

Kavod Charter

School Accountability Report Card Reported Using Data from the 2018—19 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/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 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
Email: director@kavodcharter.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Email Address	cmarten@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2019—20)	
School Name	Kavod Charter
Street	6991 Balboa Ave.
City, State, Zip	San Diego, Ca, 92111-3447
Phone Number	858-386-0887
Principal	Alexa Greenland
Email Address	director@kavodcharter.org
Website	www.kavodelementary.org
County-District-School (CDS) Code	37683380126730

Last updated: 2/19/2020

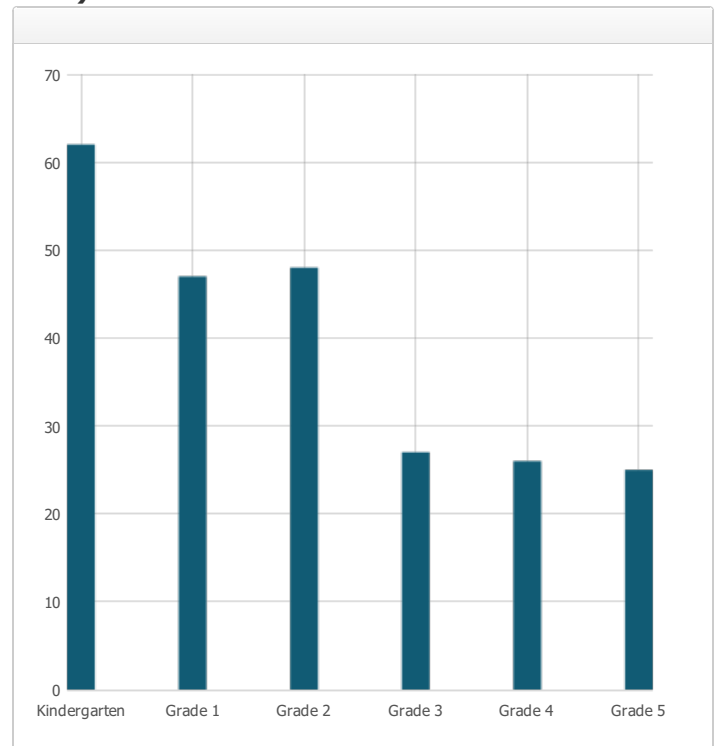
School Description and Mission Statement (School Year 2019—20)

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: 2/19/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	62
Grade 1	47
Grade 2	48
Grade 3	27
Grade 4	26
Grade 5	25
Total Enrollment	235



Last updated: 2/19/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	12.00 %
American Indian or Alaska Native	1.00 %
Asian	5.00 %
Filipino	1.00 %
Hispanic or Latino	18.70 %
Native Hawaiian or Pacific Islander	%
White	52.00 %
Two or More Races	10.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	25.20 %
English Learners	19.00 %
Students with Disabilities	12.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

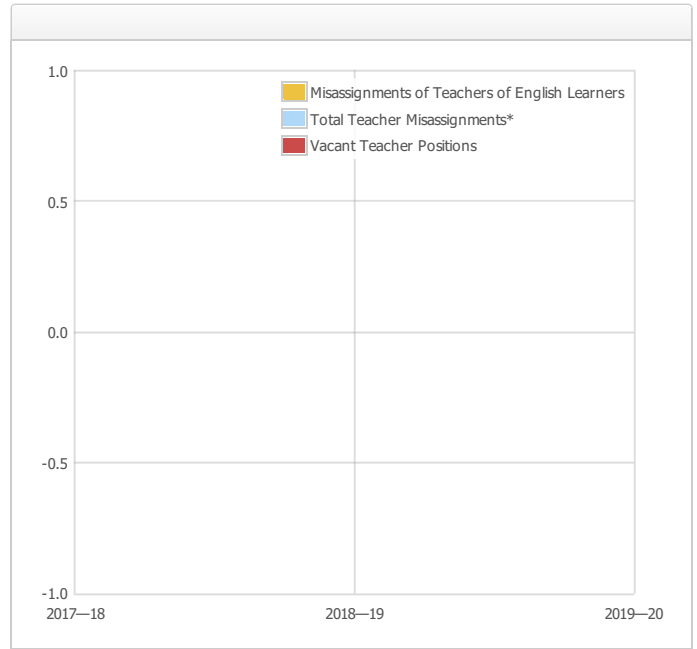
State Priority: Basic

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 Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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: 2/20/2020

School Facility Conditions and Planned Improvements

Kavod is on a SDUSD site through prop 39. The site is adequate. Kavod is in the beginning stages of developing plans with the District to improve the site and expand classroom space. Maintenance is needed on occasion and response time from the District is typically good. School is clean and safety is continually improving.

Last updated: 2/19/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC will be improved during renovations.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Occasional pests, the district is responsive to eliminating concerns when they arise
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Some restrooms are in a deteriorating portable, these will be removed upon completion of site-renovations
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: August 2020

Overall Rating	Good
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Last updated: 2/19/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	70.0%	61.0%	56.0%	57.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	60.0%	54.0%	47.0%	48.0%	38.0%	39.0%

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: 2/20/2020

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 2018—19)

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	13.00%	21.70%	52.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 2/19/2020

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 2019—20)

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 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 and uses a parent communication system.

State Priority: Pupil Engagement

Last updated: 2/19/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.50%	1.50%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 2/19/2020

School Safety Plan (School Year 2019—20)

The Kavod safety plan is reviewed and updated yearly and reviewed at a public board meeting; most recently the safety plan was reviewed in the September 2019.
The plan is comprehensive and follows the templates of SDCOE and SDUSD.

Last updated: 2/19/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1	25.00		2	
2	28.00		1	
3	24.00		1	
4	28.00		1	
5	11.00	1		
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1	25.00		2	
2	28.00		1	
3	24.00		1	
4	28.00		1	
5	10.00	1		
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	2	
1	24.00		2	
2	24.00		2	
3	27.00		1	
4	23.00		1	
5	25.00		1	
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Types of Services Funded (Fiscal Year 2018—19)

Kavod implements a program that imbeds differentiation into the instructional model. Students also receive support from Differentiation teacehrs. There is EL support as well as Special Education support. Students also receive support social/emotional support through an on-site Expressive Arts Therapist.

Last updated: 2/19/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	21	25	24