

Citizens of the World Charter Hollywood

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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/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](#) 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.



Marissa Berman, Principal

Principal, Citizens of the World Charter Hollywood

About Our School

Citizens of the World Charter School - Hollywood (CWC H) has demonstrated consistently high academic achievement evidencing that it has and will continue to meet the needs of our community in Los Angeles. CWCH provides a compelling option for families seeking quality schools in the Los Angeles community by providing a constructivist educational program, individualized and differentiated instruction, in-depth social emotional learning, high degrees of parent engagement, and a student population that is uniquely diverse. Our school is an effective working model of the larger society students will someday join. Now, more than ever, our students need meaningful school experiences that build cross-cultural understanding and tolerance before they enter the global workforce. Focus on community building, social-emotional learning, social-justice curriculum, and a positive school culture: At CWCH, we've successfully built a true school community in which all members – students, teachers, families, and community partners – not only have the opportunity to participate, but also feel welcome to actively engage in school life.

Contact

Citizens of the World Charter Hollywood
1316 North Bronson Ave.
Los Angeles, CA 90028-8497

Phone: 323-464-4292
E-mail: mberman@cwchollywood.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
School Name	Citizens of the World Charter Hollywood
Street	1316 North Bronson Ave.
City, State, Zip	Los Angeles, Ca, 90028-8497
Phone Number	323-464-4292
Principal	Marissa Berman, Principal
E-mail Address	mberman@cwchollywood.org
County-District-School (CDS) Code	19647330122556

Last updated: 1/23/2017

School Description and Mission Statement (School Year 2016-17)

The mission of Citizens of the World Charter School - Hollywood is to provide a socio-economically, culturally and racially diverse community of students in the heart of Hollywood with an intellectually challenging, experiential learning environment that develops each individual student's confidence, potential, and individual responsibility as citizens of the world in which we live.

The four cornerstones of our operation work collaboratively to embody a true "community of learners" in which we all learn from and with one another:

Students: CWC students engage in rigorous, active learning processes that develop conceptual understanding and self-knowledge. CWC embraces the diversity of individual student's skills, learning styles and array of multiple intelligences, ensuring that children have the opportunity to grow not just in core academic areas, but also in the arts, music, physical education and character development. Our standards-based curriculum is continuously tailored to individual needs. We utilize assessment data throughout the year to ensure that each student meets and exceeds state performance standards and the academic performance of neighboring schools, as we help each child develop a true lifelong passion for learning.

Teachers: Our collaborative professional community supports CWC's teachers with ample planning time, training, resources and autonomy. Teachers are able to continually develop their skills, collaborate with one another, and create, evaluate and refine curriculum that best fits their students utilizing a variety of ongoing assessments to track students' progress.

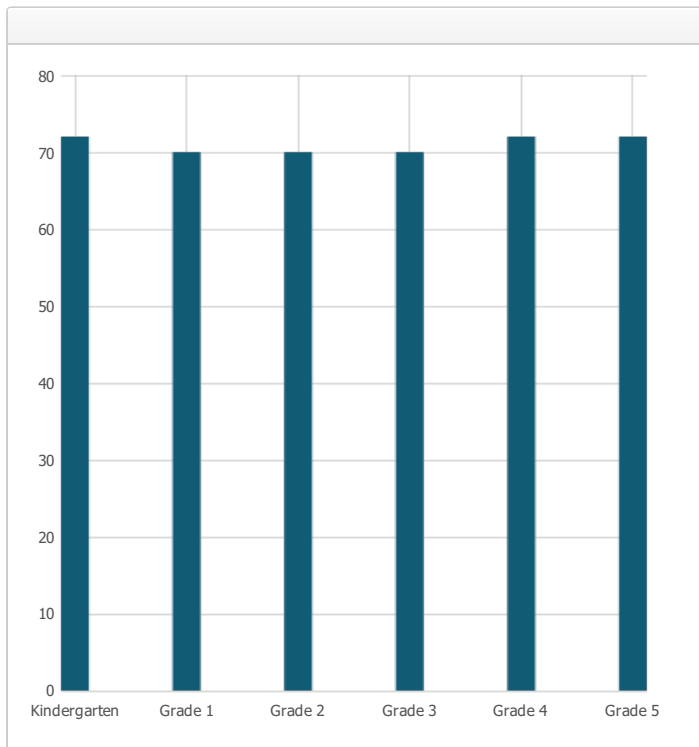
Families: CWC emphasizes the school/home partnership and free-flowing communication as integral to the success of the children. All CWC families are urged to participate actively in the school community as volunteers, valued stakeholders and participants in regular family education workshops and school community activities.

Community: As Citizens of the World, we cultivate leadership, independence, self-knowledge, appreciation for different perspectives and respect, both within and beyond school walls. Just as we ask the community to support our school, so too will the school support the community. Student-designed service-learning projects, created during weekly classes devoted to this endeavor, enable each member of our community of learners to make a real and lasting contribution to the world around us.

Last updated: 1/23/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	72
Grade 1	70
Grade 2	70
Grade 3	70
Grade 4	72
Grade 5	72
Total Enrollment	426



Last updated: 1/23/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.0 %
Asian	16.0 %
Filipino	0.9 %
Hispanic or Latino	26.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	46.9 %
Two or More Races	6.8 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.6 %
English Learners	22.3 %
Students with Disabilities	9.6 %
Foster Youth	0.0 %

Last updated: 1/23/2017

A. Conditions of Learning

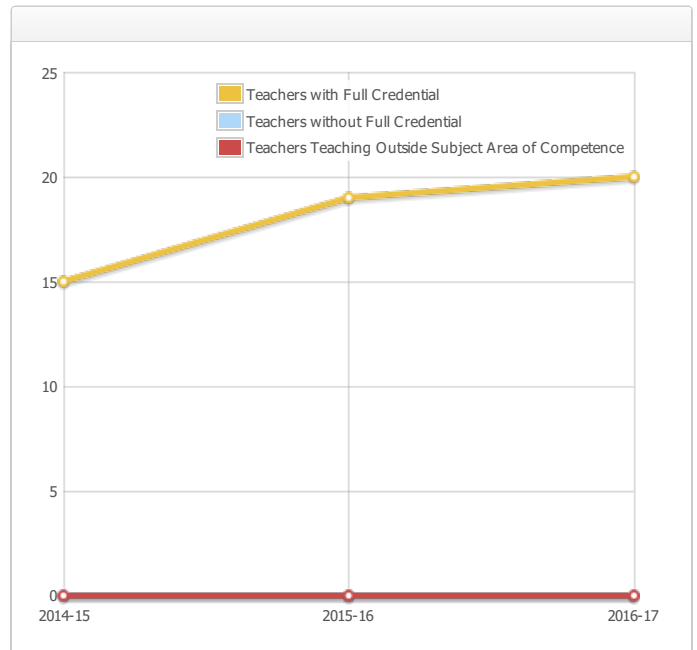
State Priority: Basic

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

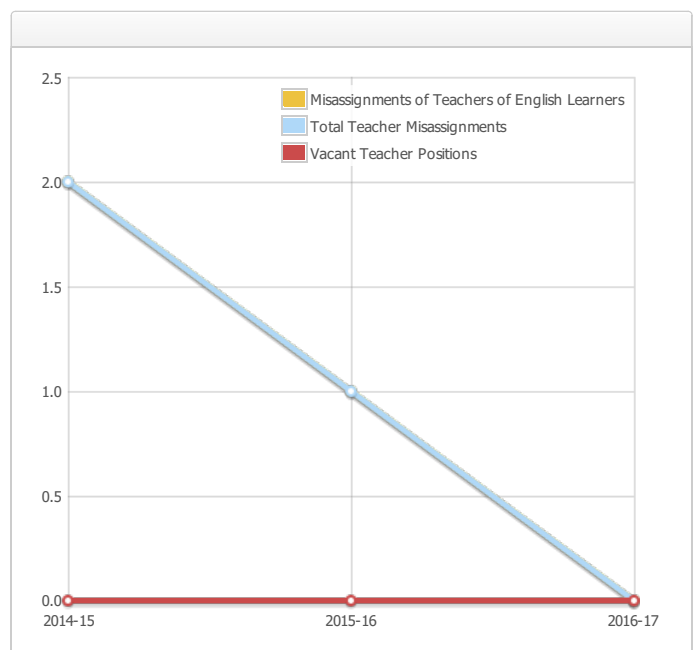
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	19	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/23/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	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: 1/23/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	98.0%	2.0%

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.

Last updated: 1/23/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reader's Workshop, Writer's Workshop	Yes	0.0 %
Mathematics	TERC, Everyday Math, CGI	Yes	0.0 %
Science	Teach for Understanding Units	Yes	0.0 %
History-Social Science	Teach for Understanding Units	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2017

School Facility Conditions and Planned Improvements

The CWC H team works with district maintenance staff and our campus custodians to ensure that any repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure we are tracking all needed repairs and facility improvements. Currently, district staff is focusing their attention on repairs related to an older plumbing and electrical systems. School leadership works with district staff to ensure that these repairs are happening as efficiently as possible.

Last updated: 1/23/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Poor	Pest issue within whole classroom building. This is a Prop 39 site and we have been working with LAUSD pest department on an ongoing basis but this is still a work in progress.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 1/27/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	64.0%	74.0%	34.0%	39.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	58.0%	70.0%	25.0%	29.0%	34.0%	36.0%

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.

Last updated: 1/23/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	72	98.6%	75.0%
Male	38	37	97.4%	78.4%
Female	35	35	100.0%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	90.9%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	38	100.0%	81.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	52.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	69	95.8%	71.0%
Male	36	34	94.4%	64.7%
Female	36	35	97.2%	77.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	19	95.0%	42.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.9%	81.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	25	96.2%	52.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	76.1%
Male	39	39	100.0%	71.8%
Female	33	32	97.0%	81.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100.0%	60.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	85.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	62.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/23/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	73	72	98.6%	65.3%
Male	38	37	97.4%	67.6%
Female	35	35	100.0%	62.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	81.8%
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	38	100.0%	73.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	48.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	69	95.8%	75.4%
Male	36	34	94.4%	79.4%
Female	36	35	97.2%	71.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	19	95.0%	31.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.9%	94.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	25	96.2%	48.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	68.6%
Male	39	39	100.0%	74.4%
Female	33	32	97.0%	61.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	20	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	27	96.4%	84.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	37	97.4%	64.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/23/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	67.0%	70.0%	0.0%	46.0%	46.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/23/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	72	66	91.7%	69.7%
Male	39	36	92.3%	69.4%
Female	33	30	90.9%	70.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	20	18	90.0%	50.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	28	26	92.9%	80.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.1%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/23/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.6%	30.6%	19.4%

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: 1/23/2017

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 2016-17)

Our aim is to ensure that entire families feel a sense of belonging in our school community as valued and active participants. As we develop mechanisms for parent participation as school volunteers, develop parent education activities, and ensure ample parent involvement and input in shaping the policies and procedures of our school, we will disseminate our best practices in working with such a diverse parent population (different languages, education levels, economic status, etc.) with other schools.

All families will be encouraged to participate as active volunteers in the school's operations and activities. Parents might volunteer during before or after school hours or during the school day, including volunteering in the classroom, lunchroom or school office; on several parent-run committees, planning student/school community events; fundraising activities; outreach to prospective new families; and much more. Families are invited regularly as well to participate in parent education coffees or evening events, all of which help to provide a strong bridge between home and school. Skill levels required to participate in school activities will similarly be variable, ranging from legal services offered pro bono to the school to stuffing envelopes for a mailer. In this way, parents, grandparents and other family members may provide valuable services to help the school, but more importantly, families will become more involved and connected to help the school, but more importantly, families will become more involved and connected to the school and their child's learning, and empowered to effectively shape school programs and operations.

State Priority: Pupil Engagement

Last updated: 1/23/2017

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

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

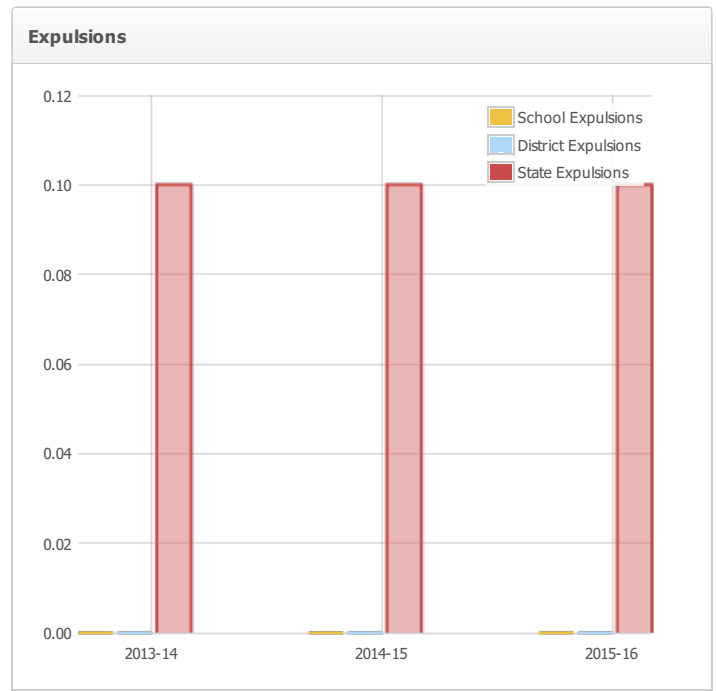
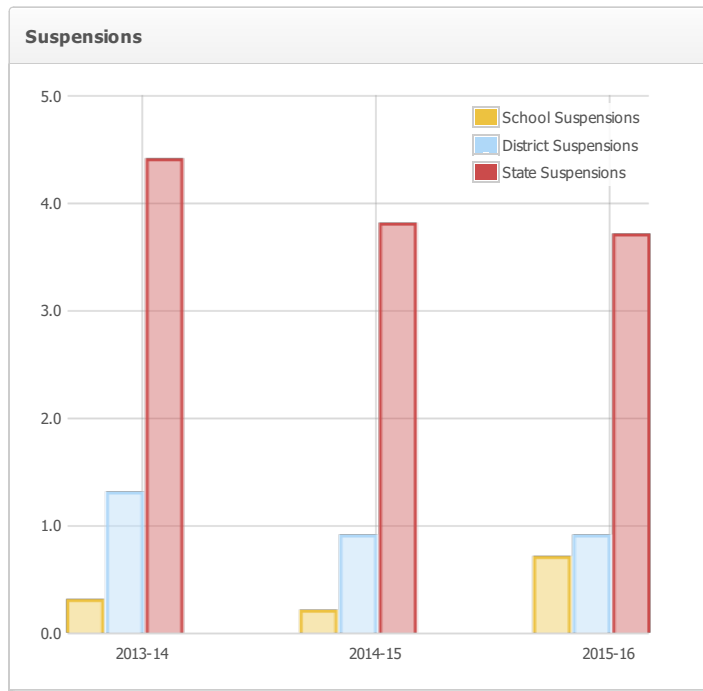
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.2	0.7	1.3	0.9	0.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

School Safety Plan (School Year 2016-17)

Our school has a comprehensive safety plan for all emergency situations. We conduct emergency drills quarterly with all students and staff participation. Every classroom has an emergency procedures binder along with student contact information, and a list of medication/allergies. We work closely with the Le Conte Middle School to ensure our respective plans work well together. We also have a dedicated Police Officer from LASPD who visits regular to ensure student and staff safety.

Last updated: 1/23/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	652
Percent of Schools Currently in Program Improvement	N/A	71.3%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	21.0	0	3	0	22.0	0	3	0				
1	22.0	0	3	0	22.0	0	3	0				
2	22.0	0	3	0	22.0	0	3	0				
3	23.0	0	3	0	23.0	0	3	0				
4	21.0	0	3	0	23.0	0	3	0				
5	0.0	0	0	0	22.0	0	3	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 1/23/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

We do not have a true FTE for these positions, but help is provided on an as needed basis.

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	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/23/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9502.7	\$1462.6	\$8040.1	\$60308.8
District	N/A	N/A	\$0.0	\$72495.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/23/2017

Types of Services Funded (Fiscal Year 2015-16)

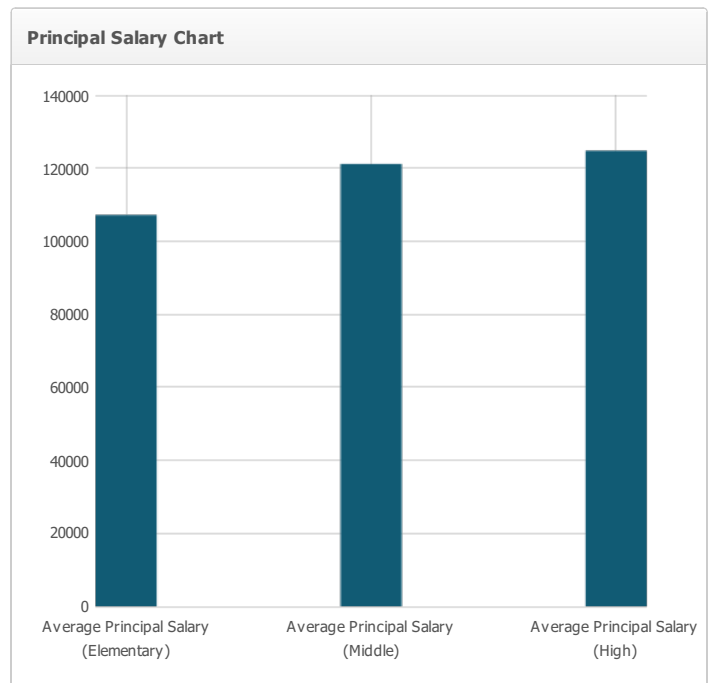
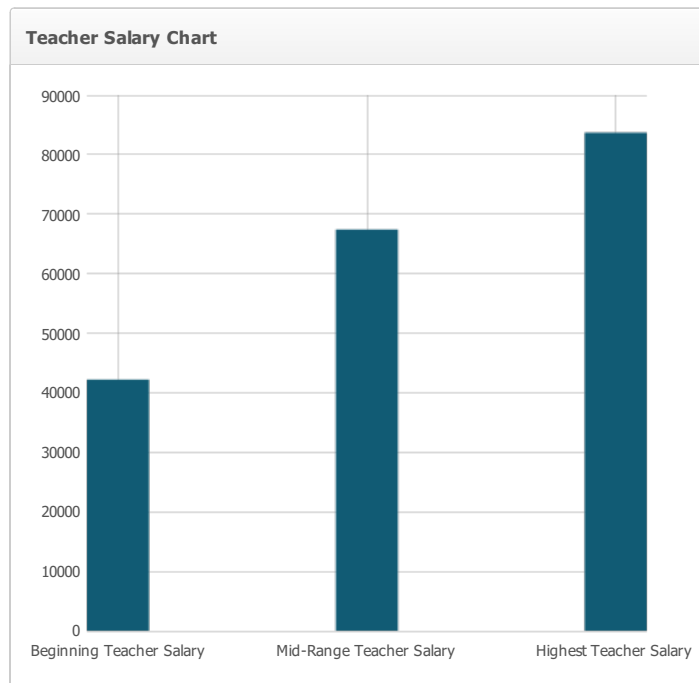
We utilize a full inclusion instructional model where we aim to meet the needs of all our students. We have 2 full time special education resource teachers who works alongside a contracted psychologist, occupational therapist, counselor and speech therapist in order to provide individual and small-group instruction and support for students with Individualized Education Plans (IEP). We also carry out an English Language Development intervention in small groups as part of our English Language Art blocks throughout the day and week. Additionally, we provide a rigorous and focused after school intervention program for those readers who are reading below grade level.

Last updated: 1/23/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,207	\$45,092
Mid-Range Teacher Salary	\$67,417	\$71,627
Highest Teacher Salary	\$83,703	\$93,288
Average Principal Salary (Elementary)	\$107,190	\$115,631
Average Principal Salary (Middle)	\$121,149	\$120,915
Average Principal Salary (High)	\$124,798	\$132,029
Superintendent Salary	\$350,000	\$249,537
Percent of Budget for Teacher Salaries	34.0%	37.0%
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: 1/23/2017

Professional Development

Prior to the start of each school year, CWC H teachers and staff participate in a 2-3 week orientation during August. During this time, we participate in a number of workshops, trainings and staff meetings to make sure all staff members are properly ready for the launch of each school year. Additionally, all Teachers and Teaching Associates participate in a weekly training and professional development every Wednesday afternoon from 1:30 – 4:30.

In professional development, we have focused on mathematics and the Common Core. Specifically, our staff has focused on Cognitively Guided Instruction, an approach and framework for mathematics instruction, given that it is a perfect philosophical match and vehicle to delivering rigorous, process-oriented math instruction as mandated by the Common Core. As part of this work we have worked with curriculum specialists to ensure that our math curriculum maps are as robust as possible in their alignment to the CCSS.

Additionally, we spend professional development time engaging in English Language Development training. Through summertime and school year workshops, staff has participated in a multi-part series on The Sheltered Instruction Observation Protocol model, a mission-aligned approach to embedding rigorous English Language Development across subject areas. This professional development area remains a priority based on school assessment data and a desire to add to our shared toolbox of strategies to support our English Language Learners.

Additionally, our principal engages in classroom observations and individual debrief meetings with teachers throughout the year to support all instructional staff in their individualized professional development goals. In addition to our whole staff learning and yearlong professional development, this individualized support goes a long way to grow each teacher in areas that are key to improving their practice.

Last updated: 1/23/2017