

Para Los Ninos - Evelyn Thurman Gratts Primary

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.

Juan Carlos Ramirez, Principal

Principal, Para Los Ninos - Evelyn Thurman Gratts Primary

About Our School

Para Los Niños – Evelyn Thurman Gratts Primary Center opened its doors on September 7, 2010. Our school is chartered through the Los Angeles Unified School District Public School Choice Initiative. Para Los Niños has designed and operates the instructional program for students residing in an attendance boundary designated by LAUSD.

PLN –Gratts Primary Center serves students in transitional kindergarten, kindergarten, and 1st grade. Total enrollment for this year is 333 students. We employ 18 faculty members and 18 other staff.

Our Beliefs:

Para Los Niños' experience working with infants through 8th graders, along with on-going research into what constitutes best practice in education around the country, has led to our understanding of how learning best occurs. It is this educational philosophy and point of view that provides the foundation upon which we have developed our instructional program. We believe:

Children learn best when the learning is purposeful and has personal meaning.

Children learn best when actively involved in the learning process through hands-on and first-hand experiences.

Most children perform best in literacy when they have first established fluency in their primary language.

Learning to ask questions is fundamental to extending learning that contributes to becoming life-long learners.

A child's learning increases when they are in a safe environment where they feel comfortable to take risks.

Children learn best when specific and purposeful attention is paid to the development of a relevant and interactive school environment.

Our Goals:

PLN-Gratts serves students embarking on the first steps of their educational journey. Our overarching goal is to set a solid foundation for each student in order that they may be successful in school and in life. More specifically, the PLN-Gratts Primary Center intends to ensure that all students: feel safe at school and at home; have access to the support necessary to maintain good physical and mental health; develop the foundational skills necessary to be successful in

2nd grade and beyond; develop a positive sense of their own capabilities and are excited about learning.

Contact

Para Los Ninos - Evelyn Thurman Gratts Primary
474 South Hartford Ave.
Los Angeles, CA 90017-1306

Phone: 213-481-3200
E-mail: jramirez@paralosninos.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	Para Los Ninos - Evelyn Thurman Gratts Primary
Street	474 South Hartford Ave.
City, State, Zip	Los Angeles, Ca, 90017-1306
Phone Number	213-481-3200
Principal	Juan Carlos Ramirez, Principal
E-mail Address	jramirez@paralosninos.org
Web Site	http://paralosninos.org/schools/primary/
County-District-School (CDS) Code	19647330122630

Last updated: 2/1/2017

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

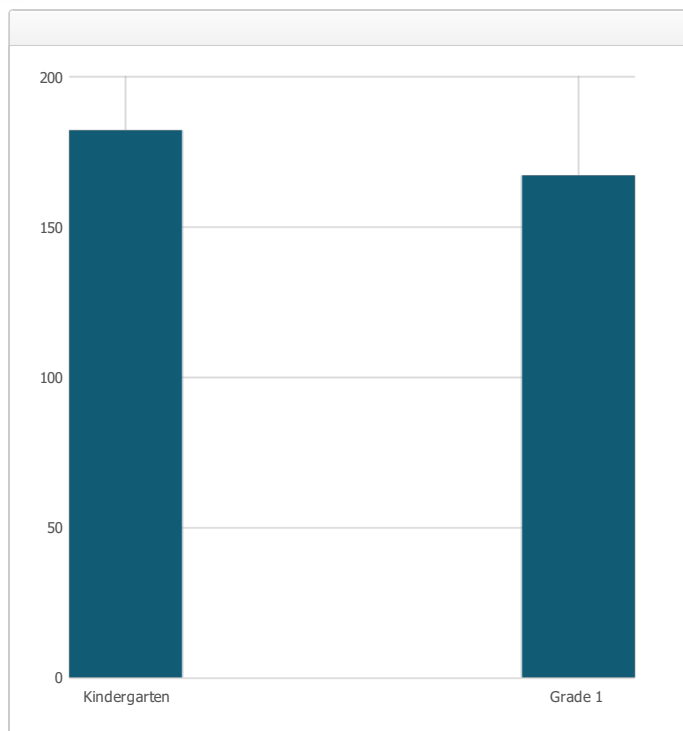
The building blocks for a strong educational foundation at Para Los Niños – Gratts Primary Center include: Responsive Classroom, Balanced Literacy, Math, English Language Development, Physical Education and Interdisciplinary Units of Study in Science, Social Studies, Music and Art. Our program is staffed with 18 Certificated teachers including a Physical Education teacher and Resource Specialist, one Library Coordinator, and 16 Teacher Assistants. In addition, we have a Principal, Assistant principal and family advocate who provide additional support and evaluation. We have two instructional programs introduced to our families prior to registering: a Transitional Bilingual Education (TBE) and a Structured English Immersion Program (SEI). Within these two models, students interact with a curriculum that is engaging, stimulating and developmentally sound. The TBE is designed to provide a gradual transition into either an SEI program or a mainstream English program as students gain fluency in the English language, progress through grade levels, and gain fluency in English. Subject matter instruction takes place in the primary language (Spanish). Children initially receive instruction in Spanish in core subject areas, along with English Language Development. English is the language of instruction for all subjects in the Structured English Immersion program. Children also receive English Language Development lessons on a daily basis. Teachers use instructional strategies to help children with Limited English skills understand lessons.

PENDING BOARD APPROVAL

Last updated: 2/1/2017

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

Grade Level	Number of Students
Kindergarten	182
Grade 1	167
Total Enrollment	333

*Last updated: 1/24/2017***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	6.6 %
American Indian or Alaska Native	0.0 %
Asian	0.9 %
Filipino	0.0 %
Hispanic or Latino	92.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	0.3 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	76.5 %
English Learners	80.8 %
Students with Disabilities	13.5 %
Foster Youth	0.0 %

Last updated: 1/24/2017

A. Conditions of Learning

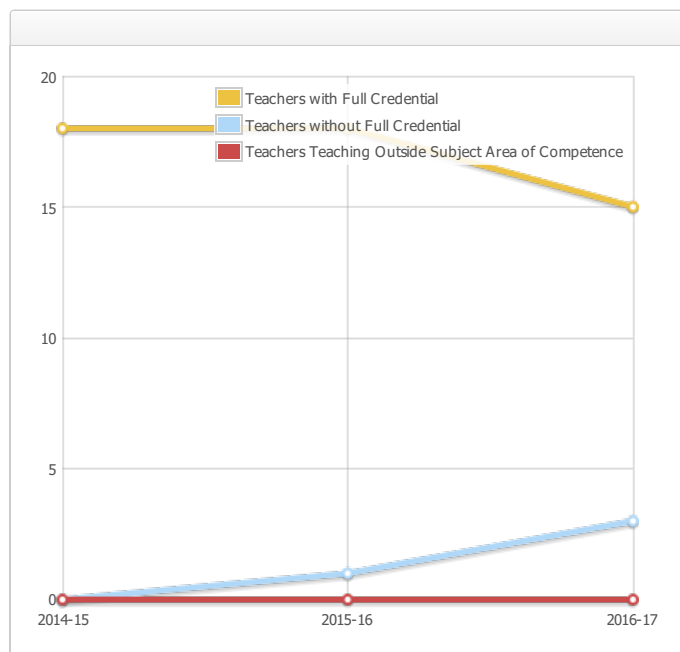
State Priority: Basic

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

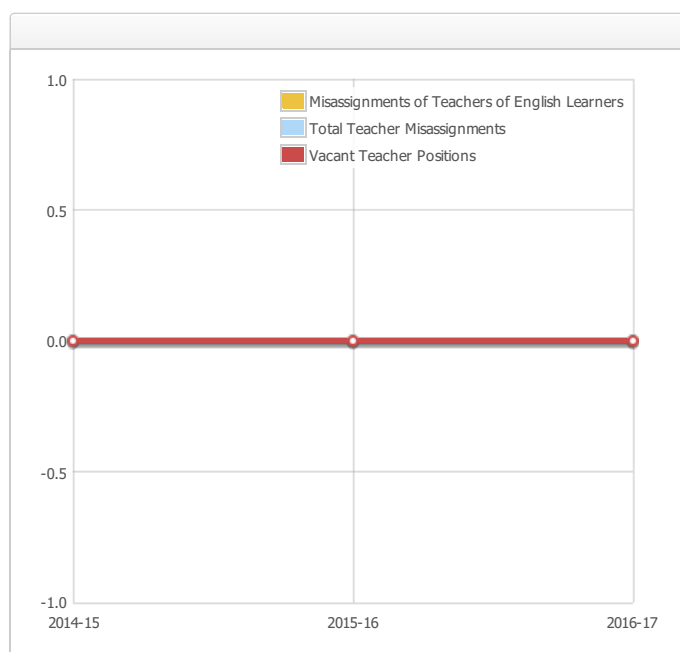
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	18	15	
Without Full Credential	0	1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/1/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 2/1/2017

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: 2/1/2017

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

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Santillana ELD	Yes	0.0 %
Mathematics	Math Expressions	Yes	0.0 %
Science	Teacher generated curriculum tied to NGSS		0.0 %
History-Social Science	Project based teacher created units tied to state standards		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A Visual arts are taught by Art Division, no textbooks or instructional materials		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: 2/1/2017

School Facility Conditions and Planned Improvements

The location at 474 Hartford continues to be a safe, clean, and adequate learning environment for our students. Drainage in school's main office and first floor hallway needs to be improved as such LAUSD has been working to mitigate water intrusion issues. The site is in good repair and not in need of major maintenance.

Last updated: 2/1/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

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: July 2016

Overall Rating	Good
----------------	------

Last updated: 2/1/2017

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.

Career Technical Education Programs (School Year 2015-16)

Para los Ninos Gratts Primary Center do not provide CTE as we are a primary center serving TK, Kindergarten, and 1st grade.

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

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)

Back to School Night

Parent Teacher Conferences

Parent Workshops

Monthly Community Coffees

Library Informational Meetings

School Site Council

Family Fridays in Classrooms

Parenting Classes

Book Fair

Annual Charter/Public School Choice Review Team

Culmination Committee

State Priority: Pupil Engagement

Last updated: 1/24/2017

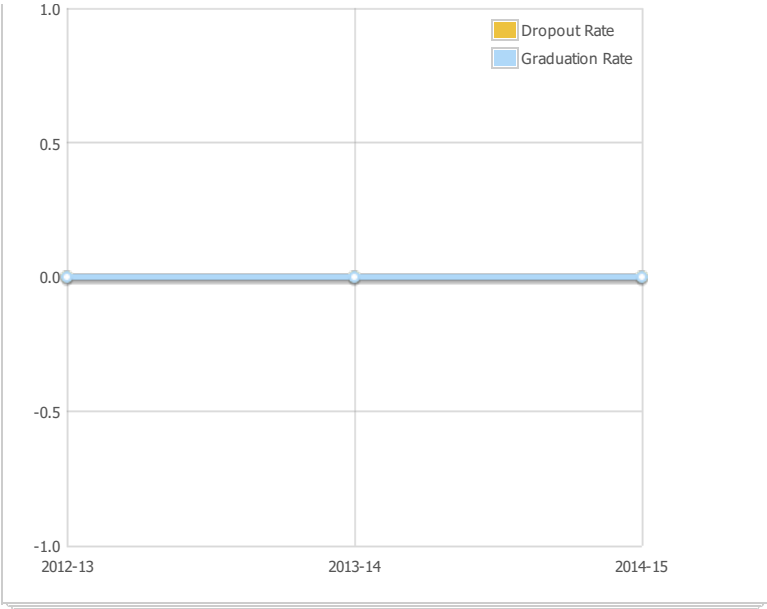
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	82.80	82.60	83.30	80.44	80.95	82.27

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



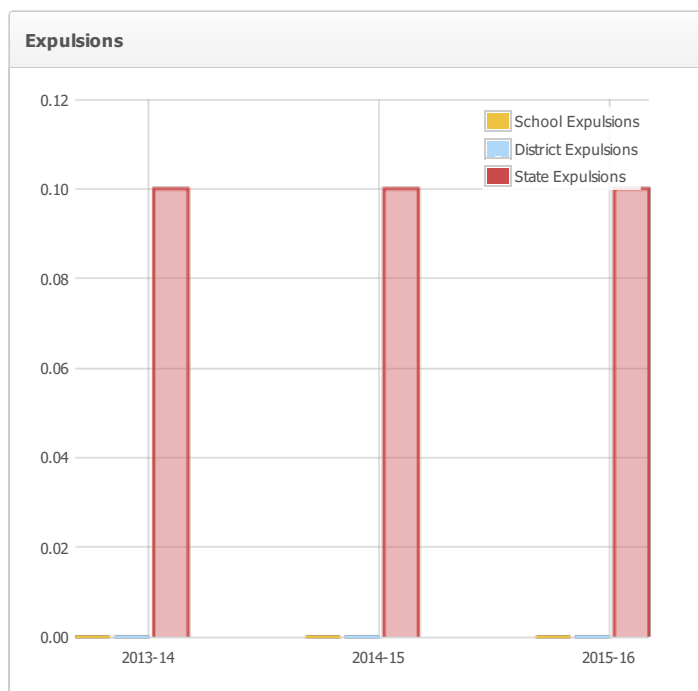
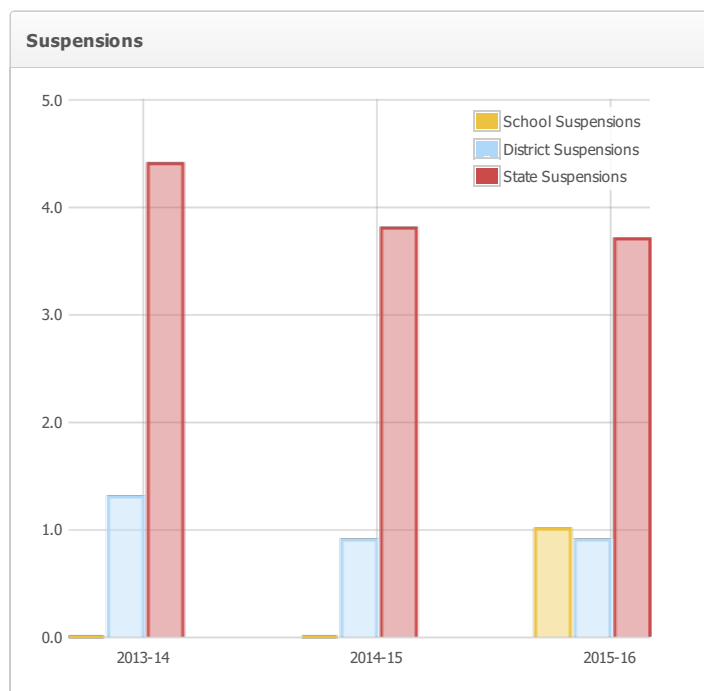
State Priority: School Climate

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	1.0	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: 1/24/2017

School Safety Plan (School Year 2016-17)

PLN-Gratts has a comprehensive school safety plan outlining evacuation routes and procedures for natural disasters. It was updated for the 2016-2017 School Year and shared with the team at the beginning of the year and reviewed when there are updates to it. It is accessible to review in the front office.

The plan includes Prevention & Mitigation, Preparedness, and Response. In Prevention & Mitigation the plan speaks about the site, security measures and considerations. In Preparedness the plan speaks to our training and what the chain of command and duties are for individuals during an emergency. Finally, in Response, it outlines our plans for different emergencies and how to react to them.

Last updated: 2/1/2017

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	645
Percent of Schools Currently in Program Improvement	N/A	71.2%

Note: Cells with NA values do not require data.

Last updated: 2/1/2017

Average Class Size and Class Size Distribution (Elementary)

Average Class Size and Student Enrollment Distribution (Continued)												
2013-14					2014-15				2015-16			
Grade Level	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	21.1	4	4	1	23.3	1	7	1	20.6	4	4	
1	20.0	3	5	0	18.1	4	4	0	20.3	2	6	
2	0.0	0	0	0	0.0	0	0	0				
3	0.0	0	0	0	0.0	0	0	0				
4	0.0	0	0	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
6	0.0	0	0	0	0.0	0	0	0				
Other	22.0	0	2	0			0	0				

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

Last updated: 1/24/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/13/2017

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	\$9543.0	\$3361.0	\$6182.0	\$69989.0
District	N/A	N/A	\$5729.0	\$68881.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	5348.0%	72971.0%

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

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

NCLB:T1Part

A, Basic Grts Low-Inc & Neglected

NCLB:
TII Part A, Teacher Quality

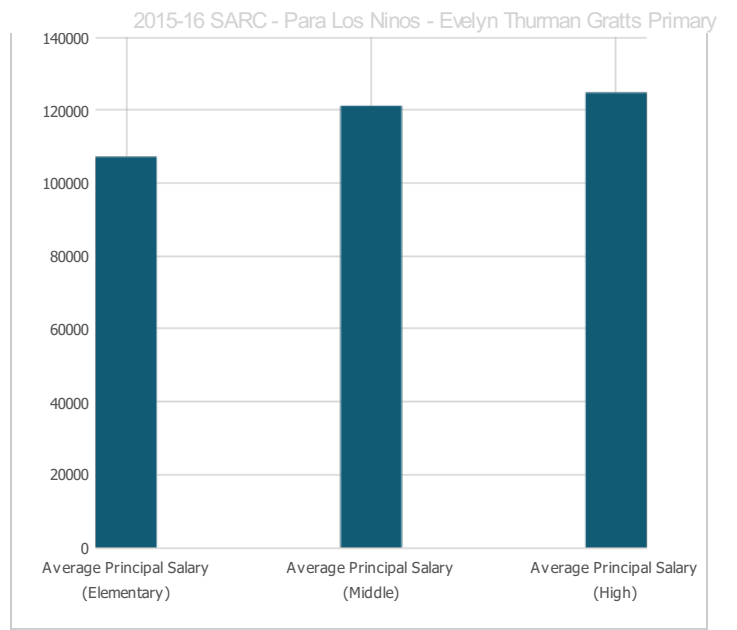
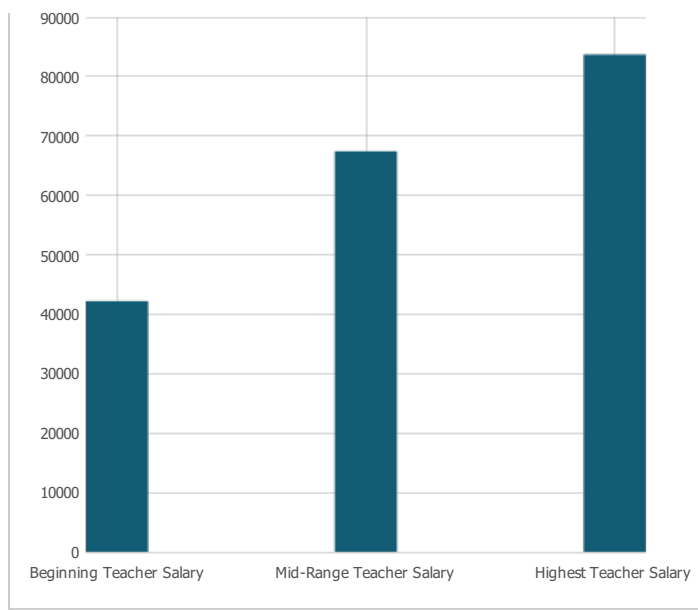
NCLB: TV Part A Innovative Education Strategies

Special
Education*Last updated: 2/1/2017***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/csl/>.

Teacher Salary Chart**Principal Salary Chart**



Last updated: 2/1/2017

Professional Development

Teachers and administrator meet once a week for 2 hours for professional development and/or trainings. Teachers also meet throughout the week for planning and topic discussions on content areas. Given that a high number of our population consists of English Learners, our professional development is tailored to their needs. This year we are taking a close look at data and using it to inform our instruction as well as interventions to address gaps. The assessments we use are DIBELS/IDEL, mClass: Math, Fountas and Pinnel, Words their Way/Palabras a Su Paso, as well as Math Expressions unit tests as well as Writing samples.

Professional development is delivered generally during after school workshops, this year we will be sending every teacher on campus to a conference. In addition to these methods we also provide individual mentoring as needed as part of our coaching and mentoring loop. Teachers are supported through implementation of curriculum by providing continuing inservices, teacher meetings, and other trainings to ensure that everyone knows how they are to administer assessments and curriculum.

Last updated: 2/1/2017