

Para Los Niños - Evelyn Thurman Gratts Primary

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.

Juan Carlos Ramirez, Principal

Principal, Para Los Niños - 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 325 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.

Para Los Niños Gratts Primary Center and all charter schools are committed to provide access for all by partnering ELD and Balanced Literacy throughout all content areas.

Contact

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474 South Hartford Ave.
Los Angeles, CA 90017-1306*

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About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	
E-mail Address	
Web Site	www.lausd.net

School Contact Information (School Year 2017-18)	
School Name	Para Los Niños - 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
County-District-School (CDS) Code	19647330122630

Last updated: 2/1/2018

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

Para Los Niños Gratts Primary Center is a primary school serving students from Kindergarten through First Grade, aimed at providing children and their families with the support and tools necessary to ensure academic success for our students. We also offer a Transitional Kindergarten (TK) program. Transitional Kindergarten is the first year of a two year Kindergarten program that teaches a modified Kindergarten curriculum which is developmentally appropriate for the youngest students and is designed to give them additional readiness skills in all academic and social-emotional areas.

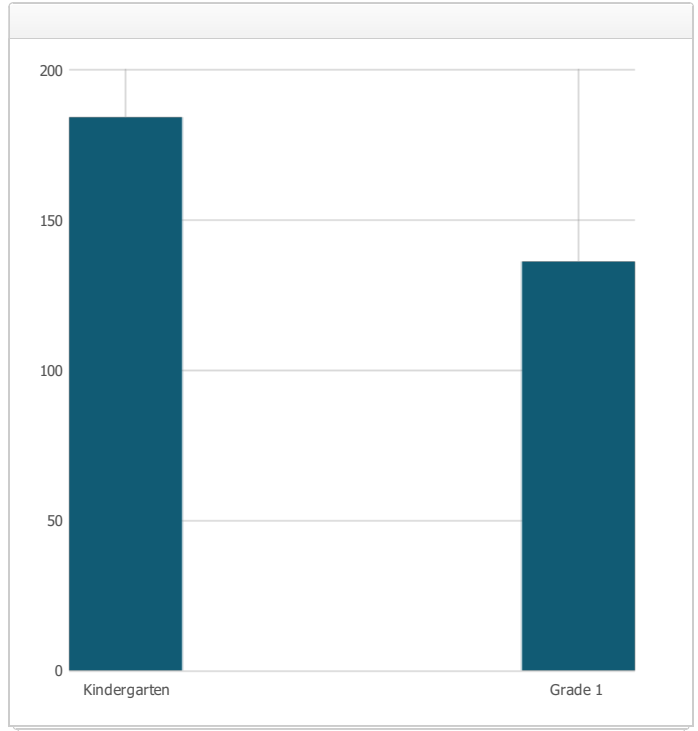
Our instructional program and integrated support services will allow students at Para Los Niños Gratts Primary Center to become self-motivated, competent, and lifelong learners. It also provides access for all by partnering ELD and Balanced Literacy throughout all content areas.

We believe that children learn best when they are safe and healthy. Gratts children and their families have access to the Para Los Niños spectrum of family and clinical mental health services. We are interested in supporting all the children's needs in the interest of ensuring they come to school ready and able to learn.

Last updated: 2/1/2018

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

Grade Level	Number of Students
Kindergarten	184
Grade 1	136
Total Enrollment	320



Last updated: 2/1/2018

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

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.0 %
Asian	1.6 %
Filipino	0.0 %
Hispanic or Latino	90.4 %
Native Hawaiian or Pacific Islander	0.3 %
White	1.2 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.4 %
English Learners	75.8 %
Students with Disabilities	11.5 %
Foster Youth	0.0 %

Last updated: 2/1/2018

A. Conditions of Learning

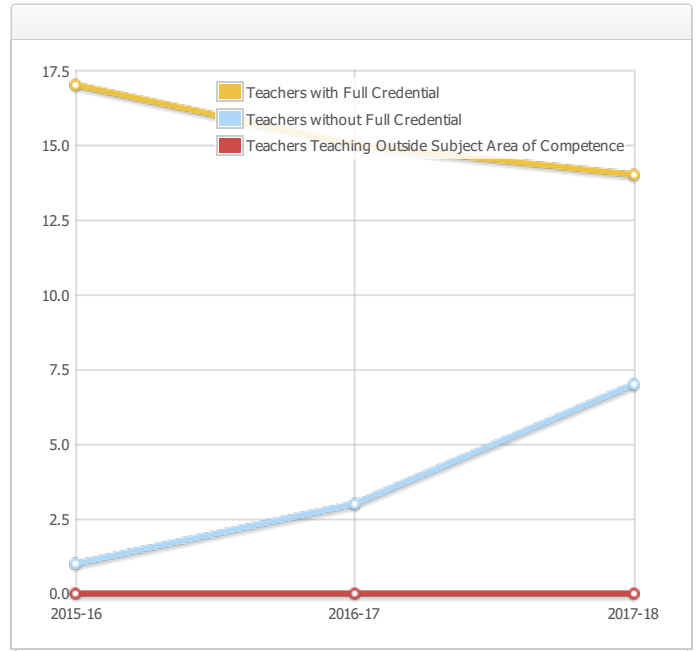
State Priority: Basic

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

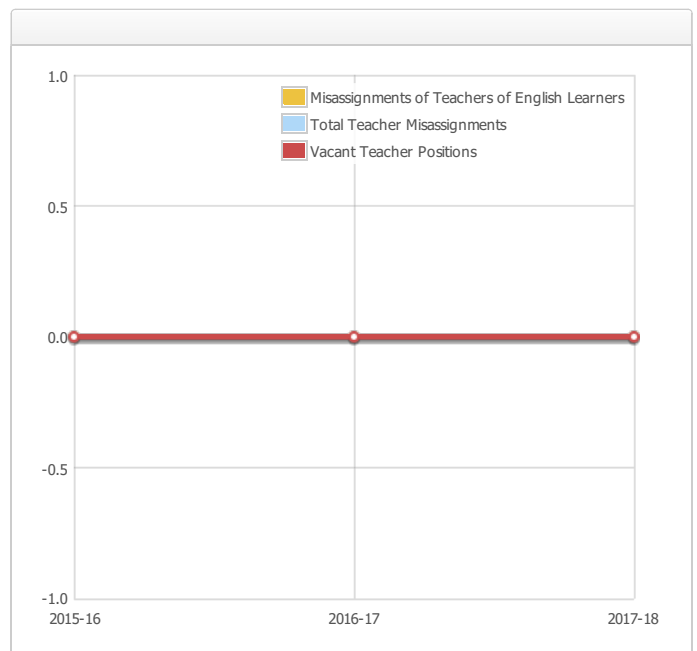
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	15	14	21813
Without Full Credential	1	3	7	866
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2830



Last updated: 2/1/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 2/1/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas and Pinnel Readers & Writers Workshop Santillana ELD Words their Way	Yes	0.0 %
Mathematics	Math Expressions	Yes	0.0 %
Science	Teacher generated curriculum tied to NGSS		0.0 %
History-Social Science	Teacher generated curriculum tied to state standards.		0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Visual and Performing arts are taught by Art Division and Young Musicians Foundation (repectively) - No textbooks/instructional material.		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: 2/1/2018

School Facility Conditions and Planned Improvements

Systems: Good
Interior: Good
Cleanliness: Good
Electrical: Good
Restrooms/Fountains: Good
Safety: Good
Structural: Good
External: Fair
Admin 2nd floor: Backed up toilet in girls restroom and paint damage in patio next ot library
Auditorium: Water intrusion in Auditorium being addressed
Classrooms (3rd floor): A/C not workign in Room 11, stained ceiling tile in rooms 10, 12, and 14. Water intrusion in the hallway (in process of being addressed)
Playground: Playground matting warped due to drainage problems, structure not usable.

Last updated: 2/1/2018

School Facility Good Repair Status

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

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	Fair	Admin 2nd floor: Backed up toilet in girls restroom and paint damage in patio next ot library

Auditorium: Water intrusion in Auditorium being addressed

Classrooms (3rd floor): A/C not workign in Room 11, stained ceiling tile in rooms 10, 12, and 14. Water intrusion in the hallway (in process of being addressed)

Playground: Playground matting warped due to drainage problems, structure not usable.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/1/2018

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)

Para Los Niños Gratts Primary Center students do not take the CAASPP exam as we services students in grades Transitional Kindergarten, Kindergarten, and 1st Grade.

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)						
Mathematics (grades 3-8 and 11)						

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: 2/1/2018

Career Technical Education Programs (School Year 2016-17)

Para Los Niños Gratts Primary Center do not provide CTE as we are a primary center serving students in transitional kindergarten, kindergarten, and first 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 2017-18)

Para Los Ninos Gratts Primary Center is proud to share all the ways parents and the community can become more involved in school activities. Below is a list of opportunities that reflect some (not all) of the opportunities we give our community, they include: Back to School Night; Parent Teacher Conferences; Parent Workshops; Monthly Coffee with the Principal; Library Informational Meetings; School Site Council; English Learner Advisory Committee; Parenting Classes, Book Fair, Annual Charter/Public School Choice Review Team, Culmination Committee; Healthy Communities Task Force; Student Success Team Meetings.

State Priority: Pupil Engagement

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

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

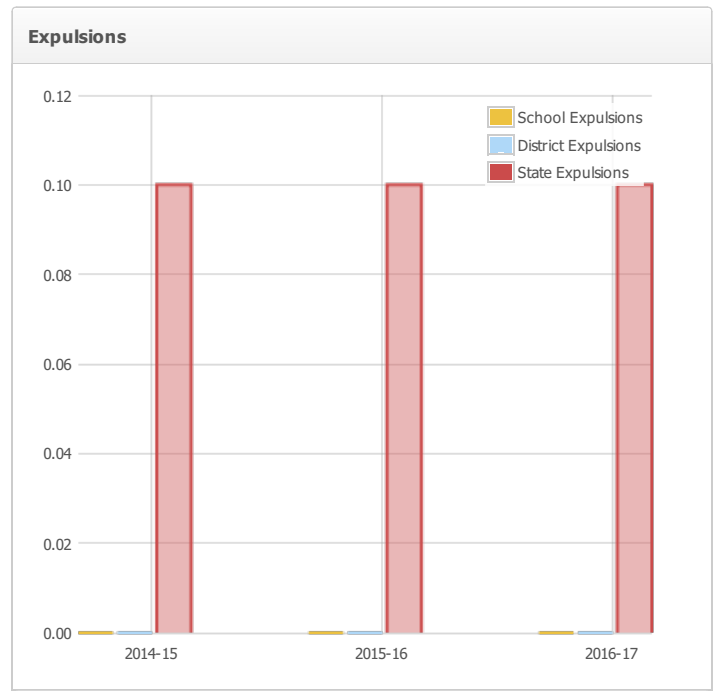
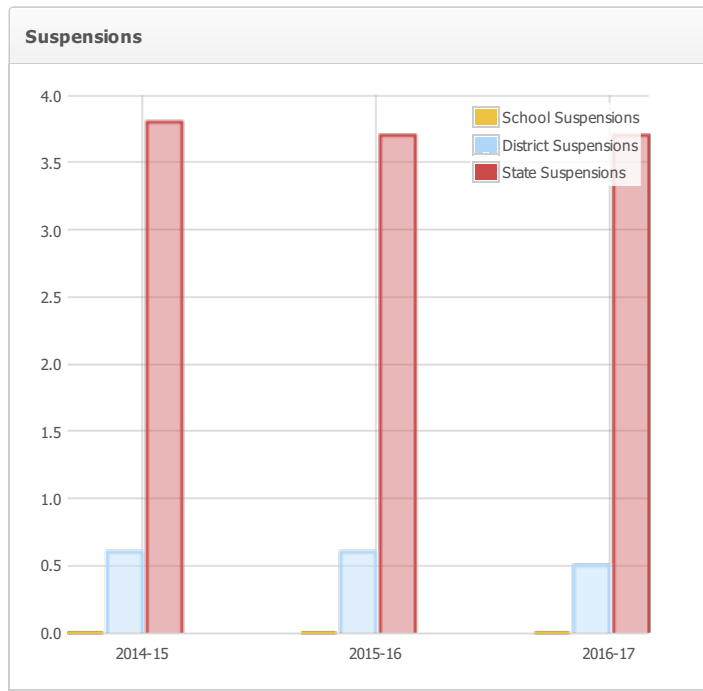
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0%	0.0%	0.0%	0.6%	0.6%	0.5%	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: 2/1/2018

School Safety Plan (School Year 2017-18)

Para Los Niños Gratts Primary Center has a comprehensive school safety plan outlining evacuation routes and procedures for every disaster. It was updated for the 2017-2018 school year and shared with the team at the beginning of the year. It is reviewed any time there are updates to it. It is readily accessible for review in the front office. The plan includes Prevention & Mitigation, Preparedness, and Response. In Prevention and 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: 2/1/2018

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: 2/1/2018

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	37.0	3	6	1	19.0	5	4	0	20.0	5	5	0
1	20.0	4	2	0	23.0	2	5	0	22.0	0	6	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	19.0	1	0	0	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: 2/1/2018

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

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)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	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: 2/1/2018

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	\$12555.0	\$3269.0	\$9286.0	\$56355.0
District	N/A	N/A	\$7038.0	\$73658.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-26.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	34.2%	-33.7%

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

Last updated: 2/1/2018

Types of Services Funded (Fiscal Year 2016-17)

NCLB:T1Part A, Basic Grts Low-Income & Neglected
NCLB:TII Part A, Teacher Quality
NCLB:TV Part A, Innovative Education Strategies
Child Nutrition Program (School lunch and breakfast programs).
Special Education
Title III
Title III funds assist English Learners (EL) in acquiring English fluency, gaining access to the curriculum, achieving grade-level and graduation standards. Funds are distributed to school sites based on the number of EL students enrolled.
Special Education

Last updated: 2/1/2018

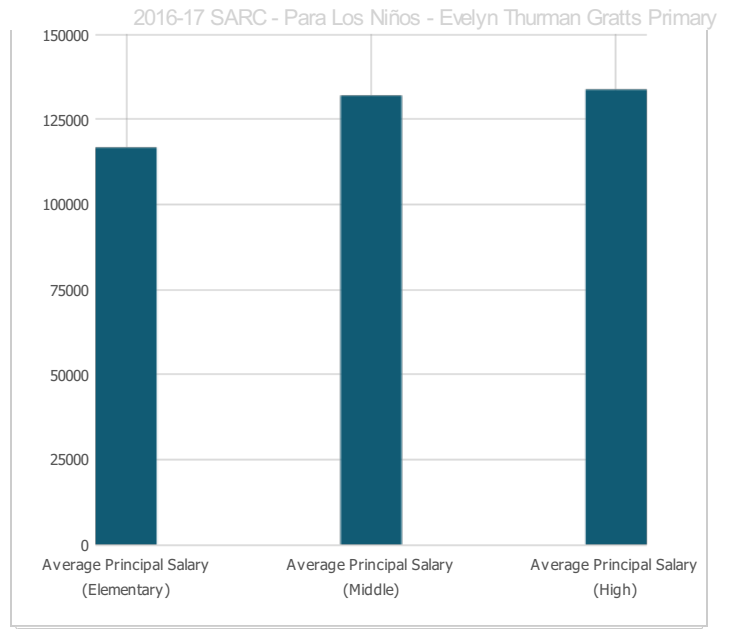
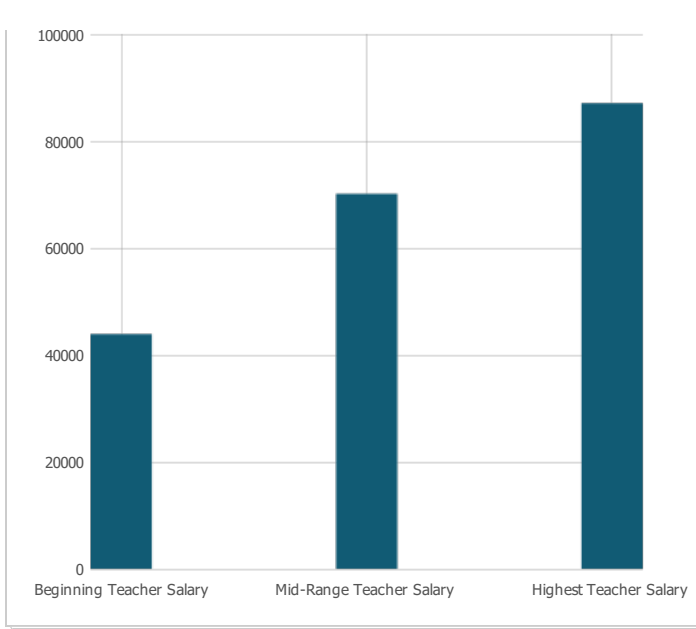
Teacher and Administrative Salaries (Fiscal Year 2015-16)

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/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/1/2018

Professional Development

Professional development takes place every Wednesday from 1:30 PM to 4:00 PM. A variety of topics are covered. Our main focus this year is coupling ELD strategies into our Balanced Literacy approach across all content areas. Our Instructional Leadership team examines student achievement and teacher data to determine the professional development calendar. The ILT is being trained to provide meaningful and airtight PD in these areas to further develop the skills of our teachers and to see academic growth in ELA and Math. PD is delivered through web sessions, afterschool workshops, and individual mentoring. After our PD is given, administrators visit classrooms to verify that skills taught at PD is being implemented right away. This leads to one on one coaching opportunities as well as determining supports to better prepare teachers to practice their new skills.

Last updated: 2/1/2018