

# Citizens of the World Charter Hollywood

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

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

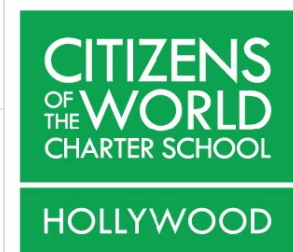
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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 Hollywood) has demonstrated consistently high academic achievement evidencing that it has and will continue to meet the needs of our community in Los Angeles. CWC Hollywood 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 CWC Hollywood, 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](mailto:mberman@cwchollywood.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Superintendent</b>	Michelle King
<b>E-mail Address</b>	<a href="mailto:michelle.king@lausd.net">michelle.king@lausd.net</a>
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Citizens of the World Charter Hollywood
<b>Street</b>	1316 North Bronson Ave.
<b>City, State, Zip</b>	Los Angeles, Ca, 90028-8497
<b>Phone Number</b>	323-464-4292
<b>Principal</b>	Marissa Berman, Principal
<b>E-mail Address</b>	<a href="mailto:mberman@cwchollywood.org">mberman@cwchollywood.org</a>
<b>Web Site</b>	<a href="http://cwchollywood.org">http://cwchollywood.org</a>
<b>County-District-School (CDS) Code</b>	19647330122556

*Last updated: 12/5/2017*

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

At Citizens of the World Charter Hollywood (CWC Hollywood), we are committed to providing a challenging, experiential learning environment to develop students' confidence, potential, and individual responsibility as true citizens of the world.

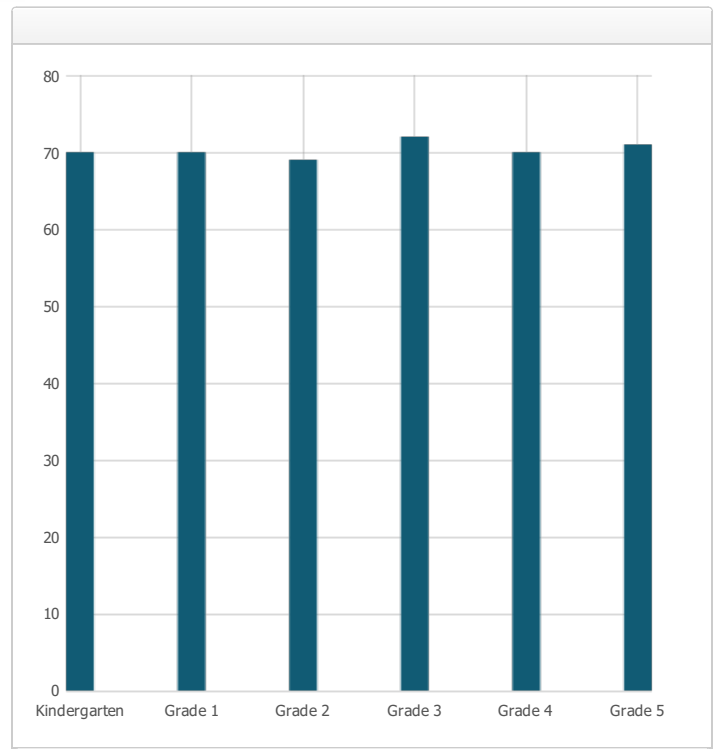
As the flagship school of the first national charter school network with a commitment to economic and racial diversity, CWC Hollywood is helping to guide the conversation about defining excellent education, while building a broader base of support for reform. We believe our success will inspire a renewed respect and support for public schools, and the excellent education they can deliver to all students.

Our mission is to create a high-achieving public school for a diverse community of students, developing their abilities, confidence, and sense of responsibility for themselves and their community.

*Last updated: 12/5/2017*

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	70
Grade 2	69
Grade 3	72
Grade 4	70
Grade 5	71
<b>Total Enrollment</b>	<b>422</b>



Last updated: 12/5/2017

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

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	0.0 %
Asian	16.8 %
Filipino	0.7 %
Hispanic or Latino	27.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	51.7 %
Two or More Races	0.2 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.1 %
English Learners	21.1 %
Students with Disabilities	12.1 %
Foster Youth	0.0 %

Last updated: 12/5/2017

## A. Conditions of Learning

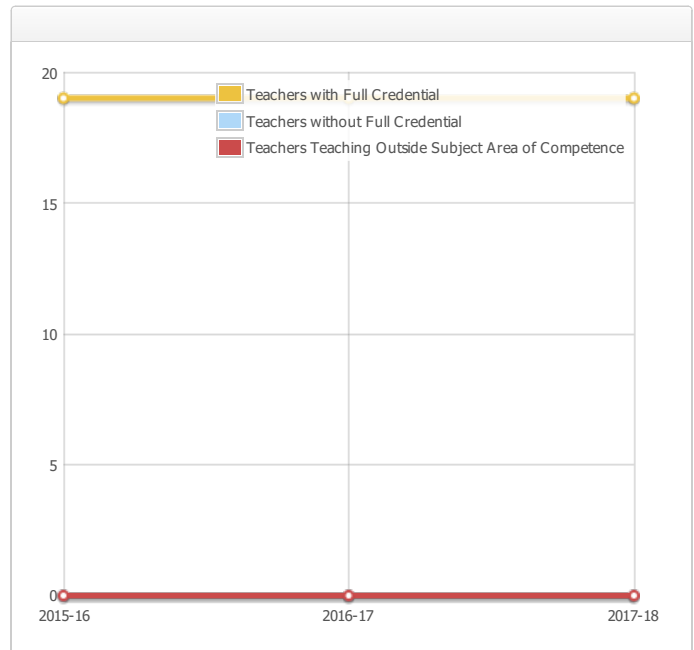
### State Priority: Basic

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

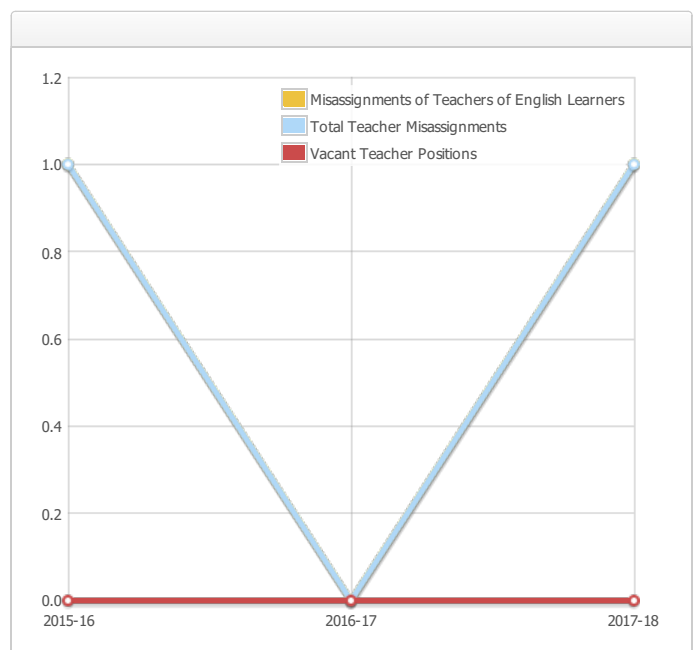
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	19	19	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/24/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments*	1	0	1
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: 1/24/2018

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

Year and month in which the data were collected: December 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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 Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/5/2017

## School Facility Conditions and Planned Improvements

The CWC Hollywood 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: 1/24/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
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 2018

Overall Rating	Good
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*Last updated: 1/30/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	74%	77%	39%	40%	48%	48%
Mathematics (grades 3-8 and 11)	70%	75%	29%	30%	36%	37%

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

*Last updated: 1/18/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	217	213	98.16%	77.00%
Male	118	116	98.31%	72.41%
Female	99	97	97.98%	82.47%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	39	38	97.44%	89.47%
Filipino	--	--	--	
Hispanic or Latino	53	53	100.00%	52.83%
Native Hawaiian or Pacific Islander				
White	114	111	97.37%	84.68%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	67	67	100.00%	59.70%
English Learners	61	61	100.00%	68.85%
Students with Disabilities	29	28	96.55%	53.57%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/18/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	217	211	97.24%	75.36%
Male	118	115	97.46%	79.13%
Female	99	96	96.97%	70.83%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	39	38	97.44%	97.37%
Filipino	--	--	--	
Hispanic or Latino	53	53	100.00%	43.40%
Native Hawaiian or Pacific Islander				
White	114	110	96.49%	82.73%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	67	67	100.00%	65.67%
English Learners	61	61	100.00%	68.85%
Students with Disabilities	29	28	96.55%	35.71%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/18/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	67.0%	70.0%	46.0%	46.0%	56%	54%

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

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

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

*Last updated: 1/18/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	30.6%	26.4%	18.1%

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: 1/18/2018*

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Our aim is to ensure that entire families feel a sense of belonging to 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: 12/5/2017*

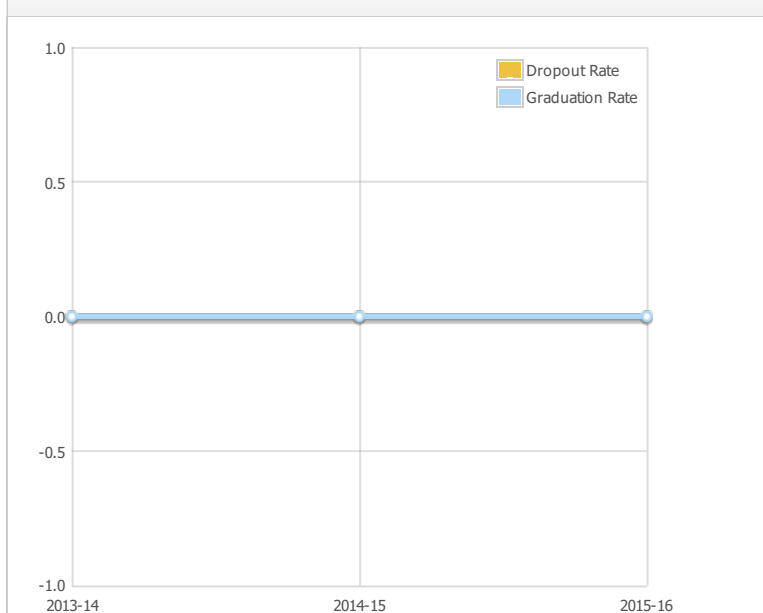
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	70.2%	72.2%	77.3%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





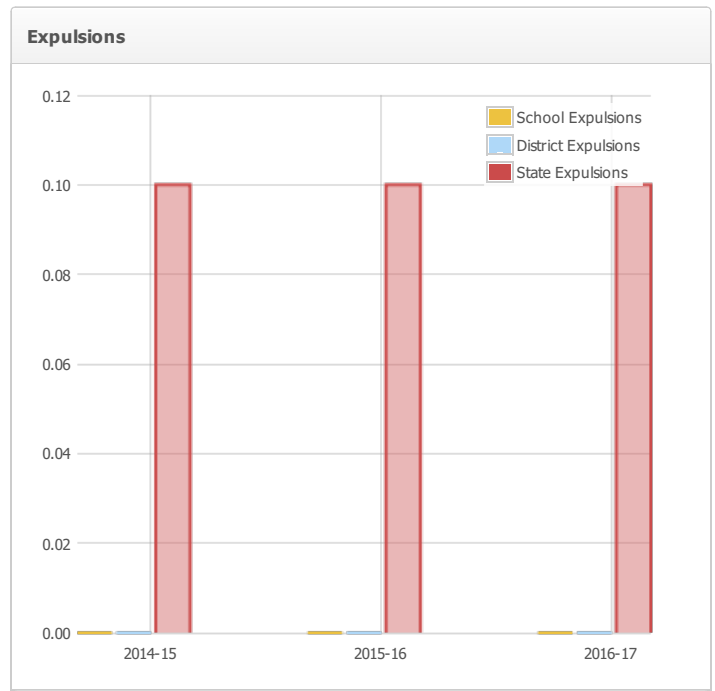
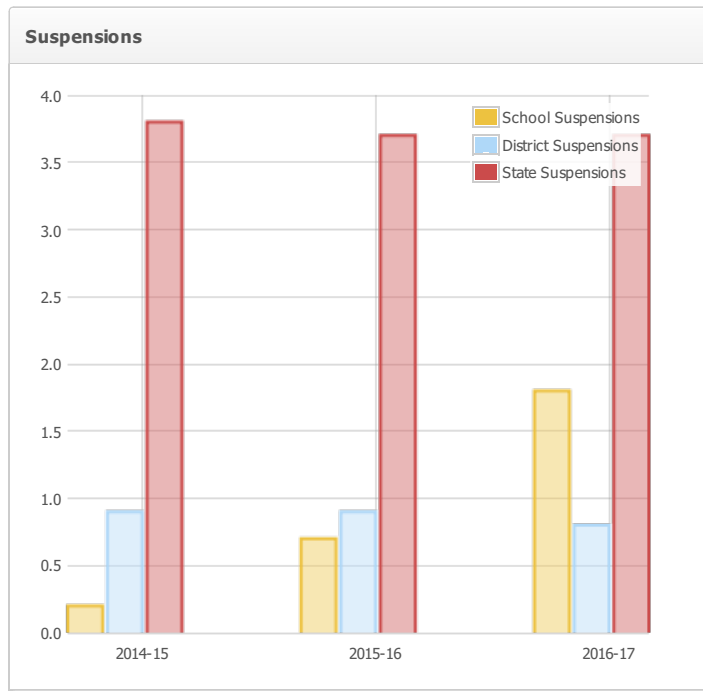
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2%	0.7%	1.8%	0.9%	0.9%	0.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/5/2017

## School Safety Plan (School Year 2017-18)

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 regularly to ensure student and staff safety.

Last updated: 12/5/2017

## 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 2017-18)

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	642
Percent of Schools Currently in Program Improvement	N/A	69.0%

Last updated: 12/5/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	22.0	0	3	0	20.0	1	2	0	12.0	5	1	0
1	22.0	0	3	0	23.0	0	3	0	23.0	0	3	0
2	22.0	0	3	0	23.0	0	3	0	24.0	0	2	0
3	23.0	0	3	0	23.0	0	3	0	24.0	0	3	0
4	23.0	0	3	0	24.0	0	3	0	24.0	0	2	0
5	22.0	0	3	0	24.0	0	3	0	23.0	0	3	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	24.0	0	2	0

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

Last updated: 12/5/2017

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

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: 12/5/2017*

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11173.7	\$1664.4	\$9509.3	\$66795.8
District	N/A	N/A	\$0.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-9.8%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	36.5%	-17.0%

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

*Last updated: 1/24/2018*



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

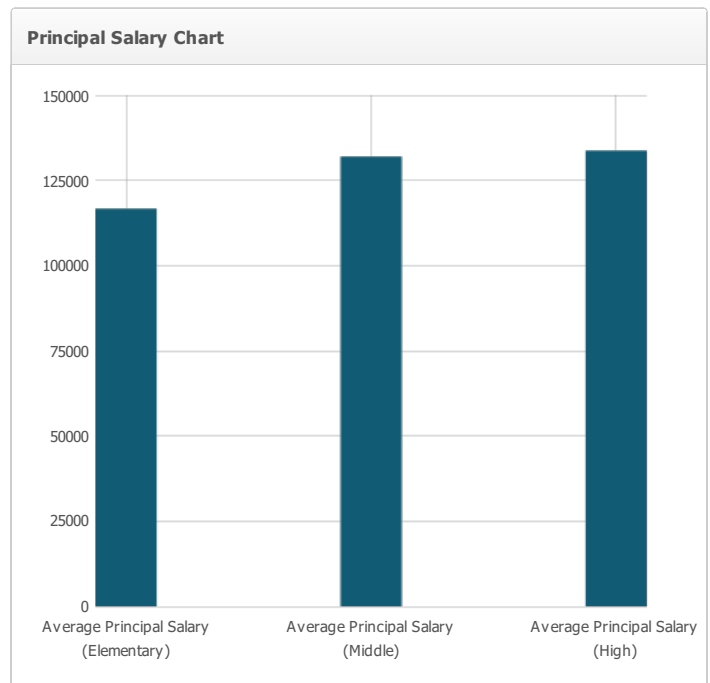
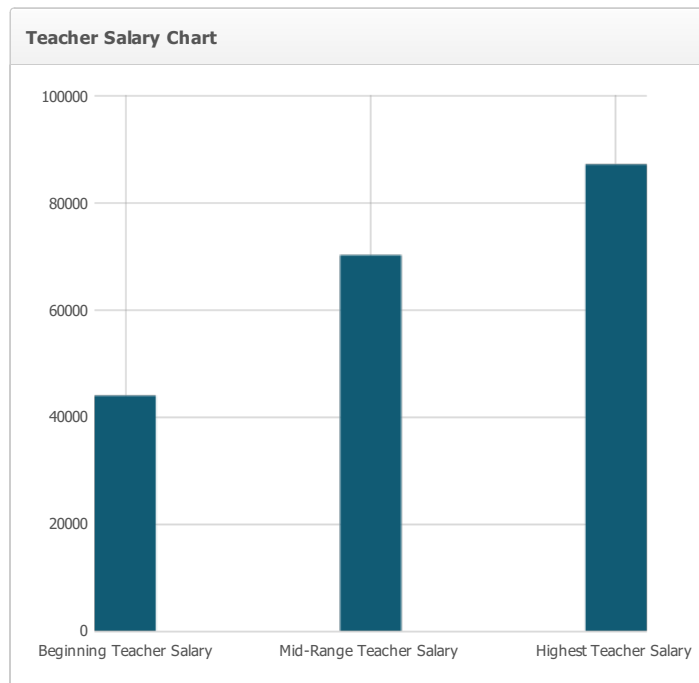
We utilize a full inclusion instructional model where we aim to meet the needs of all our students. We have support from a full-time Director of Special Education who works alongside a contracted psychologist, occupational therapist, counselor and speech therapist in order to provide individual and small-group 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: 1/24/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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



*Last updated: 12/5/2017*

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

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

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

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

*Last updated: 12/5/2017*

**Professional Development**

Prior to the start of each school year, CW C H teachers and staff participate in a 2-3 week orientation during August. During this time, we participate in a number of workshops, training 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 collaborated 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, 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: 12/5/2017*