

KIPP Empower Academy



Ms. Neela Parasnis, School Leader

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

7511 Raymond Ave.
Los Angeles, CA
90044-2430

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



[View Larger Map](#)

Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	KIPP Empower Academy
Street	7511 Raymond Ave.
City, State, Zip	Los Angeles, Ca, 90044-2430
Phone Number	323-750-2279
Principal	Ms. Neela Parasnis, School Leader
E-mail Address	nparasnis@kippla.org
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	John
Superintendent Last Name	Deasy
E-mail Address	john.deasy@lausd.net

Last updated: 1/30/2014

School Description and Mission Statement (School Year 2012-13)

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.

Our Instructional Vision Through an active, engaging, and rigorous learning process built on mastery of standards and academic language as well as cultivating critical thinking, problem solving, and effective communication skills, KEA will develop students who are strong in mind. With a focus on instilling personal habits that promote mindfulness of physical health and well being as well as a passion to strive for excellence in pursuit of our goals, KEA will develop students who are strong in body. By fostering a nurturing, positive, and inclusive community that encourages mutual respect, self-awareness, and personal and collective responsibility, KEA will develop students who are strong in spirit.

Goals:

- Our goal is to become a 90-90-900 school. This means that at least 90% of students will score proficient or advanced in reading, mathematics, writing, and science (as measured by the CST; Common Core; STEP Literacy Assessment; and school-developed math, science, and writing assessments); at least 90% of students qualify for free or reduced priced meals; and the school will achieve a 900 API rating from the state of California.
- Financial Health: We will have at least 96% of students and teachers at school every day.
- Student Achievement: We will have at least 95% reading log & homework completion rate each day.
- Parent satisfaction: At least 80% of parents, teachers, students and administrators agree or strongly agree with that KIPP is a great place for their child as measured by the KIPP Healthy Schools Survey.
- Teacher satisfaction: Teacher retention is 85% or higher from year to year (does not count transfers within the KIPP network or graduate school).

Last updated: 1/30/2014

Opportunities for Parental Involvement (School Year 2012-13)

KIPP Empower Academy is committed to involving parents in their child's learning. Parents are encouraged to attend regular workshops, parent conferences, family activity nights as well as regularly volunteer at KIPP Empower Academy.

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 Association Meetings. Details are forthcoming about the PLC and other parent events throughout the year.

Parent Volunteer Points We ask that families complete 15 volunteer points per school year, in the classroom, helping in the office, attending school meetings/events or an equivalent amount of time serving on a committee or through donating items. The 15 points are per family. Parents, grandparents, and other adult family members or guardians can contribute.

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

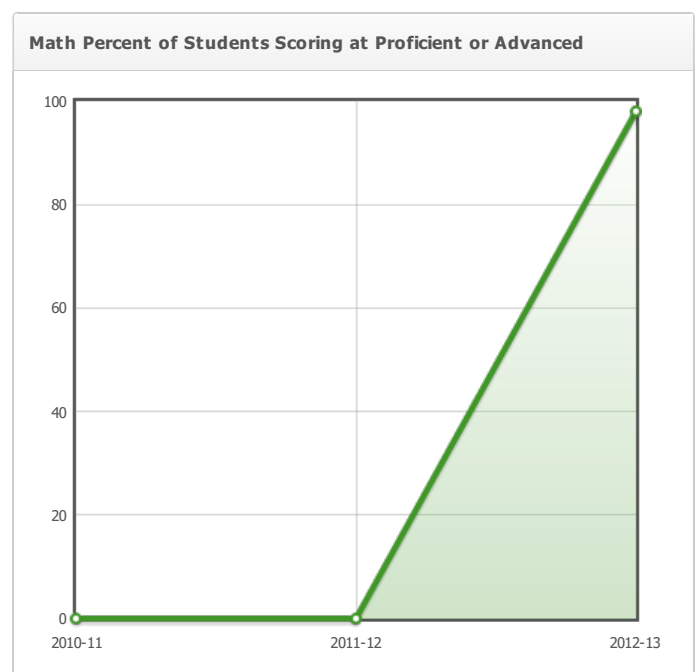
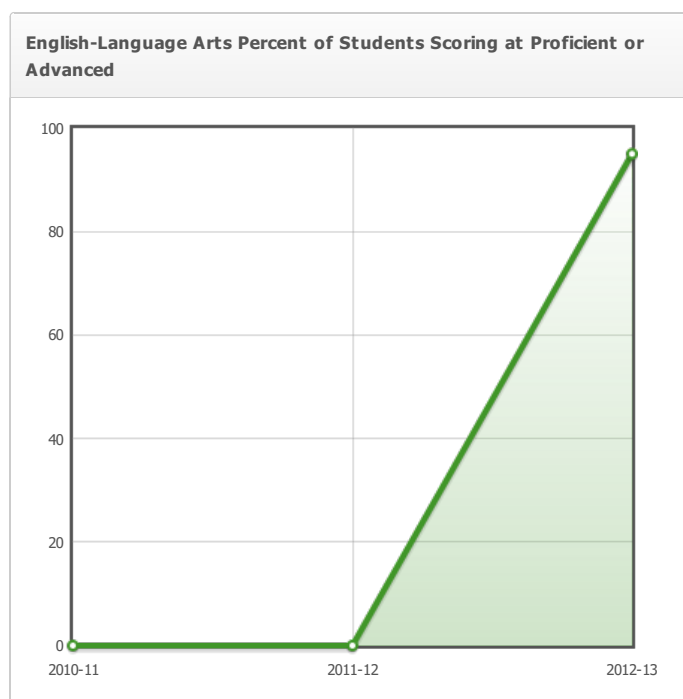
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

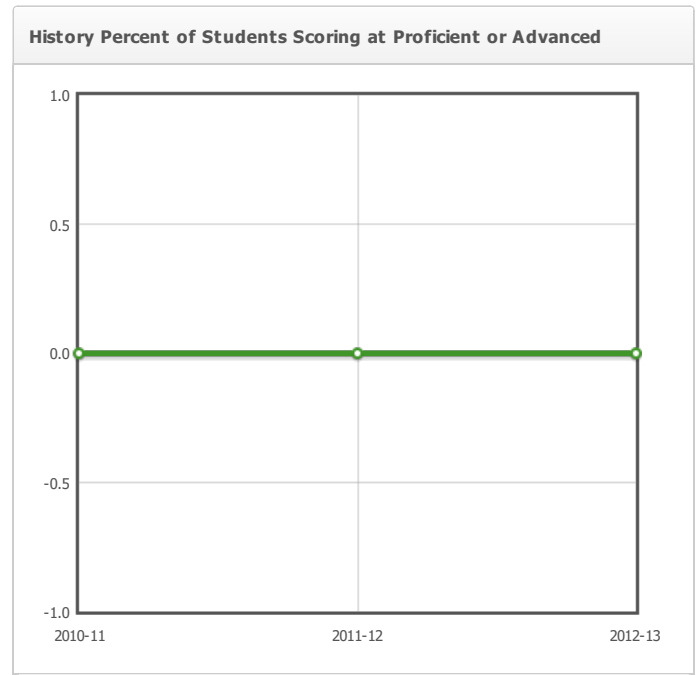
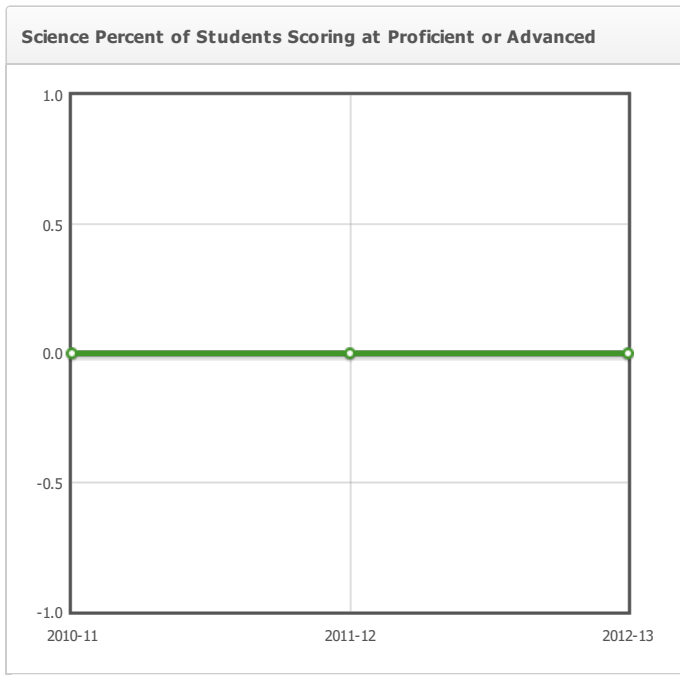
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	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%
Science	N/A	N/A	N/A	47%	51%	52%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	37%	39%	40%	48%	49%	49%

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: 1/30/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	45%	52%	40%
All Students at the School	95%	98%	N/A	N/A
Male	94%	98%	N/A	N/A
Female	96%	98%	N/A	N/A
Black or African American	95%	99%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	93%	93%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	95%	98%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/30/2014

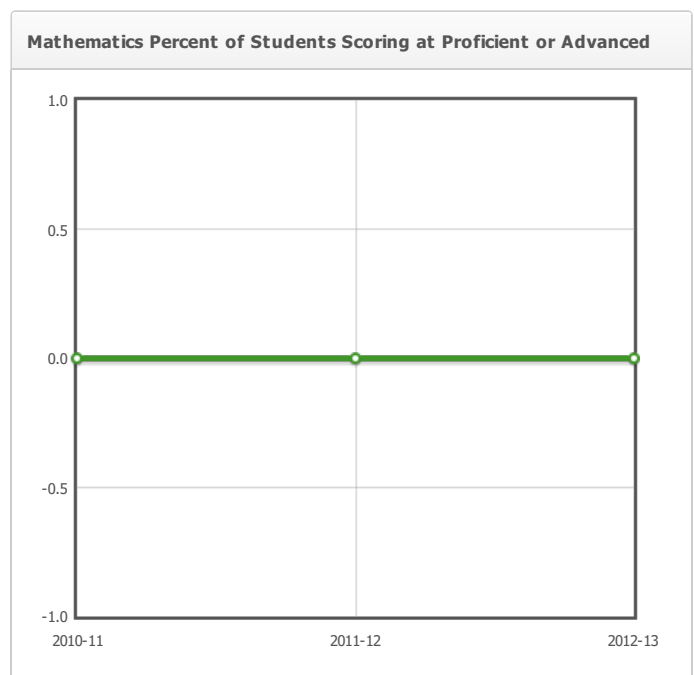
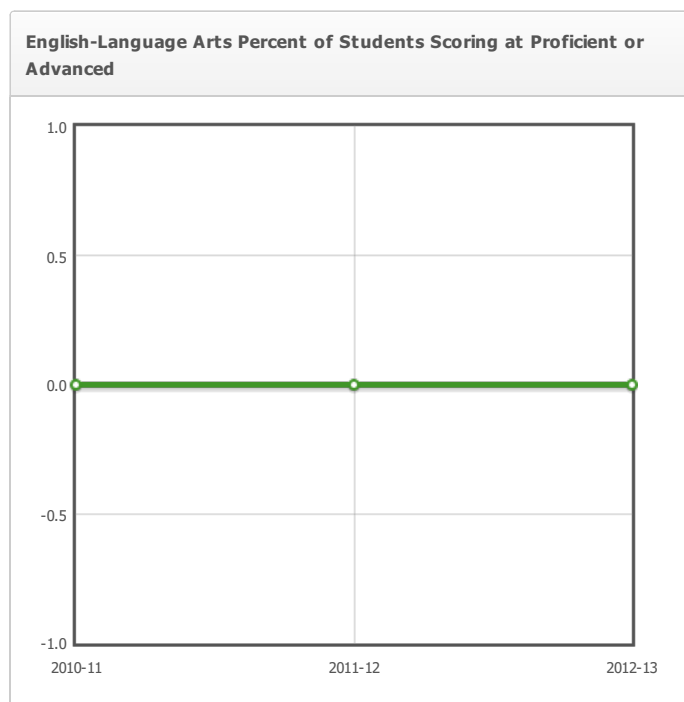
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	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	N/A	48%	45%	49%	59%	56%	57%
Mathematics	N/A	N/A	N/A	46%	50%	54%	56%	58%	60%

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: 1/30/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52%	23%	25%	46%	35%	19%
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: 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: 1/30/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 1/30/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	N/A	N/A	991
Similar Schools	N/A	N/A	

Last updated: 1/30/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	N/A	N/A	991
Black or African American	N/A	N/A	990
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	978
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	990
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

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.

Last updated: 1/30/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	104	991	407,864	749	4,655,989	790
Black or African American	88	990	34,995	698	296,463	708
American Indian or Alaska Native	0		1,557	756	30,394	743
Asian	0		17,001	908	406,527	906
Filipino	0		9,841	864	121,054	867
Hispanic or Latino	12	978	304,752	728	2,438,951	744
Native Hawaiian or Pacific Islander	0		1,544	786	25,351	774
White	0		36,642	871	1,200,127	853
Two or More Races	4		1,289	564	125,025	824
Socioeconomically Disadvantaged	98	990	283,245	731	2,774,640	743
English Learners	8		162,555	706	1,482,316	721
Students with Disabilities	7		52,441	573	527,476	615

Last updated: 1/27/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 1/27/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	658
Percent of Schools Currently in Program Improvement	N/A	83.1%

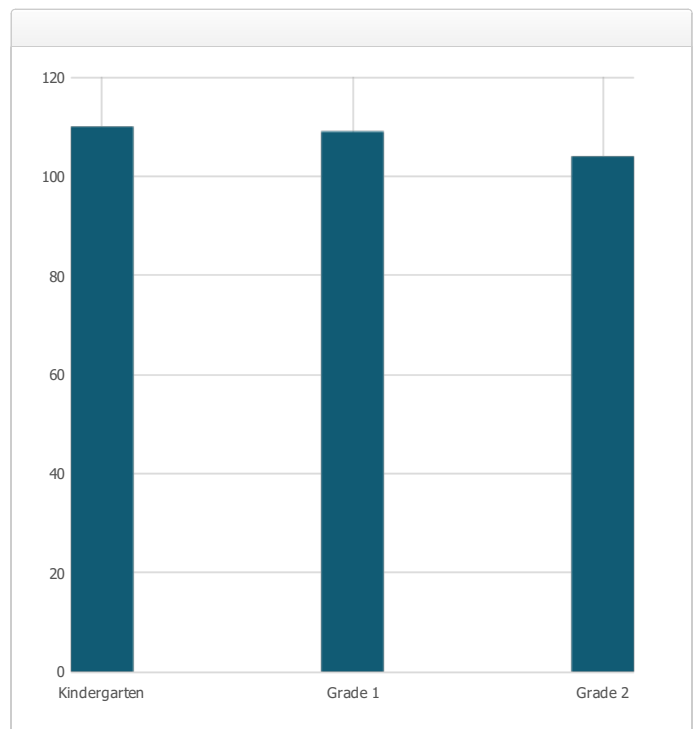
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/27/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

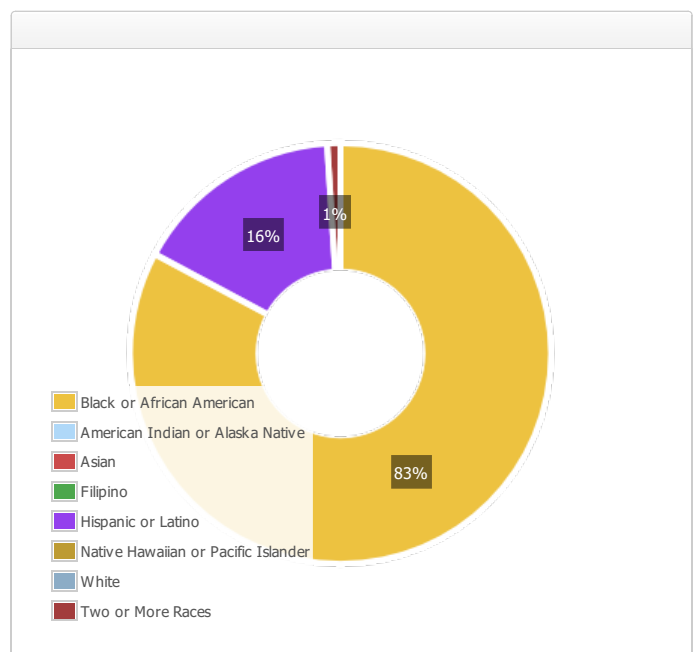
Grade Level	Number of Students
Kindergarten	110
Grade 1	109
Grade 2	104
Total Enrollment	330



Last updated: 1/27/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	82.0
American Indian or Alaska Native	0.0
Asian	0.3
Filipino	0.0
Hispanic or Latino	16.1
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	1.6
Socioeconomically Disadvantaged	81.7
English Learners	7.7
Students with Disabilities	7.1



Last updated: 1/27/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0		4		29.0		4		27.5		4	
1					29.0		4		27.3	1	4	
2									26.0		4	
3												
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: 1/27/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		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: 1/27/2014

School Safety Plan (School Year 2012-13)

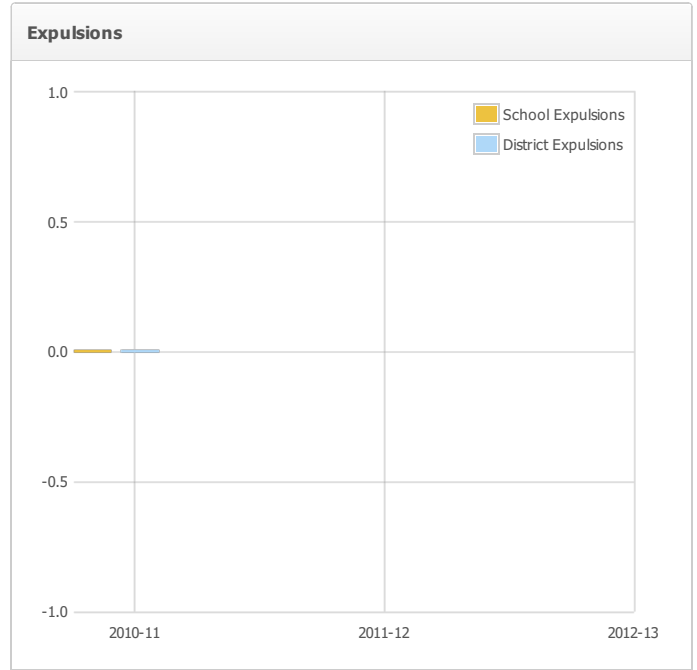
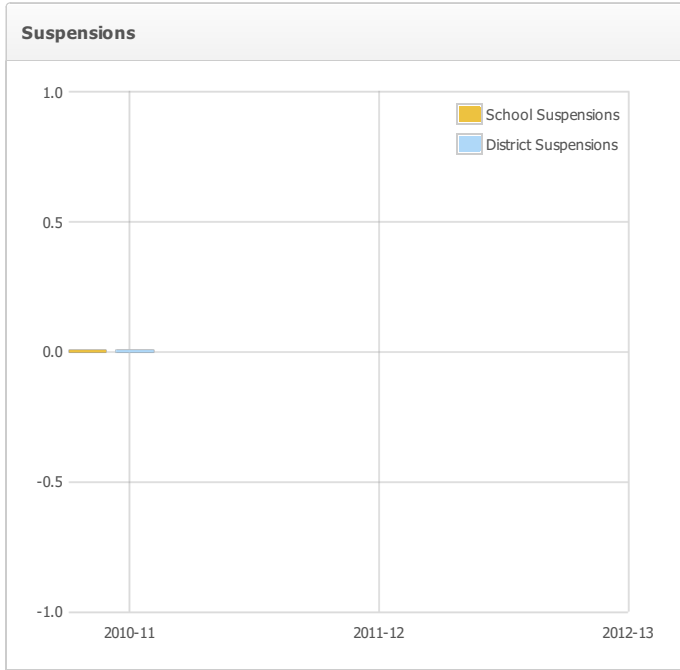
A school safety plan has been developed and includes regular safety drills. This plan was revised and updated in August, 2013. This incident command system (ICS) plan provides overall direction and sets priorities for an emergency. In operations, the ICS has five functions; management, planning/intelligence, operations, logistics and finance/administration.

Last updated: 1/27/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/27/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

The school is in good condition. All systems are in proper working order and the facilities are well maintained. We will be moving to our new brand new facility located at 8466 S. Figueroa St., Los Angeles CA 90003 in February 2014. This is a state of the art new facility with over 21 classrooms to serve TK - 4th grade in 2014-2015.

Last updated: 1/27/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

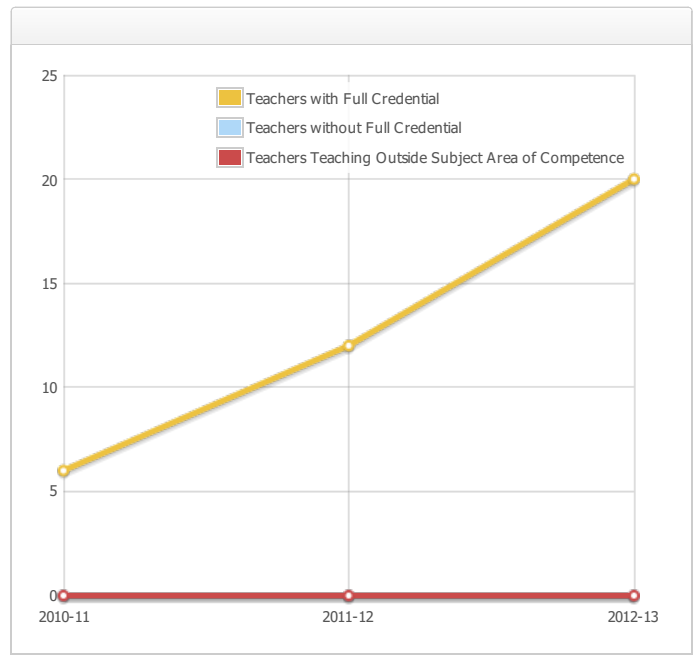
Overall Rating	Exemplary
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Last updated: 1/27/2014

Teachers

Teacher Credentials

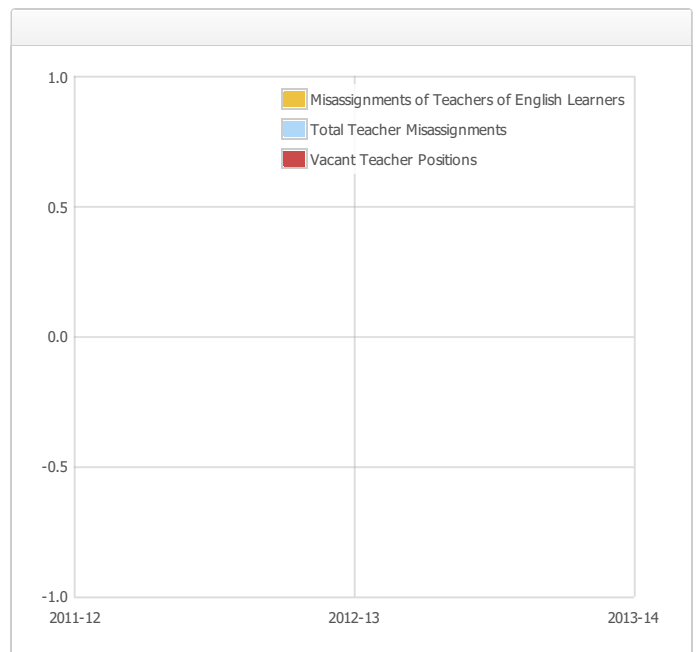
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	6	12	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/30/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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.

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	4.0	N/A

Note: Cells shaded in black or 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: 1/30/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	KEA uses a balanced literacy approach to meet student 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 student needs. Teachers use Singapore 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		Yes	0.0
History-Social Science		Yes	0.0
Foreign Language		Yes	0.0
Health		Yes	0.0
Visual and Performing Arts		Yes	0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$66,851
Percent Difference – School Site and District	N/A	N/A	-32.81%	-5.29%
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	-19.81%	-9.17%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/30/2014

Types of Services Funded (Fiscal Year 2012-13)

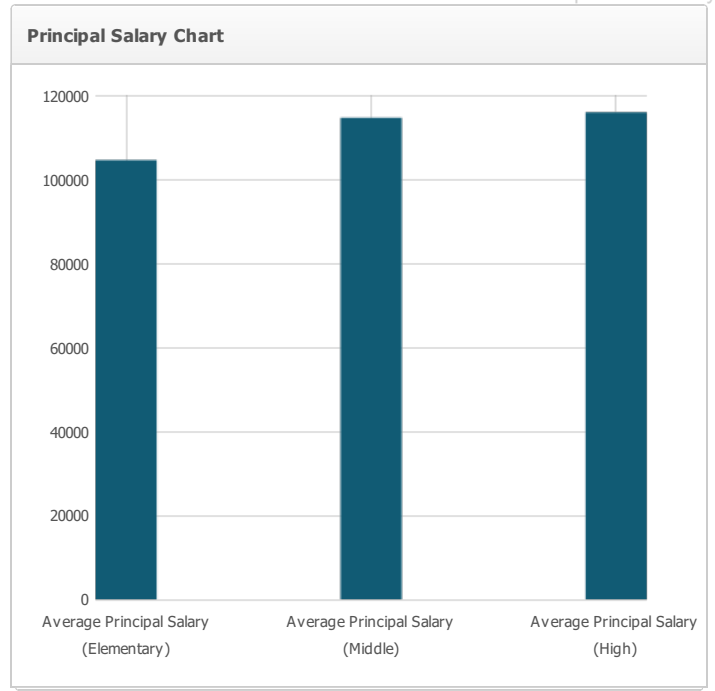
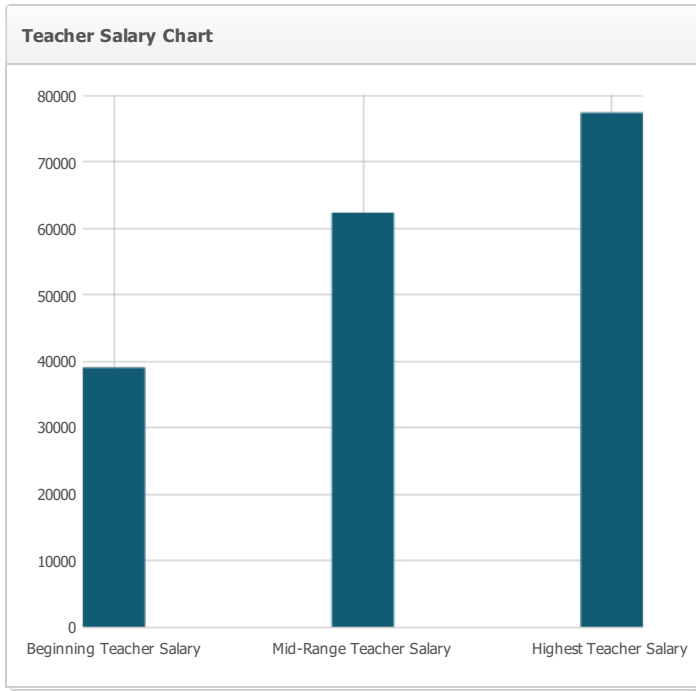
ASES is an extension of the school day and offers literacy and academic enrichment components. Studies show that participation in the ASES Program provides a safe environment for students. The ASES Program is available to students on a first-come, first-served basis, with a limited number of students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

Last updated: 1/30/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,008	\$41,462
Mid-Range Teacher Salary	\$62,307	\$66,133
Highest Teacher Salary	\$77,359	\$85,735
Average Principal Salary (Elementary)	\$104,537	\$107,206
Average Principal Salary (Middle)	\$114,610	\$111,641
Average Principal Salary (High)	\$115,924	\$122,628
Superintendent Salary	\$275,000	\$225,176
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](#).



Last updated: 1/27/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

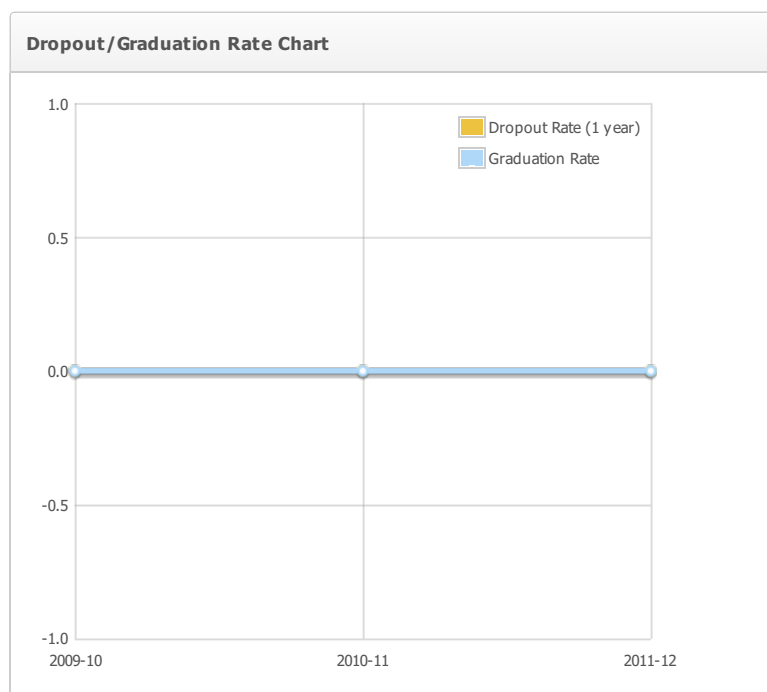
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	0.0	0.0	0.0	0.0	0.0	0.0	16.6	14.7	13.1
Graduation Rate	0	0	0	62.4	61.1		74.72	77.14	78.73



Last updated: 1/30/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	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			

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/30/2014

Career Technical Education Participation (School Year 2012-13)

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: 1/30/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/30/2014

Advanced Placement Courses (School Year 2012-13)

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 shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/27/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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: 1/30/2014