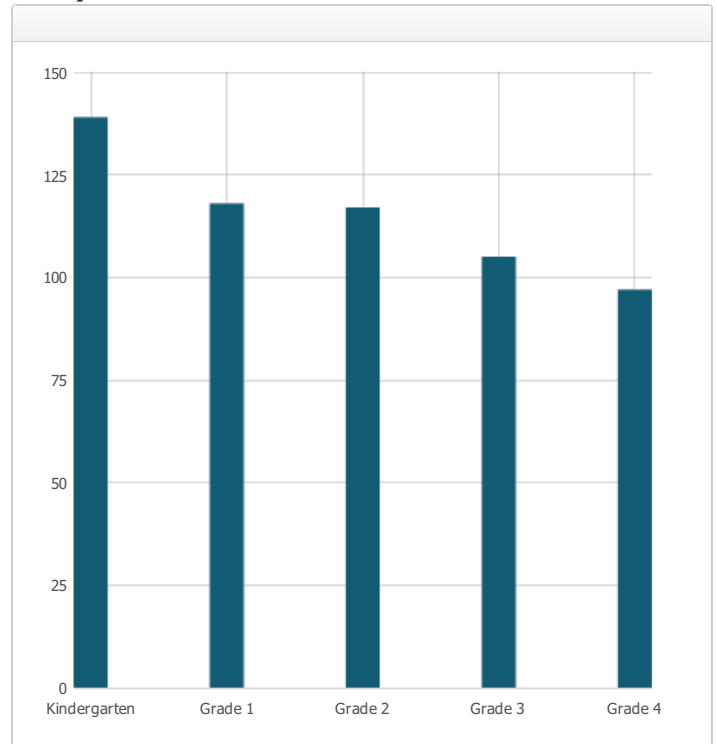
Last updated: 1/17/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	61.8 %
American Indian or Alaska Native	0.2 %
Asian	0.2 %
Filipino	%
Hispanic or Latino	34.5 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	1.2 %
Other	2.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	88.5 %
English Learners	17.7 %
Students with Disabilities	7.3 %
Foster Youth	%

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	30	19	
Without Full Credential	4	6	8	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
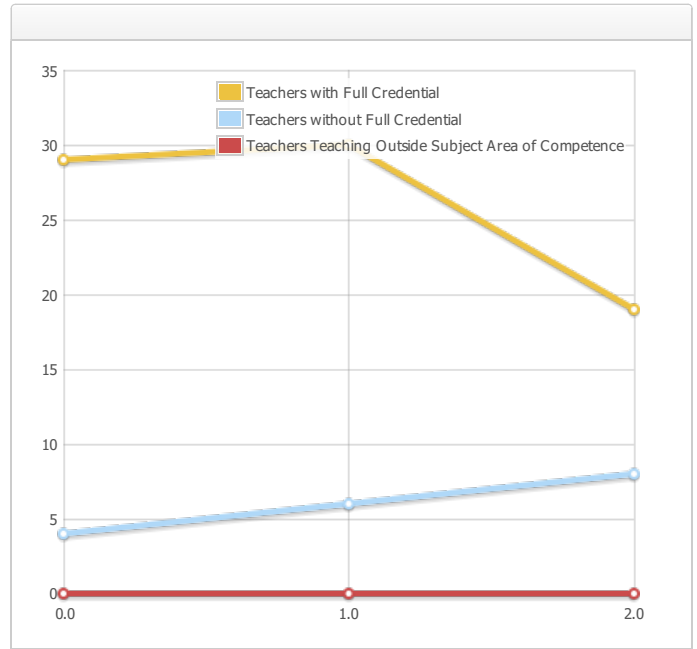
Last updated: 1/17/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0
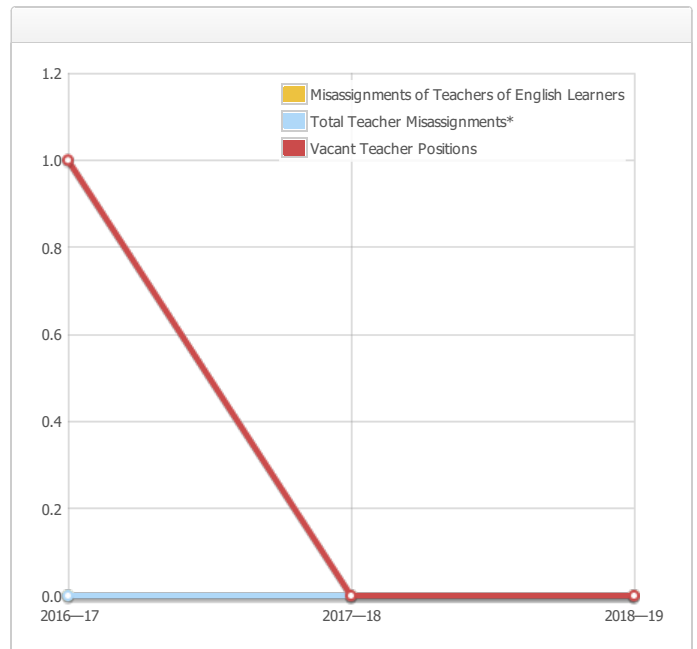
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/17/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Lucy Calkins Readers Workshop (k-4) Writing: Lucy Calkins Writers Workshop (K-4) Phonics: Core Knowledge (K-2) Words Their Way (3-4)		0.0 %
Mathematics	Bridges | The Math Learning Center		0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/18/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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 2019

Overall Rating	Good

Last updated: 1/17/2019

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	41.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	52.0%	43.0%	30.0%	32.0%	37.0%	38.0%

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.

Last updated: 1/17/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	188	98.43%	41.49%
Male	96	96	100.00%	37.50%
Female	95	92	96.84%	45.65%
Black or African American	131	129	98.47%	36.43%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	52	51	98.08%	50.98%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	163	160	98.16%	38.13%
English Learners	30	29	96.67%	51.72%
Students with Disabilities	23	23	100.00%	8.70%
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: 1/17/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	188	98.43%	43.09%
Male	96	96	100.00%	39.58%
Female	95	92	96.84%	46.74%
Black or African American	131	129	98.47%	36.43%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	52	51	98.08%	56.86%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	163	160	98.16%	41.88%
English Learners	30	29	96.67%	51.72%
Students with Disabilities	22	22	100.00%	4.55%
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: 1/17/2019

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

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 2018—19)

KIPP Empower Academy is committed to involving parents in their child's learning. Parents are encouraged to attend monthly Team and Family Night workshops, parent conferences, Parent Leadership Council meetings, as well as, volunteer at KIPP Empower Academy.

Our Parent Leadership Council assists the school in supporting its mission. The PLC will plan parent and family outreach and engagement events, fundraising, and hold monthly Parent Leadership Meetings. Details are forthcoming about the PLC and other parent events throughout the year.

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.2%	0.9%	0.7%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
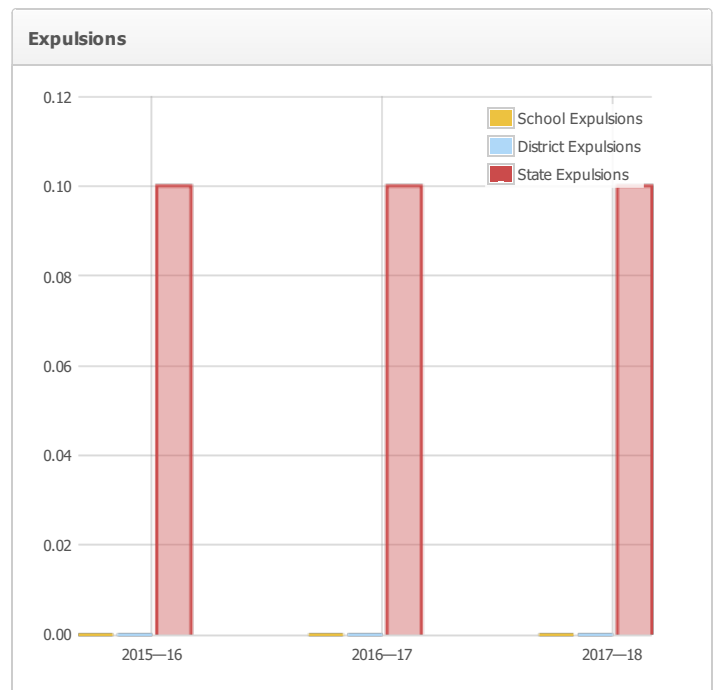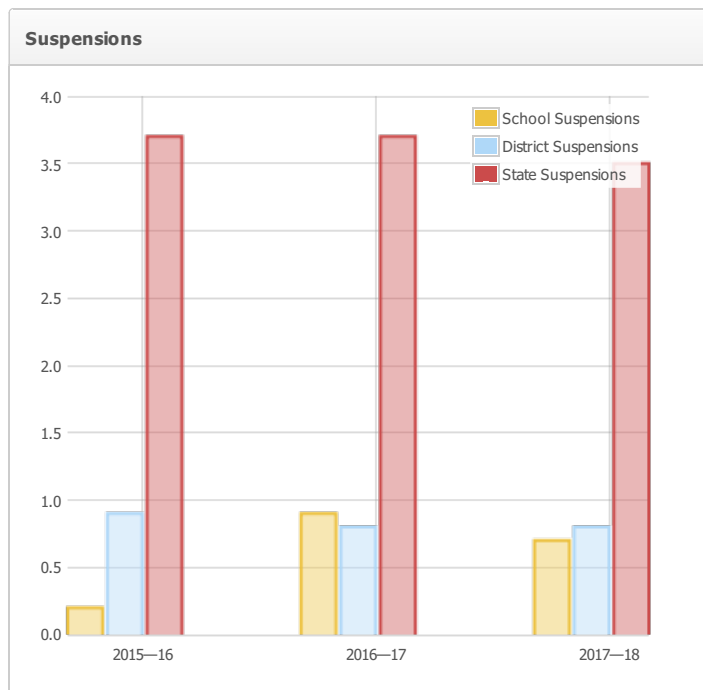
Last updated: 1/17/2019

School Safety Plan (School Year 2018—19)

A school safety plan has been developed and includes monthly safety drills. This plan was revised and updated in September 2018. The 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. Staff are trained three times per year and they practice on a monthly basis via emergency drills. A Great Shake Out drill is also planned and executed on a yearly basis. The school is equipped with emergency supplies and emergency food in the event of an emergency. A school safety plan has been developed and includes monthly safety drills. This plan was revised and updated in September 2018. The 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: 1/29/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.0		15	
1	29.0		12	
2	26.0		16	
3	25.0		16	
4	25.0		16	
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		13	4
1	31.0		12	
2	28.0		20	
3	26.0		20	
4	22.0	10	10	
5				
6				
Other**	32.0		4	4

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	29.0		17	
1	29.0		15	
2	31.0		15	5
3	27.0		20	
4	25.0		20	
5				
6				
Other**	30.0		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.

Last updated: 1/17/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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	0.3	N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)		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: 1/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12350.0	$3009.0	$9342.0	$65941.0
District	N/A	N/A	$10881.0	$75094.0
Percent Difference – School Site and District	N/A	N/A	-14.2%	-12.2%
State	N/A	N/A	$6574.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	42.1%	-18.4%

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

Last updated: 1/29/2019

# Types of Services Funded (Fiscal Year 2017—18)

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 142 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, music, dance, PE, and spanish. Other enrichment activities are implemented based on the students' needs and interests.

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,903
Mid-Range Teacher Salary	$70,141	$74,481
Highest Teacher Salary	$87,085	$98,269
Average Principal Salary (Elementary)	$116,726	$123,495
Average Principal Salary (Middle)	$131,879	$129,482
Average Principal Salary (High)	$133,989	$142,414
Superintendent Salary	$350,000	$271,429
Percent of Budget for Teacher Salaries	31.0%	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 https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
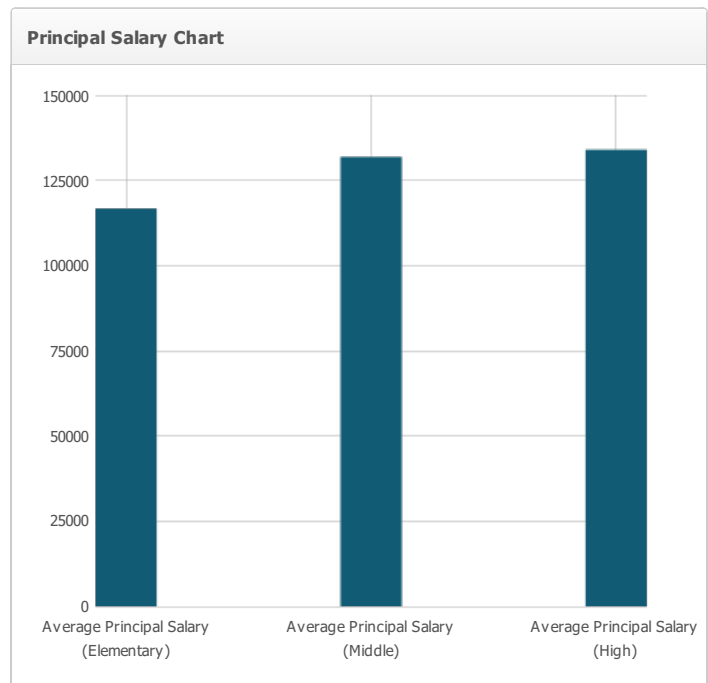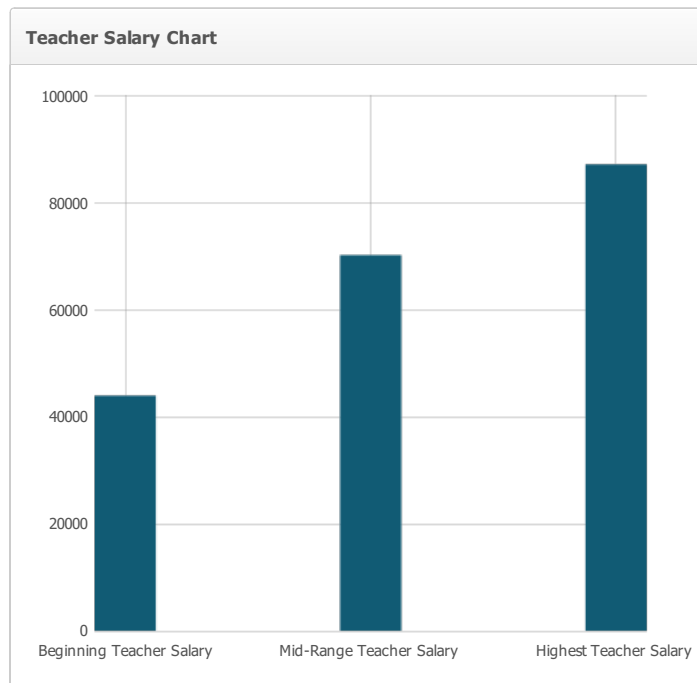
Last updated: 1/17/2019

Professional Development

KIPP Empower Academy holds weekly professional development meetings in which the focus is instructional strategies, lesson planning, collaborative meetings, and standards-based backwards planning. 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, crosscurricular alignment, and Common Core shifts. Teachers are supported by having coaching sessions with administration on a biweekly basis.