Kavod Charter

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Alexa Greenland

📍 Principal, Kavod Charter

About Our School

I am honored to be leading a program that emphasizes dual language, social responsibility and global citizenship.

Respect is the core element to successful citizenship. It is vital that children learn this at the elementary level as they are developing their personalities and forming habits that will last a lifetime. At Kavod we develop these qualities in our students by nurturing their work ethic, enhancing their academic skills, cherishing their individuality, and promoting social responsibility.

I recognize that it requires a strong team of dedicated individuals to ensure an organization's success. We work with the entire Kavod family to fulfill our vision. Together we are building a program that will bring tremendous value to our society

Contact

Kavod Charter
6991 Balboa Ave.
San Diego, CA 92111-3447

Phone: 858-386-0887
E-mail: director@kavodcharter.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
E-mail Address	cmarten@sandi.net
Web Site	www.sandi.net

| School Contact Information (School Year 2018—19)	
School Name	Kavod Charter
Street	6991 Balboa Ave.
City, State, Zip	San Diego, Ca, 92111-3447
Phone Number	858-386-0887
Principal	Alexa Greenland
E-mail Address	director@kavodcharter.org
Web Site	www.kavodcharter.org
County-District-School (CDS) Code	37683380126730

Last updated: 1/11/2019

School Description and Mission Statement (School Year 2018—19)

The mission of Kavod Charter School is to provide an excellent academic program while teaching modern-day Hebrew and developing socially responsible, respectful, global citizens. Kavod's focus on dual-language supports students in appreciating diversity and other cultures.

At Kavod, teachers use the "workshop model", where the teachers circulate throughout the room to work with students in these small groups and individually. Additionally, Kavod creates a community of respectful, globally conscious citizens who strive for academic excellence through perseverance. Kavod encourages students to recognize that learning is a process and that mistakes are a part of that process. Embedded into our program are strategies that help students overcome challenges, be mindful and explore new ideas.

Kavod's values are embodied in our mascot, Libby a Kavod Explorer; Libby, in Hebrew, means "my heart." At our heart Kavod students are explorers who explore new concepts, challenging ideas, and various ways to positively contribute to their communities.

Last updated: 1/17/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	41
Grade 1	45
Grade 2	28
Grade 3	24
Grade 4	28
Grade 5	11
Total Enrollment	177
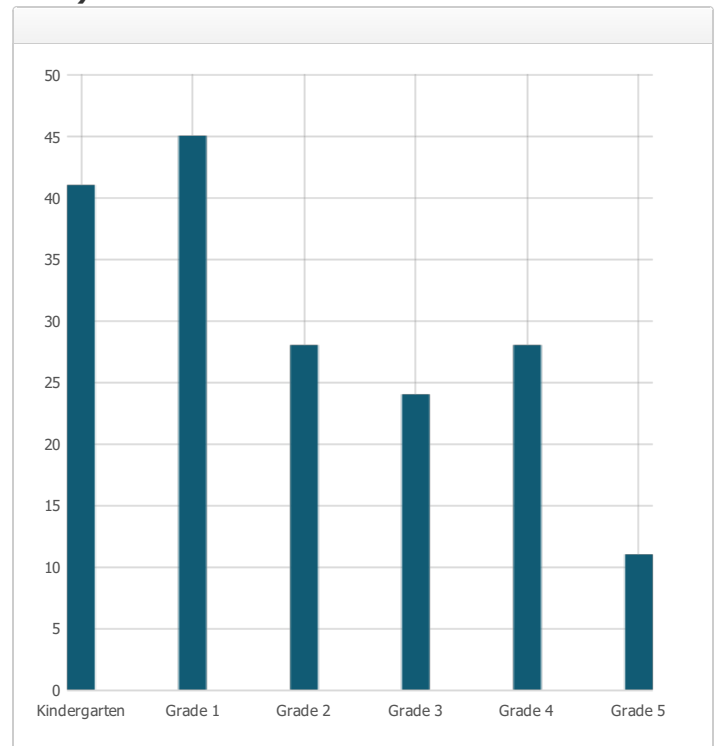
Last updated: 1/11/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group	Percent of Total Enrollment
Black or African American	5.6 %
American Indian or Alaska Native	%
Asian	4.5 %
Filipino	1.1 %
Hispanic or Latino	16.4 %
Native Hawaiian or Pacific Islander	0.6 %
White	61.6 %
Two or More Races	10.2 %
Other	0.0 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	32.2 %
English Learners	19.8 %
Students with Disabilities	10.2 %
Foster Youth	%

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	11	14	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
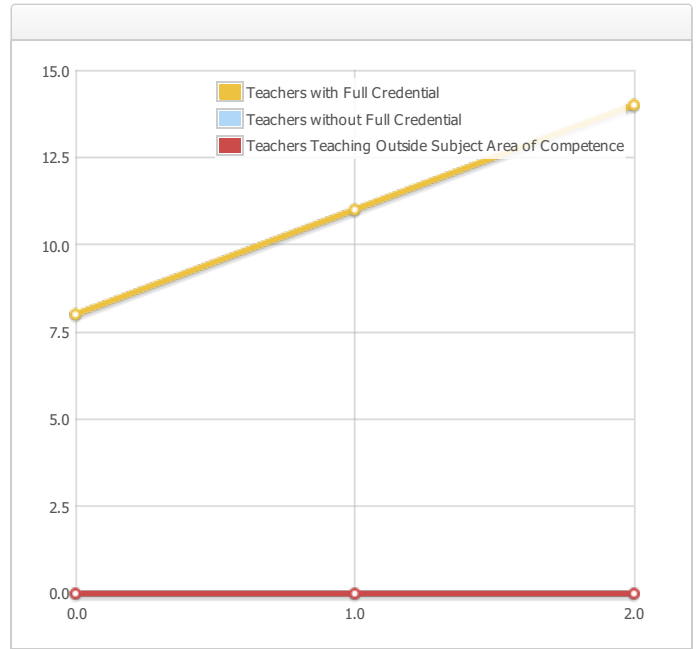
Last updated: 1/17/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	66.0%	70.0%	53.0%	55.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	57.0%	60.0%	43.0%	45.0%	37.0%	38.0%

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

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

Last updated: 1/11/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	30.0%	10.0%	60.0%

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: 1/17/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

Kavod has a Kavod parent committee and a parent representative on the board. Parents have the opportunity to organize and run various events at the school and each class has a room parent to help engage all parents. Kavod offers parent feedback surveys twice a year and uses the feedback to drive changes at the school and to develop the LCAP. There are many activities and events for parents to get involved at the class and the school level. Parent conferences are held twice a year. Additionally, Kavod has monthly newsletters for the parents and a website updated to provide parents with information.

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.8%	--	0.5%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions

Expulsions
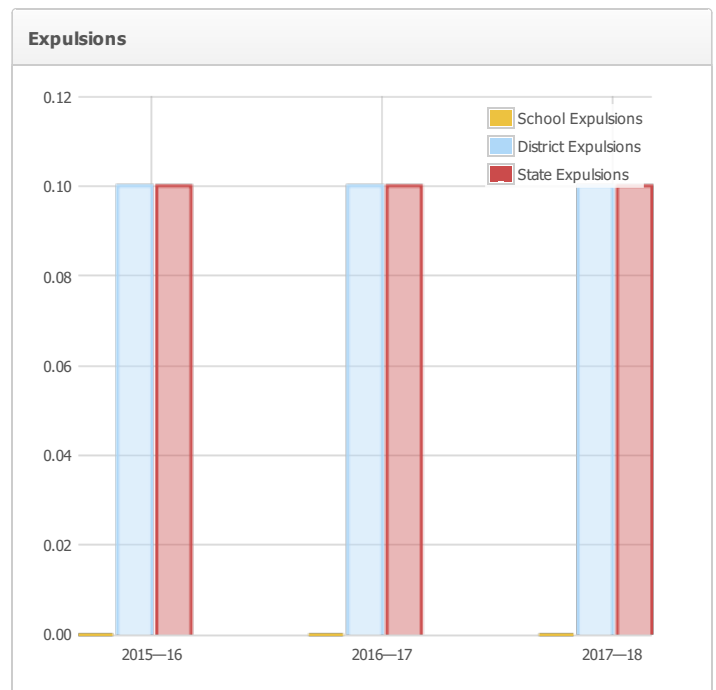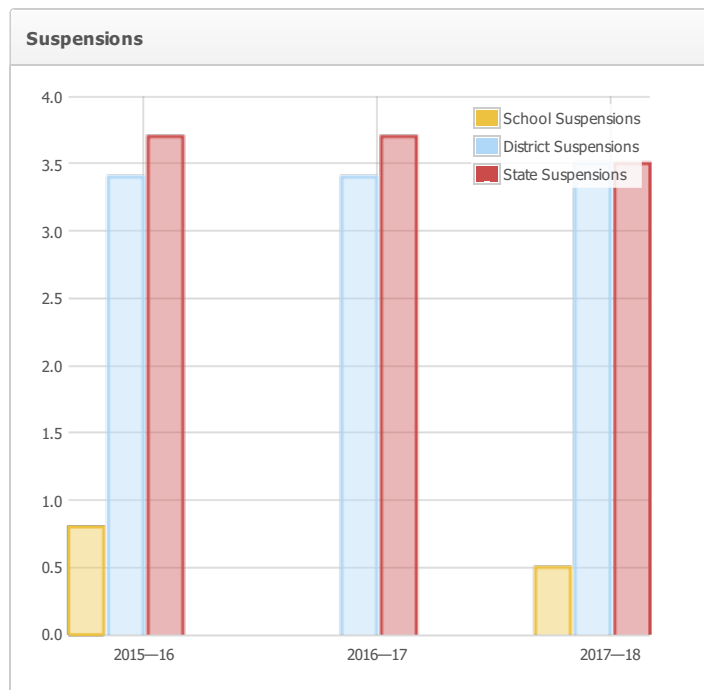
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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Professional Development

Kavod's model of embedded professional development embraces the concept that professional development must be infused throughout the school day. At Kavod, embedded professional development means that the Director and the Curriculum Coordinator coach the school's instructional staff and providing training and guidance in their work with all learners, including special populations of ELs, Special Needs, at-risk students and gifted and talented students. One of the goals of the embedded professional development model is for teachers to observe and learn from each other, which begin a few months into the school year. The school has set aside time for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels. The majority of this time is led by a teacher. Teachers review topics such as enhancing their curriculum, evaluating core standards, incorporating the values component into the curriculum, general best teaching practices for the Kavod model, class management, and working with the specific needs of our students, including those who are EL and special education. Kavod also has set aside a one to two-week period prior to the start of the school

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