

Empower Charter

School Accountability Report Card Reported Using Data from the 2018—19 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/fq/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.



Mrs. Demetria Royal Brown, Executive Director

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 also offer a Mandarin enrichment program, making us the only trilingual Spanish and Mandarin public school in the city of San Diego. We teach to the whole child and physical exercise is part of every full school day. We teach using inquiry-based thematic units. We teach in small groups to help our students accelerate and advance. Instructional assistants rotate through the classrooms to support the classroom instruction. 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

Empower Charter
2772 Ulric St.
San Diego, CA 92111-6013

Phone: 858-292-1304
Email: dbrown@empowercharter.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Email Address	cmarten@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2019—20)	
School Name	Empower Charter
Street	2772 Ulric St.
City, State, Zip	San Diego, Ca, 92111-6013
Phone Number	858-292-1304
Principal	Mrs. Demetria Royal Brown, Executive Director
Email Address	dbrown@empowercharter.org
Website	www.empowercharter.org
County-District-School (CDS) Code	37683380129387

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

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-based learning
- 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 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 10% 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 is scalable to individual needs and occurs 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.

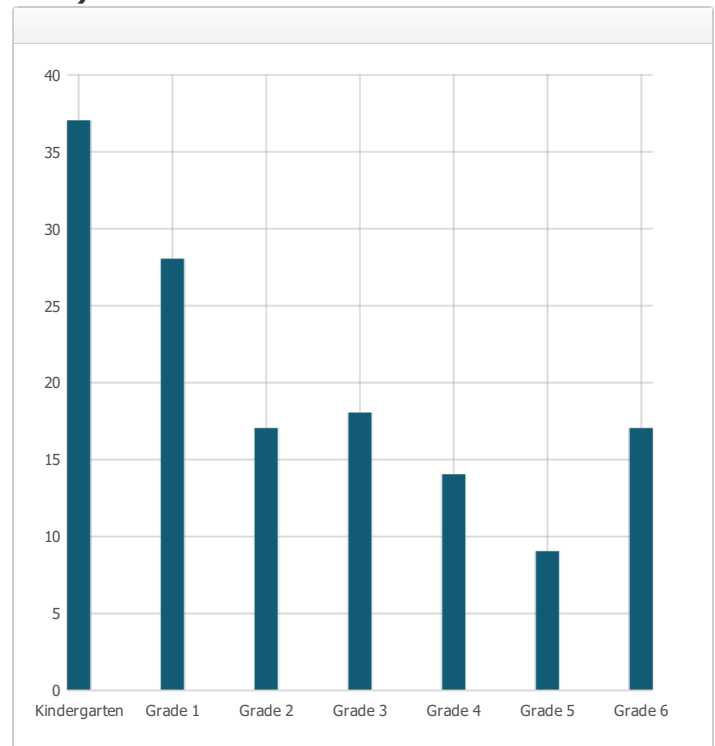
Health

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

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	37
Grade 1	28
Grade 2	17
Grade 3	18
Grade 4	14
Grade 5	9
Grade 6	17
Total Enrollment	140



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.40 %
American Indian or Alaska Native	%
Asian	1.40 %
Filipino	1.40 %
Hispanic or Latino	80.00 %
Native Hawaiian or Pacific Islander	%
White	7.90 %
Two or More Races	2.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.30 %
English Learners	48.60 %
Students with Disabilities	10.70 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

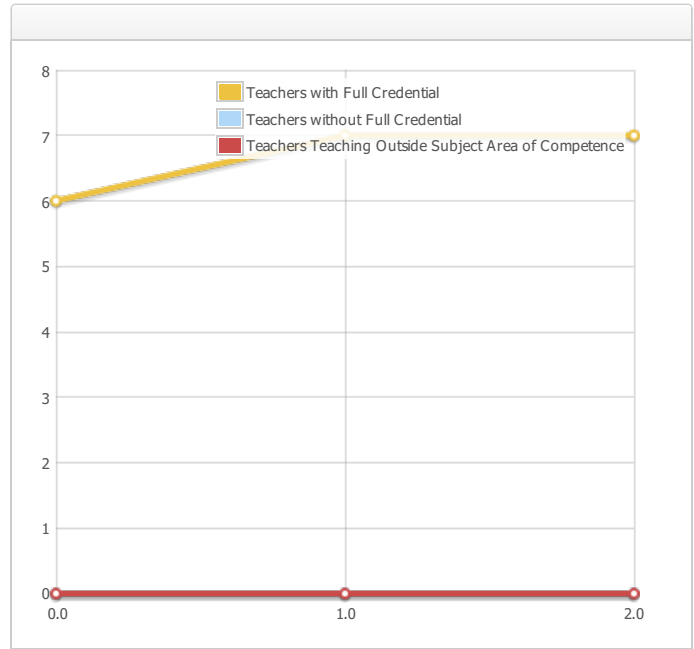
State Priority: Basic

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

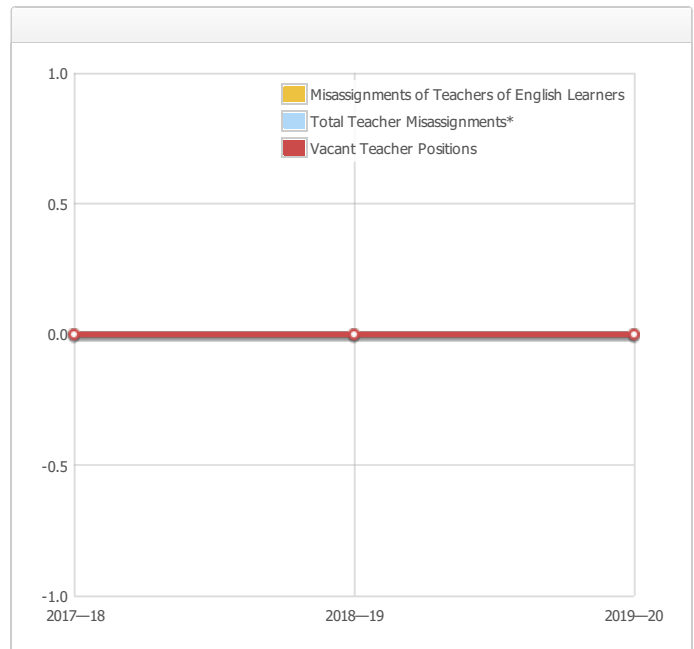
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	6	7	7	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • McGraw Hill Language Arts <i>Maravillas/Wonders</i> • Teachers also have supplemental resources with access to Reading A-Z and Raz Kids (in English and Spanish) 	Yes	0.00 %
Mathematics	<ul style="list-style-type: none"> • Ready Math/ Ready Matematicas • Supplemental: Math SRA and Eureka Math • Math manipulatives 	Yes	0.00 %
Science	Foss Science Kits in English and Spanish	Yes	0.00 %
History-Social Science	Social Studies Alive, available in English and Spanish	Yes	0.00 %
Foreign Language	All curricula are available in Spanish.	Yes	0.00 %
Health	Inquiry-based thematic units integrate health standards, as well as weekly gardening lessons.	Yes	0.00 %
Visual and Performing Arts	Inquiry-based thematic units integrate visual and performing arts standards.	Yes	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: 1/31/2020

School Facility Conditions and Planned Improvements

Empower is co-located with Linda Vista Elementary School during the 2019-20 school year. Our students have access to classroom learning spaces, an outdoor playground and field, auditorium and lunch arbor. The site also has a garden.

Last updated: 1/31/2020

School Facility Good Repair Status

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

Overall Rating	Exemplary
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Last updated: 1/31/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	28.0%	48.0%	55.0%	55.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	17.0%	46.0%	45.0%	46.0%	38.0%	39.0%

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: 1/31/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	55	96.5%	3.5%	48.15%
Male	26	25	96.15%	3.85%	44.00%
Female	31	30	96.7%	3.3%	51.72%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	49	47	94.00%	6.00%	43.48%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	44	42	95.45%	4.55%	35.90%
English Learners	36	34	94.44%	5.56%	36.36%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/31/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	56	98.24%	3.45%	46.43%
Male	26	25	96.15%	3.85%	32.00%
Female	31	31	100%	0%	58.06%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	49	48	97.96%	2.04%	43.75%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	44	43	97.73%	2.27%	34.14%
English Learners	37	36	97.28%	2.72%	41.18%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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: 1/31/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/31/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Our multilingual global leadership program prepares students for college and career opportunities by empowering them with significant skills that future employers will value. In addition to this program, students have been provided with opportunities such as participating in Hour of Code and bringing in community members to discuss their careers. We also offer workshops to help parents understand how they can start supporting their child in college and career readiness, even while in elementary school.

Students at our K-6 elementary school participate in the following:

- Typing courses
- Learning about careers and identifying future career pathways
- Learning from guest speakers who present about their careers
- Field trips to colleges
- Volunteer experiences at school and offered through the community

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/31/2020

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 2019—20)

Parents are partners at Empower Charter School.

The majority of parents log over 10 volunteer hours per year.

Parents also participate in the following organized activities:

- 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 Empower Parent/Teacher Committee to plan school events
- English Learner Advisory Committee
- School Site Council

State Priority: Pupil Engagement

Last updated: 1/31/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.50%	3.50%	3.80%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/31/2020

School Safety Plan (School Year 2019—20)

The safety plan was last reviewed and updated on February 26 2019. The safety committee reviews and updates the plan annually, for approval by the Empower Board of Trustees by March 1. 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 sixth grade students, and meets annually with the school administrator to advise on safety protocols/procedures.

Last updated: 1/31/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		1	
1	26.00		1	
2				
3	24.00		1	
4	16.00	1		
5				
6	22.00		1	
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2		
1	22.00		1	
2	24.00		1	
3				
4	21.00		1	
5				
6	25.00		1	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2		
1	21.00	1		
2	24.00		1	
3	18.00	1		
4				
5	23.00		1	
6	17.00	1		
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.

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other	0.20

*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: 1/31/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Teachers are compensated with a competitive salary schedule to the District. The average is based on 4 teachers, with varying degrees of experience.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12901.39	\$2235.25	\$10666.13	\$69635.60
District	N/A	N/A	\$8201.72	\$80624.00
Percent Difference – School Site and District	N/A	N/A	26.12%	14.63%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	34.77%	16.79%

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

Last updated: 1/31/2020

Types of Services Funded (Fiscal Year 2018—19)

Supplemental services offered include:

-Counseling (social/emotional support)

-Education Specialist provides push-in or pull-out academic support and services

-2 full-time instructional assistants provide push-in academic support

-Speech therapy

-Occupational therapy

-Adaptive PE

-Before school program

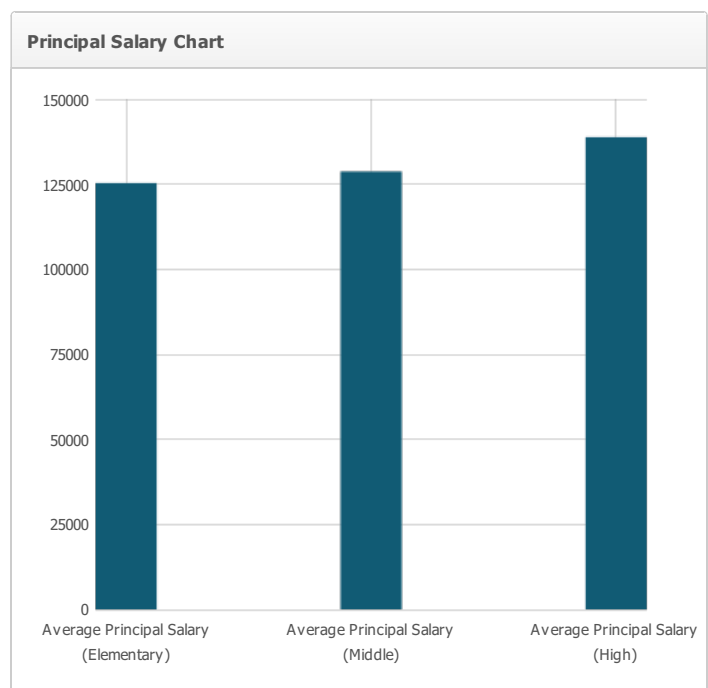
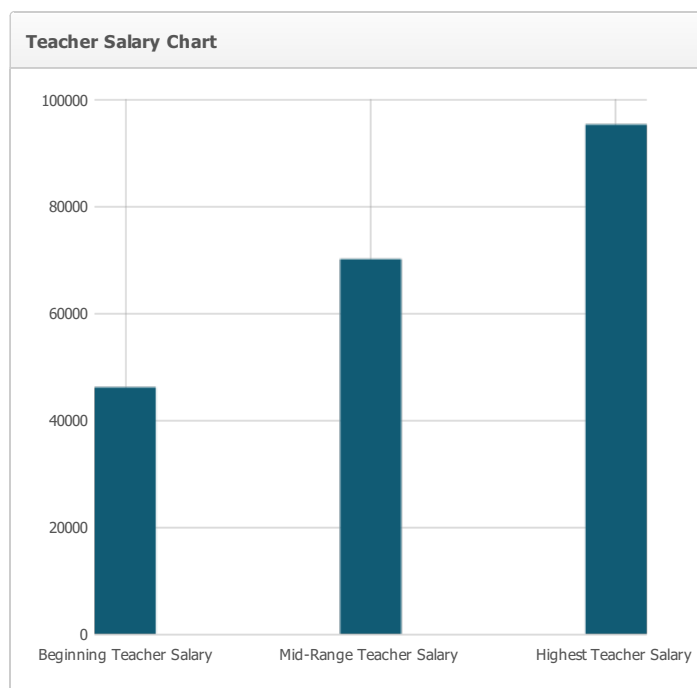
-After school program

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 1/31/2020

Professional Development

- 2017-18: 31 full days
- 2018-19: 35 full days
- 2019-20: 42 full days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	36	46	54