KIPP Empower Academy

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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

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

📍 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: 323-516-2065
E-mail: cudeh@kippla.org

About This School

Contact Information (School Year 2017-18)

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

School Contact Information (School Year 2017-18)	
School Name	KIPP Empower Academy
Street	8466 South Figueroa St.
City, State, Zip	Los Angeles, Ca, 90003-2729
Phone Number	323-516-2065
Principal	Chinedu Udeh, Principal
E-mail Address	cudeh@kippla.org
Web Site	http://kippla.org/empower/index.cfm
County-District-School (CDS) Code	19647330121699

Last updated: 1/29/2018

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

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: 1/29/2018

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

Grade Level	Number of Students
Kindergarten	147
Grade 1	125
Grade 2	112
Grade 3	107
Grade 4	90
Total Enrollment	581
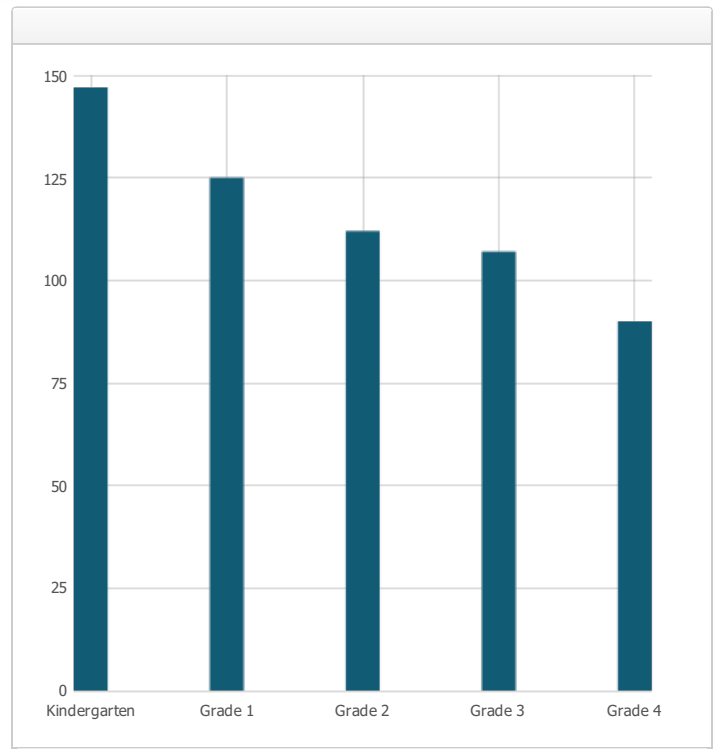
Last updated: 1/24/2018

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

Student Group	Percent of Total Enrollment
Black or African American	70.1 %
American Indian or Alaska Native	0.2 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	27.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.9 %
Other	0.7 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.2 %
English Learners	10.6 %
Students with Disabilities	9.7 %
Foster Youth	0.4 %

Last updated: 1/24/2018

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	29	30	21842
Without Full Credential	4	4	6	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830
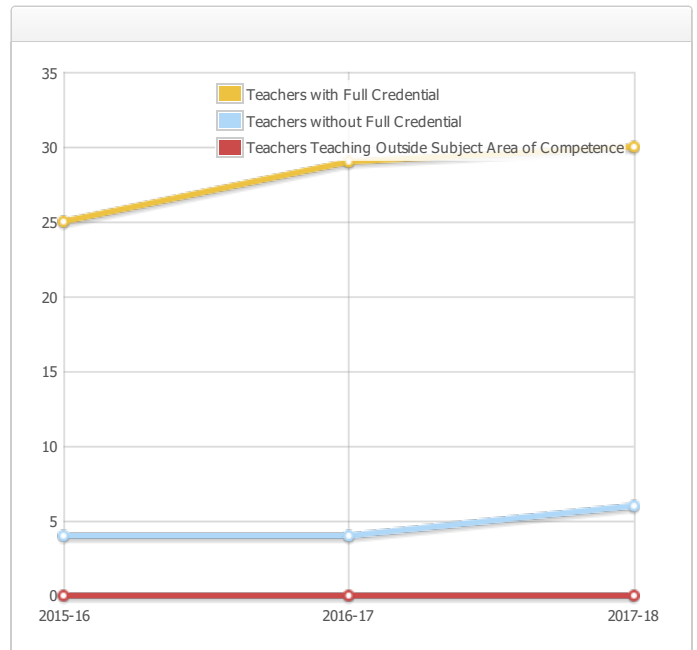
Last updated: 2/7/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0
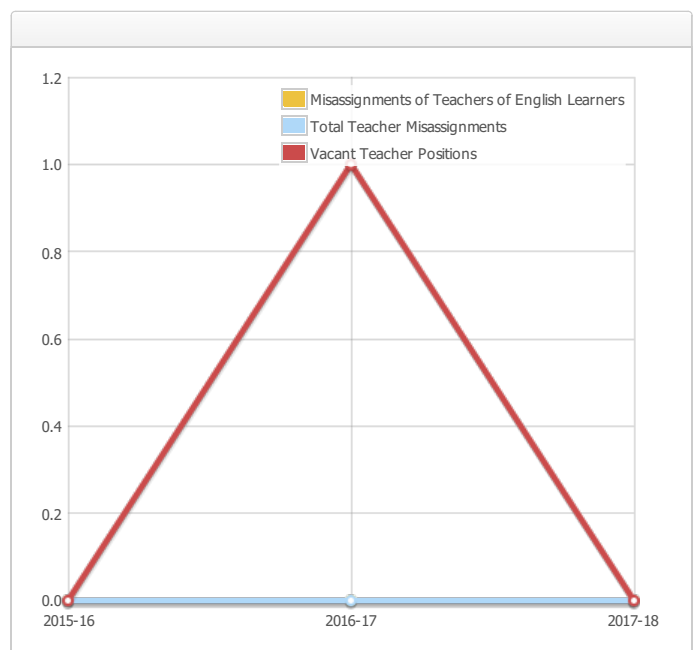
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/29/2018

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

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			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: 1/29/2018

School Facility Conditions and Planned Improvements

KIPP Empower Academy is inspected on a monthly basis to ensure cleanliness and safety. The school conducts monthly emergency drills in which the whole school practice fire, earthquake, lock down egress drills. As far as facilities, there are monthly walkthroughs done that ensure safety in the classrooms and cleanliness. KIPP Empower Academy recently added pavement to the back lot of the facility, making it safer for families who enter through that entrance.

Last updated: 1/24/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2017

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: June 2017

Overall Rating	Good

Last updated: 1/24/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	62%	41%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	49%	52%	29%	30%	36%	37%

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

Last updated: 1/24/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	185	100.00%	41.08%
Male	100	100	100.00%	30.00%
Female	85	85	100.00%	54.12%
Black or African American	139	139	100.00%	39.57%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	42	42	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	161	161	100.00%	39.75%
English Learners	18	18	100.00%	44.44%
Students with Disabilities	19	19	100.00%	--
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: 1/24/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	185	185	100.00%	51.89%
Male	100	100	100.00%	48.00%
Female	85	85	100.00%	56.47%
Black or African American	139	139	100.00%	48.92%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	42	42	100.00%	61.90%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	161	161	100.00%	49.07%
English Learners	18	18	100.00%	61.11%
Students with Disabilities	19	19	100.00%	--
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: 1/24/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

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

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

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

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/24/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/24/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

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

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

Last updated: 1/24/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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. In Spring 2016 parents were involved with the development of 2016-17 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, 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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.0%	72.0%	75.0%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
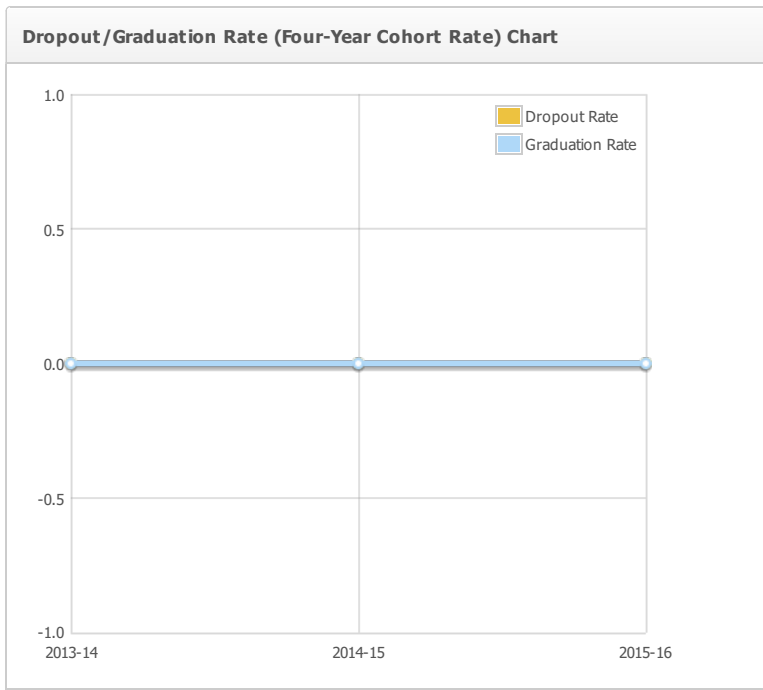
Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Student Group	School	District	State
All Students	--	86.9%	87.1%
Black or African American	--	82.9%	79.2%
American Indian or Alaska Native	--	81.7%	80.2%
Asian	--	89.2%	94.4%
Filipino	--	90.1%	93.8%
Hispanic or Latino	--	87.3%	84.6%
Native Hawaiian or Pacific Islander	--	88.8%	86.6%
White	--	86.0%	91.0%
Two or More Races	--	83.3%	90.6%
Socioeconomically Disadvantaged	--	87.9%	85.5%
English Learners	--	38.2%	55.4%
Students with Disabilities	--	59.2%	63.9%
Foster Youth	--	--	--

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.5%	0.2%	0.9%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
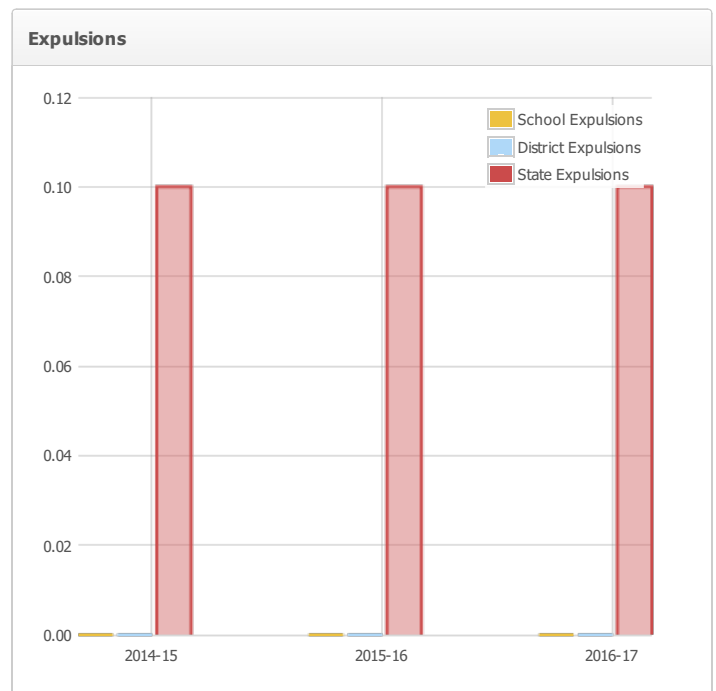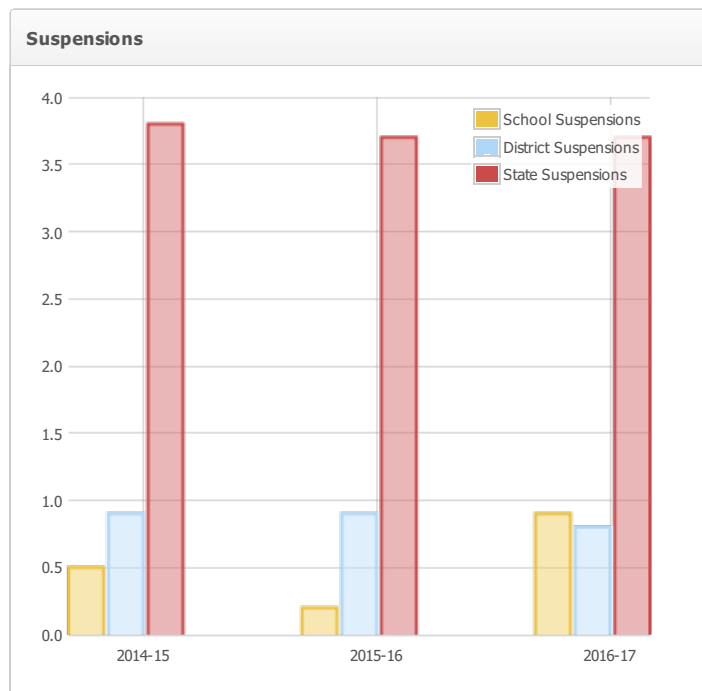
School Safety Plan (School Year 2017-18)

A school safety plan has been developed and includes monthly safety drills. This plan was revised and updated in August 2017. 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 is 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 August 2016. 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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

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

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		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	28.0	0	5	0	28.0	0	15	0	30.0	0	13	4
1	29.0	0	4	0	29.0	0	12	0	31.0	0	12	0
2	26.0	0	4	0	26.0	0	16	0	28.0	0	20	0
3	28.0	0	4	0	25.0	0	16	0	26.0	0	20	0
4	25.0	0	4	0	25.0	0	16	0	22.0	10	10	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	32.0	0	4	4

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

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | 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: 1/24/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker	0.6	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.5	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: 1/29/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10996.0	$2550.0	$8446.0	$58259.0
District	N/A	N/A	$7039.0	$73658.0
Percent Difference – School Site and District	N/A	N/A	-41.8%	-23.4%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	24.9%	-30.5%

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

Last updated: 2/7/2018

## Types of Services Funded (Fiscal Year 2016-17)

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 138 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 football and cheerleading, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

Last updated: 1/30/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,913	$47,808
Mid-Range Teacher Salary	$70,141	$73,555
Highest Teacher Salary	$87,085	$95,850
Average Principal Salary (Elementary)	$116,684	$120,448
Average Principal Salary (Middle)	$131,969	$125,592
Average Principal Salary (High)	$133,725	$138,175
Superintendent Salary	$350,000	$264,457
Percent of Budget for Teacher Salaries	32.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
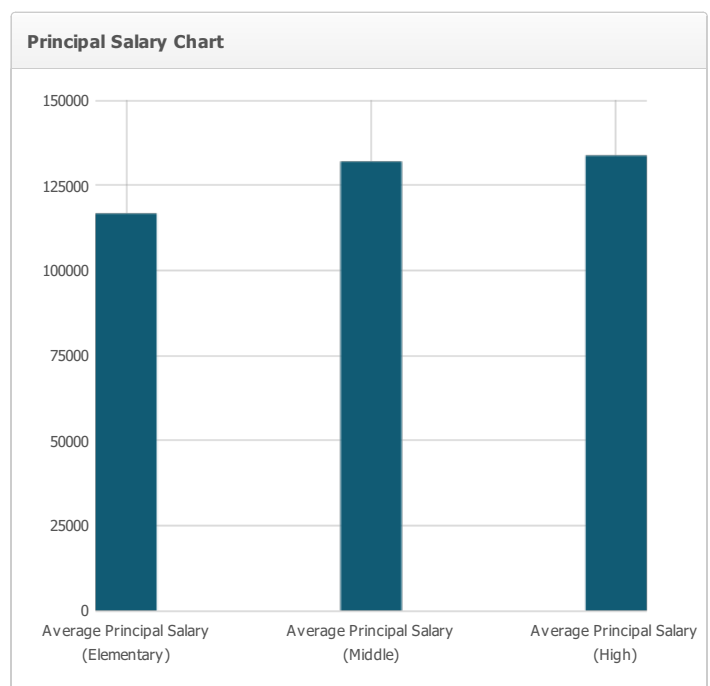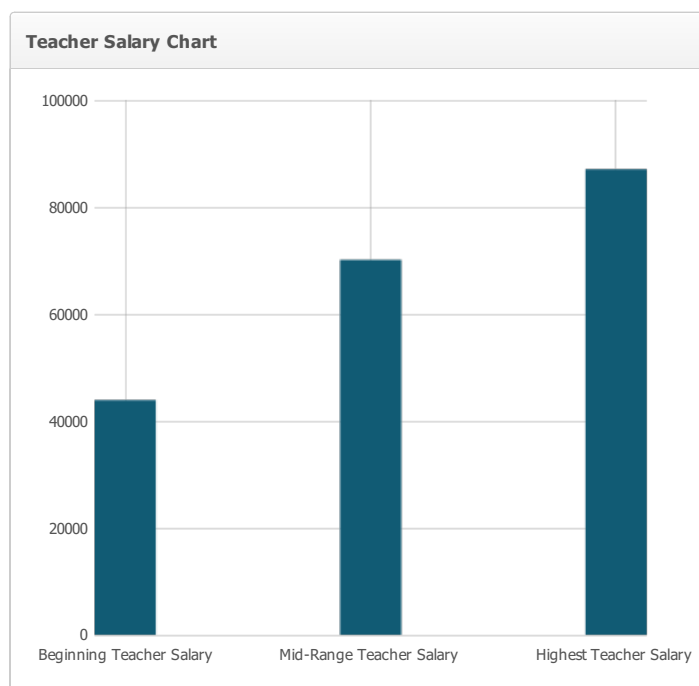
Last updated: 1/24/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/24/2018

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, cross-curricular alignment, and Common Core shifts. Teachers are supported by having coaching sessions with administration on a biweekly basis.

Last updated: 1/30/2018