

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/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mrs. Demetria Brown, Lead Petitioner

Principal, Empower Charter

About Our School

At Empower Charter School, we promise excellent communication and a "whatever it takes" attitude to help each student become successful. We work with parents as partners in their child's education, and parents are constantly onsite volunteering in the classrooms.

We offer an innovative Spanish Immersion program along with fitness-oriented learning. We teach to the whole child and physical exercise is part of every full school day. We teach using inquiry-based thematic units, based off the International Baccalaureate (IB) themes. We teach in small groups to help our students accelerate and advance. Each classroom has an instructional aide for a portion of the school day, and teachers tutor their students twice per week. We also incorporate character education with daily class meetings and a school wide character focus.

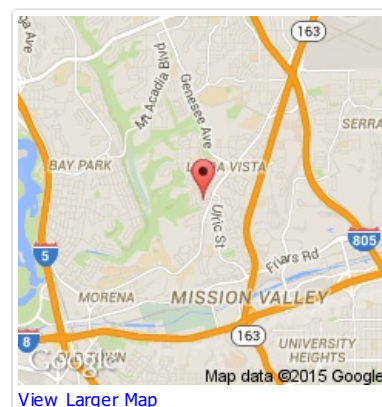
We are able to provide more individualized attention to each child because we have a small school setting. Our students report how much they LOVE attending Empower and they are growing academically.

We are passionate about our vision to empower healthy global leaders and creative thinkers.

Contact

2230 East Jewett St.
San Diego, CA 92111

Phone: 858-292-1304
E-mail: dbrown@empowercharter.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

| School | District |
|--|--|
| School Name Empower Charter | District Name San Diego Unified |
| Street 2230 East Jewett St. | Phone Number (619) 725-8000 |
| City, State, Zip San Diego, Ca, 92111 | Web Site www.sandi.net |
| Phone Number 858-292-1304 | Superintendent First Name Cindy |
| Principal Mrs. Demetria Brown, Lead Petitioner | Superintendent Last Name Marten |
| E-mail Address dbrown@empowercharter.org | E-mail Address cmarten@sandi.net |
| Web Site www.empowercharter.org | |
| County-District-School (CDS) Code 37683380129387 | |

Last updated: 2/17/2015

School Description and Mission Statement (Most Recent Year)

Vision: We will empower a generation of creative thinkers and effective communicators who lead healthy and fit lifestyles.

Mission: Our caring school community will provide students from all backgrounds with an educational experience that honors multilingualism, critical thinking, and fitness. Our students will explore and question in a writing-centered, creative, and collaborative learning environment.

Details About Education Programs:

Innovative Learning

- Inquiry and Project-Based Drives Instruction
- Arts infused into curriculum
- Easy Access to tablets and / or laptops (ultimate goal: 1:1 student to technology ratio)
- Students use blogs in a globally connected classroom, take virtual field trips
- Students create their own podcasts, videos to demonstrate their learning

Global Leadership: Spanish Immersion Program

- 80% of parents desire their children to learn a foreign language.
- Knowledge of a foreign language results in increased pay and job opportunities.
- Foreign language study promotes multicultural awareness and respect for diversity.
- Every young child has an inherent desire to communicate, and language introduction and acquisition will be facilitated in a positive and nurturing environment.
- An 80/20 model of Spanish to English will be used for the kindergarten and first grade levels. Each year after first grade more English will be added so students will develop linguistically and academically in both languages.

Writing-Centered

- Students write daily across content areas to become powerful communicators
- Writing includes real-life audiences and purposes which makes it authentic to students.
- When you can write it, you KNOW it! Studies show that putting our learning into writing results in a deeper understanding of the concept being taught.

Fitness

CrossFit Kids Fitness Program:

- A fun and safe fitness program that addresses a variety of fitness domains: strength, aerobic, gymnastic
- Exercise will be scalable to individual needs and will occur regularly.

Character Education

- Character education is an important component in creating a collaborative learning environment.
- Having a sense of camaraderie – cheering each other on as we finish workouts- helps students build a sense of community that will help them achieve their fitness and academic goals.
- Empower Charter School students learn about core values like integrity, responsibility, and respect through classroom and school-wide activities.
- Goal-Setting- both academic and fitness – takes place regularly.

Health

- Healthy school lunch choices
- Healthy school environment
- School garden

Last updated: 2/17/2015

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

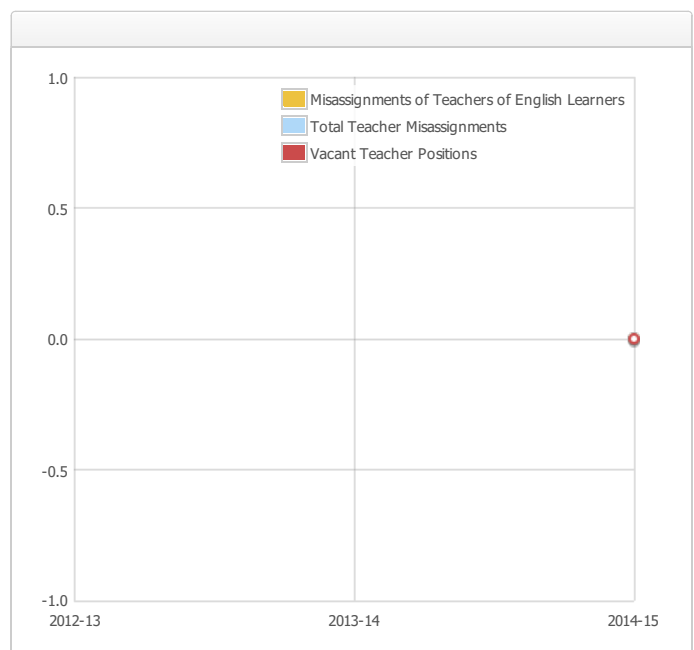
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | | | 4 | 4 |
| Without Full Credential | | | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | | | 0 | 0 |



Last updated: 2/17/2015

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | | | 0 |
| Total Teacher Misassignments* | | | 0 |
| Vacant Teacher Positions | | | 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: 2/17/2015

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

Year and month in which data were collected: September 2014

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|--|
| Reading/Language Arts | McGraw Hill, <i>Wonders</i> for Grades 2-5 McGraw Hill, <i>Maravillas</i> for Grades TK-1 Inquiry-based thematic units | Yes | 0.0 |
| Mathematics | Eureka Math Inquiry-based thematic units Hands-on math manipulatives | Yes | 0.0 |
| Science | Foss Kits & Readers in English & Spanish | Yes | 0.0 |
| History-Social Science | Social Studies Alive | Yes | 0.0 |
| Foreign Language | | | 0.0 |
| Health | | | 0.0 |
| Visual and Performing Arts | | | 0.0 |
| Science Lab Eqpmt(9-12) | | | 0.0 |

Last updated: 2/17/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The facility is located inside of a Boys & Girls Club (Club), which is not used during the school day by Club members. Our students have full access to classroom learning spaces, an indoor gym, outdoor basketball court, lunch arbor, playground, and a STEM lab (Science, Technology, Engineering, Math). The site also has a garden and various little outdoor learning nooks. There is also a pool onsite, which we have access to when arrangements are made.

We recently installed a new fire alarm system and made other safety improvements to the site (paint, flooring, new doors). We plan to install some new window shades for 2 classrooms that need them.

Last updated: 2/17/2015

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 | Fair | Future upgrade of tile in bathrooms by the Boys & Girls Club. Plumbing is in working order. |
| 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 | Good |
|----------------|------|

Last updated: 2/17/2015

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.

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.

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 school site.

Opportunities for Parental Involvement - Most Recent Year

Parents are partners at Empower Charter School. Our parents are often volunteering inside the classrooms. We have an open door policy, parents may stop by to visit a classroom anytime to volunteer or observe.

Parents also participate in the following organized activities:

- Monthly meeting with the Director offered in the morning and evening to encourage dialogue between parents and administration
- Monthly public board meetings, time for public comment and participation on the agenda. Parents are also able to serve as a Board Trustee.
- Monthly student awards assemblies
- Monthly Empowered Parent/Teacher Committee to plan school events
- English Learner Advisory Committee
- School Site Council

State Priority: Pupil Engagement

Last updated: 2/17/2015

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

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

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.

School Safety Plan - Most Recent Year

The safety plan was last reviewed and updated in December 2014. The comprehensive plan includes procedures for Emergency Preparedness and Disaster Plans, internet safety, and school rules along with the school discipline policy. The plan also identifies traffic/pedestrian safety for safe ingress and egress to the facility. All visitors are required to sign in and out at the front desk and wear a visitor badge. The safety plan includes information about our Background Checks/Fingerprinting Policy, Registered Sex Offender Policy, Anti-Discrimination and Anti-Harrassment Policy, Prevention of Child Abuse Policy, and Employee Conduct with Students Policy. All staff receive training in safety procedures and are CPR certified. The local school liason police officer also makes regular visits to the campus to do safety lessons with our fourth and fifth grade students, and meets annually with the school administrator to advise on safety protocols/procedures.

Last updated: 2/17/2015

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.

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement * | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 155 |
| Percent of Schools Currently in Program Improvement | N/A | 79.5% |

Note: Cells with NA values do not require data.

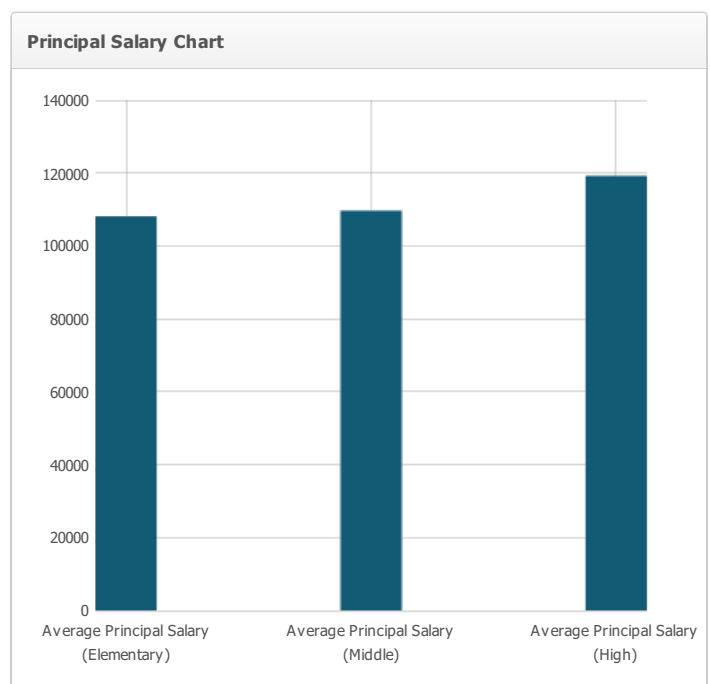
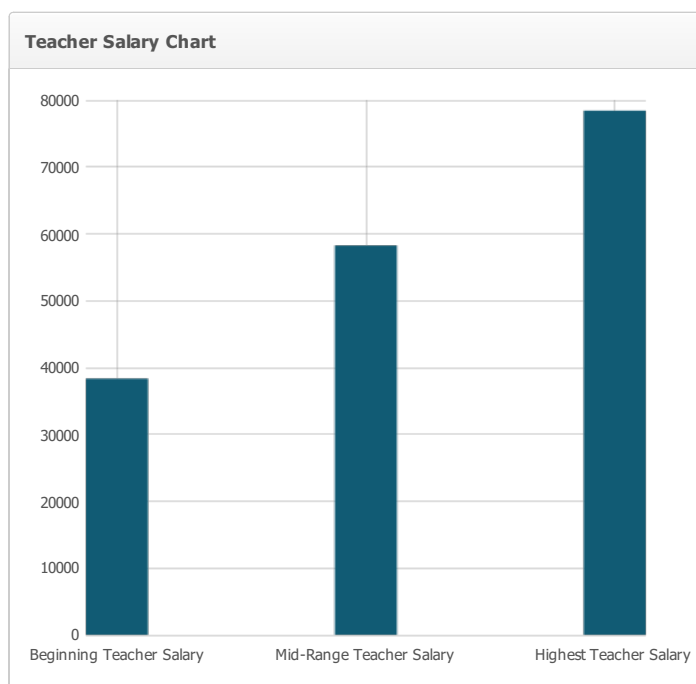
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/17/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,347 | \$41,761 |
| Mid-Range Teacher Salary | \$58,269 | \$66,895 |
| Highest Teacher Salary | \$78,416 | \$86,565 |
| Average Principal Salary (Elementary) | \$108,101 | \$108,011 |
| Average Principal Salary (Middle) | \$109,653 | \$113,058 |
| Average Principal Salary (High) | \$119,228 | \$123,217 |
| Superintendent Salary | \$245,192 | \$227,183 |
| Percent of Budget for Teacher Salaries | 40.0% | 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/>.



Last updated: 2/17/2015

Professional Development – Most Recent Three Years

Teachers receive ongoing professional development. Two weeks before the school year begins are allocated for Professional Development. Teachers attend Saturday workshops. Onsite professional development occurs on designated Wednesdays, which are early-release days (Professional Development occurs at least once per month on these Wednesdays). Teachers also are given at least one work day per year to visit other classrooms or schools.

Decisions about what Professional Development opportunities are offered are based on:

- Input from teachers (a committee in place that meets regularly to review needs)
- Student Achievement Data
- Principal Observations/Walkthroughs

Teachers are supported to implement new strategies through coaching, meetings with the principal, and collaboration with colleagues.

Last updated: 2/17/2015