



Maya Angelou Academy

3695 High Street
Oakland, CA 9469

Iracema Hromnik
Executive Director

Phone: 510-434-7990
Grade Levels Served: K-5

Veronica Arellano-Castro
Program Director

2022-2023 School Accountability Report Card

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.



SENECA

FAMILY OF AGENCIES | UNCONDITIONAL CARE

Maya Angelou Academy

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Veronica Arellano-Castro
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2022-2023 School Accountability Report Card

Published during the 2023-2024 School Year

Seneca Family of Agencies—Maya Angelou Academy provides school and mental health services to Bay Area children whose emotional and behavioral needs interfere with their ability to succeed in a traditional setting. Our program provides structured and loving care for up to 40 students. Our services include instruction guided by Individual Education Plans (IEPs), small class sizes, small group instruction, one-to-one assistance, milieu counseling, positive reinforcement, behavioral prompting and coaching, conflict resolution, behavioral rewards and consequences, individual, group, family therapy, skill building, crisis intervention, and case management.

This School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of our school environment. The data presented in this report are reported for the 2022-2023 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal.

GRADE RANGE
K-5

**AVERAGE STUDENT
ENROLLMENT**
19

**CLASSROOM STAFF TO
STUDENT RATIO**
2:1

AVERAGE CLASS SIZE
5

ABOUT MAYA ANGELOU ACADEMY

Seneca Family of Agencies mission is to help children and families through the most difficult times of their lives by providing them with unconditional care. The goal of Maya Angelou Academy is to actualize this mission by serving students whose emotional difficulties prevent them from succeeding in public school settings. Our students have qualified for Special Education services under the category of Emotionally Disturbed (ED), and have also been authorized for ERMHS therapeutic services by the County Mental Health Department. Our students experience a wide variety of difficulties including intense anxiety, trauma reactions, depression, oppositional behavior, anger problems, impulsive behavior, difficulty sustaining attention, and learning disabilities.

CORE PRINCIPLES

We generally do not suspend or expel our students. Rather, we tailor our wide array of services and supports to meet our students' complex and changing needs. A primary focus of all Seneca programs is to help students and families build enduring, supportive relationships which can allow them to transition back to a less restrictive setting. Seneca has always focused on developing and strengthening positive relationships between students and staff, among family members, and between students and supportive resources in the community. Coupling innovative programming and high staff-to-student ratios in delivering high-quality services, Seneca believes that the formation of supportive relationships is the most powerful tool for helping emotionally troubled teens and their families to achieve therapeutic progress and long-term stability. The program philosophy of Maya Angelou Academy includes five core service principles:

STUDENT ENROLLMENT BY GRADE LEVEL (22/23)*

Grade	Number of Students
Kindergarten	0
1st Grade	1
2nd Grade	2
3rd Grade	5
4th Grade	4
5th Grade	7
Total Enrollment	19

STUDENT ENROLLMENT BY STUDENT GROUP (22/23)*

Student Group	Percent of Total Enrollment
Female	11%
Male	89%
Non-Binary	0%
American Indian or Alaska Native	5%
Asian	0%
Black or African American	63%
Filipino	11%
Hispanic or Latino	0%
Native Hawaiian or Pacific Islander	0%
Two or More Races	5%
White	16%
English Learners	0%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	84%
Students with Disabilities	100%

*As of 10/05/2022

ABOUT MAYA ANGELOU ACADEMY

- **Unconditional care** means doing whatever it takes to ensure that each student and his/her family achieve a successful outcome. All appropriate students referred by county placing agencies are accepted into Maya Angelou Academy. The program's comprehensive array of educational, treatment and support services are tailored to address student needs, even as they change over time. We make a commitment to a successful discharge for every student.
- **Parent-driven, strengths-based, educational planning** makes it possible for seriously troubled students and families to break patterns of failure and to rebuild their lives. At Seneca, we form partnerships with parents and focus on the strengths and competencies of each student and family when planning and delivering services, both treatment and educational. Seneca's staff members view parents as the experts on their own children and work closely with them during the IEP and treatment planning process.
- **Individualized care** enables Seneca to address the complex and multidimensional needs of seriously emotionally disturbed adolescents and their families. To enable troubled students to succeed in the most home-like settings possible, Seneca strives to provide each student and family with an individualized package of services tailored to meet their unique needs.
- **Cultural competence and sensitivity** are incorporated into all aspects and services of our program. We provide services to an extremely diverse population of students and families including those with ethnic and cultural backgrounds such as African American, Latino, Native American, Asian, and Caucasian. In response, Seneca has aggressively recruited a culturally diverse staff and created an agency culture that builds on our commonalities while celebrating our differences.
- **Interagency collaboration and close communication** between Seneca staff, public school district personnel, and community-based service providers are essential to the successful operation of Maya Angelou Academy. Many, if not most, of our students are involved with multiple placing agencies, including county mental health, social services, probation departments, as well as the local special education planning area. Our staff collaborate with these public agencies and community-based providers in order to coordinate and deliver a wide range of mental health, special education, and community-based after care services.

ADMISSION

The process of admission to Seneca begins with a referral by the school district. The placing school district sends us the student's most recent Individualized Education Plan (IEP), Educational/Psychological testing, as well as any other pertinent mental health information. The intake coordinator reviews the packet and then contacts the caregiver to arrange a tour and intake meeting. We invite the caregiver, student and any other people involved to participate in this initial meeting, in which we explain the program and discuss whether Maya Angelou Academy is an appropriate placement. Once the caregiver, school district and Seneca agree on the placement, the caregiver signs the necessary consents and intake documents in order to enroll their student.

ABOUT MAYA ANGELOU ACADEMY



ASSESSMENT

The purpose of Seneca’s assessment services is to guide action. Beginning at intake and continuing until the student is discharged from the program, staff provide ongoing assessment of each student in the context of his or her ecological situation. Assessments conducted by Seneca Family of Agencies staff are formal information gathering processes that make it possible to provide family members with useful data—and recommendations— from which they can make decisions about their lives. Bilingual-bicultural program staff help with the assessment of bilingual-bicultural students and families. Assessment not only identifies areas of concern, but also the strengths, talents, successes, and supportive resources enjoyed by the student and their family. Comprehensive assessment of Seneca students includes, as needed: psycho-educational testing, teacher administered academic testing, psychiatric and psycho-pharmacologic testing, psychiatric, psychological testing, family assessment, and therapeutic milieu assessment. The information proves useful in developing a comprehensive IEP, as the information gathered is far above and beyond what is required for special education designation.

SERVICE PLANNING

Seneca’s child and family team – a unique decision making body – develops individualized needs and service plans for each student. This serves to define actions and activities that build upon the identified strengths of each student and family, focusing on the development of greater competencies in family, school, and community function. Seneca Family of Agencies--Maya Angelou Academy staff invites and encourages students, family members, county case workers, probation officers, CASA workers, lawyers, and other people who play a significant role in the student’s life to be involved in the treatment planning process. Every needs and services plan includes an emergency intervention component to anticipate potential crisis and detail the roles of service team members in responding.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Seneca Family of Agencies believes that the success of each student depends heavily on the involvement of his/her family. We have found that students at Maya Angelou Academy tend to meet their goals more quickly and experience greater success when their families are actively involved. An important means to engage parents and community partners is the IEP process. IEPs occur at least annually for each student and allow us to meet with the student’s guardian, the school district, a mental health case worker, and anyone else who is involved in the student’s life who would be helpful to the IEP process.

ABOUT MAYA ANGELOU ACADEMY



This meeting enables everyone, including the student, to present their thoughts, concerns, and ideas related to the student's educational and behavioral goals. In addition to the IEP, the treatment review process, which occurs every six months for each student, provides another means for connecting parents and guardians to the school program. The treatment review focuses on the student's progress in meeting emotional, behavioral and academic goals, as well as reviewing the course of treatment and mainstreaming plans.

Beyond these formalized structures, our teachers and therapists make regular efforts to connect with parents. Twice yearly, Seneca holds parent-teacher conference weeks. Teachers reach out directly to invite each parent to schedule a conference, working to accommodate the parents' schedules. Throughout the rest of the year, Seneca Family of Agencies strives to develop and maintain strong lines of communication with parents and guardians regarding their children's day-to-day activities, accomplishments and progress made on goals. We encourage our teachers and therapists to make regular phone contact with parents. Seneca operates with an open door approach. Therefore, teachers, therapists, and administrators are available to meet with parents whenever the need arises. Parents know that they can meet with the Director anytime and often give valuable suggestions and feedback.

Another way that we connect with many families is through family therapy. All students and families are strongly encouraged to participate in family therapy, since it typically accelerates the treatment process. Seneca also hosts a number of fun events designed to engage families and the community. These events are quite successful in gathering everyone together for celebration and fun. We find that these events help our families and community partners feel connected to the school community.

Below are just a few of the various events we host at our site.

- **Family Advisory Group:** Each month, parents are welcome to meet over breakfast in the kitchen to converse about their experiences, ideas, and current parenting issues. Several times a year, a guest speaker is invited to hold parenting workshops on topics of interest.
- **Back to School:** At the beginning of each school year, we put on a Back to School event. Parents and students can meet the teachers, review the student's portfolios, and meet the other staff involved in their student's classrooms.
- **Graduation:** Every year, we take the opportunity to celebrate our graduating and mainstreaming students. This is clearly a remarkable event in the lives of our students and we look forward to sharing the joyous event with our families and student supporters

ABOUT MAYA ANGELOU ACADEMY

THERAPEUTIC MILIEU

Our mental health services are seamlessly integrated with our academic program—day treatment is a school and a therapeutic milieu all in one. Throughout the academic day, staff provide interventions in support of students' individual treatment plan goals, and addressing behaviors and emotions as they arise. The primary goal of the therapeutic milieu is to guide and support students in developing the skills needed to establish and maintain healthy and reaffirming relationships. Seneca's classrooms employ a behavioral level system by providing students with daily feedback on their progress, having students accept responsibility for their individual behavior, and encouraging their development and using of their adaptive and pro social behaviors and coping skills. Program staff set limits for students in a supportive and non-judgmental manner to help them better understand themselves while learning to take responsibility for their actions.



INDIVIDUAL THERAPY

Individual therapy is designed to work hand-in-hand with the milieu treatment that takes place in the classrooms. While the highly structured classroom environment with its behavioral system is designed to affect the student's acting out behavior directly, therapy is provided to gain access to the thoughts and feelings that underlie the acting-out behavior. Once a trusting relationship with the therapist is established, students can be helped to "work through" underlying thoughts and feelings. When this process is effective, the intensity of such influences on the student's behavior lessens. "Working through" can sometimes involve a student talking about what is bothering him/her or, more typically, involves the student "playing out" their thoughts and feelings by using various play materials in the therapy room. Therapists are trained to understand and interpret the language of play and to help the student utilize play in helpful and therapeutic ways.

FAMILY THERAPY

Working collaboratively with students' families is another vital component of the therapeutic program. When we successfully partner with families, our students have a much higher chance of success. Often families feel they have been blamed for their children's difficulties and are alienated by previous experiences with other programs. Seneca's therapists work to create a different sort of experience for family members. We encourage families to become actively involved in their child's work at Seneca, from participating in weekly therapy sessions to selecting individualized therapy goals. Regardless of the focus of treatment, the fact that the family is participating sends a powerful message to the student that s/he is important, and that therapy is important.

ADDITIONAL SERVICES

Each student receives annual testing to determine what services may be needed. For example, if they qualify for these, students have the opportunity to receive speech therapy or occupational therapy.

A. CONDITIONS OF LEARNING

State Priority: Basic

Maya Angelou Academy recruits, trains and supports the most talented and qualified individuals possible to teach our students and assist them in a variety of ways. The tables below provide a snapshot of the qualifications of our staff.

Teacher Preparation and Placement (SY 2020-2021)				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student	4	80%	228,366.1	83.12%
Intern Credential Holders Properly Assigned	1	20%	4,205.9	1.53%
Teachers Without Credentials and Misassignments	0	0%	11,216.7	4.08%
Credentialed Teachers Assigned Out-of-Field	0	0%	12,115.8	4.41%
Unknown	0	0%	18,854.3	6.86%
Total Teaching Positions	5	100%	274,754.1	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (SY 2021-2022)				
Authorization/Assignment	School Number	School Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student	3	60%	234,405.2	84%
Intern Credential Holders Properly Assigned	1	20%	4,853	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	20%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	11,953.1	4.3%
Unknown	0	0%	15,831.9	5.7%
Total Teaching Positions	5	100%	279,044.8	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

A. CONDITIONS OF LEARNING

Teachers Without Credentials and Misassignments <i>Considered “ineffective” under ESSA</i>		
Authorization/Assignment	2020-2021 Number	2021-2022 Number
Permits and Waivers	0	1
Misassignments	0	1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	2

Credentialed Teachers Assigned Out-of-Field <i>Considered “out-of-field” under ESSA</i>		
Authorization/Assignment	2020-2021 Number	2021-2022 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Class Assignments		
Indicator	2020-2021 Percent	2021-2022 Percent
Misassignments for English Learners <i>A percentage of all the classes with English learners taught by teachers that are misassigned</i>	0%	0%
No Credential, Permit, or Authorization to Teach <i>A percentage of all the classes taught by teachers with no record of an authorization to teach</i>	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

A. CONDITIONS OF LEARNING

The table below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at Maya Angelou Academy and information about use of any supplementary curriculum or non-adopted textbooks or instructional materials in school year 2022-2023.

Data was collected in November 2023.

Subject	Textbooks and Other Instructional Materials (Year)	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> <i>Reach For Reading Teacher Edition, Grades K-5 (2016)</i> <i>Reach for Reading Student Book Sets, Grades K-5 (2016)</i> <i>Reach for Reading Practice Book Sets, Grades K-5 (2016)</i> <i>Reach for Reading Read Your Own Books, Grades K-1 (2016)</i> <i>Fontas and Pinnell Leveled Literacy Intervention Green System Teacher Lessons Level A-K (2017)</i> <i>F&P LLI Green System Leveled Library Texts A-K (2017)</i> <i>Fontas and Pinnell Leveled Literacy Intervention Red System Teacher Lessons L-Q (2017)</i> <i>F&P LLI Red System Leveled Library Texts L-Q (2017)</i> <i>Foundations Teacher's Manual, Levels K-2 (2022)</i> <i>Foundations Student Workbook, Levels K-2 (2022)</i> 	Yes	0%
Mathematics	<ul style="list-style-type: none"> <i>enVision Math California Common Core Grade Teacher Edition, Grades K-5 (2016)</i> <i>enVision Student Work Book Sets, Vol. 1-2, Grades 2-3 (2016)</i> <i>enVision Student Worksheet Packs, Grades K-1 (2016)</i> 	Yes	0%
Science	<ul style="list-style-type: none"> <i>Amplify Science Investigation Notebooks, Grades K-5 (2022)</i> 	Yes	0%
History/Social Science	<ul style="list-style-type: none"> <i>Studies Weekly Elementary Core Curriculum Periodicals Teacher Resource Binders, Grades K-5 (2021)</i> <i>Studies Weekly Student Periodicals, Grades K-5 (2021)</i> 	Yes	0%

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

A. CONDITIONS OF LEARNING

Seneca Family of Agencies—Maya Angelou Academy is located at 3695 High Street in Oakland, California. The campus is equipped with central heating and cooling; three classrooms with large windows for adequate lighting; three sensory rooms where students can access tools to help regulate their emotions and calm their bodies and/or for students who are experiencing difficult behaviors that, for safety reasons, warrant separation from their peer group; a fully operational kitchen; three large outdoor areas with playground equipment; therapy and play rooms; three intervention rooms; and a break room. Maya Angelou Academy's K-5 classrooms are custom-designed to meet the unique needs of our young learners in engaging, bright, and safe spaces. Seneca utilizes an online system for staff to submit maintenance requests. Typically, all requests are completed within 48 hours. If a request is a safety concern, it is completed within 24 hours. Our site is inspected daily by our administrative team; likewise, we contract with a professional cleaning service to provide thorough nightly cleanings of the entire campus. Our Director of Facilities also inspects the site on a regular basis in order to ensure that everything is running smoothly. In addition to these in-house inspections, we have our annual Fire Inspection every September. There were no violations of standards or corrective measures noted during our latest inspection. A copy of the Inspector's findings is on display in our front office. We recently received our Joint Commission Accreditation in fall 2021 which required us to demonstrate a high standard of facility maintenance and compliance.

SCHOOL FACILITY GOOD REPAIR STATUS

The table below displays the results of the most recently completed school site inspection, completed in December 2023, to determine the school facility's repair status.

Systems Inspected	Rate Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			Spot clean carpets, tidy boiler room
Electrical: Electrical		X			
Restroom/ Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows, Doors, Gates/Fences			X		Improve ground cover
Overall Rating		X			

B. PUPIL OUTCOMES

State Priority: Pupil Achievement

Maya Angelou Academy is designed to serve students in grades K-5 whose emotional difficulties prevent them from succeeding in public school settings. Nearly all of our students have qualified for Special Education services under the category of Emotionally Disturbed (ED), and have also been authorized for Day Treatment Level Intensive services by the County Mental Health Department. Our students experience a wide variety of difficulties including intense anxiety, trauma reactions, depression, oppositional behavior, anger problems, impulsive behavior, difficulty sustaining attention, and learning disabilities.

Despite the challenges that our students face, we operate with the confidence that the unconditional care and support that we provide, coupled with the courage and commitment of our truly remarkable students, will result in our students leading more stable and productive lives. The tables below and on the following page display school enrollment and discipline information.

California Assessment of Student Performance And Progress (CAASPP) Percentage of Students Meeting or Exceeding the State Standards				
Subject	Maya Angelou Academy		California State	
	2021-2022	2022-2023	2021-2022	2022-2023
English Language Arts / Literacy (grades 3-8 and 11)	—	—	47%	46%
Mathematics (grades 3-8 and 11)	—	—	33%	34%

**Final results pending from district*

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

B. PUPIL OUTCOMES

CAASPP Assessment Results in ELA by Student Group, Grades 3-8 and 11, SY 2022-2023

For students taking and completing a state-administered assessment

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	4	22%	88%	—
Female	2	—	—	—	—
Male	15	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian	0	N/A	N/A	N/A	N/A
Black of African American	11	—	—	—	—
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	1	—	—	—	—
Native Hawaiian or Pacific Is-	0	N/A	N/A	N/A	N/A
Two or More Races	1	—	—	—	—
White	3	—	—	—	—
English Learners	0	N/A	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	14	—	—	—	—
Students Receiving Migrant Edu-	0	N/A	N/A	N/A	N/A
Students with Disabilities	18	—	—	—	—

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: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

B. PUPIL OUTCOMES

CAASPP Assessment Results in Mathematics by Student Group, Grades 3-8 and 11, SY 2022-2023

For students taking and completing a state-administered assessment

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	4	22%	88%	—
Female	2	—	—	—	—
Male	15	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian	0	N/A	N/A	N/A	N/A
Black or African American	11	—	—	—	—
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	1	—	—	—	—
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	1	—	—	—	—
White	3	—	—	—	—
English Learners	0	N/A	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	14	—	—	—	—
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	18	—	—	—	—

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: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

B. PUPIL OUTCOMES

CAASPP Assessment Results in Science for All Students (Grades 5, 8, and 9-12) Percentage of Students Meeting or Exceeding the State Standard				
Subject	Maya Angelou Academy		California State	
	2021-2022	2022-2023	2021-2022	2022-2023
Science	—	—	29.47%	30.29%

**Final results pending from district.*

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

B. PUPIL OUTCOMES

CAASPP Assessment Results in Science by Student Group, Grades 5, 8 and 9-12, SY 2022-2023					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	8	4	50%	50%	—
Female	1	—	—	—	—
Male	6	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian	0	N/A	N/A	N/A	N/A
Black or African American	5	—	—	—	—
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	0	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Is-	0	N/A	N/A	N/A	N/A
Two or More Races	0	N/A	N/A	N/A	N/A
White	1	—	—	—	—
English Learners	0	N/A	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7	—	—	—	—
Students Receiving Migrant Edu-	0	N/A	N/A	N/A	N/A
Students with Disabilities	8	—	—	—	—

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

B. PUPIL OUTCOMES

State Priority: Other Pupil Outcomes

California Physical Fitness Test Results (SY 2022-2023)					
Percentage of Students Participating in Each of the Five Fitness Categories					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	—	—	—	—	—

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. ENGAGEMENT

State Priority: Pupil Engagement

Chronic Absenteeism by Student Group, SY 2022-2023				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	28	28	11	39%
Female	3	3	—	—
Male	24	24	11	39%
American Indian or Alaska Native	1	1	—	—
Asian	0	0	N/A	N/A
Black or African American	15	15	—	—
Filipino	2	2	—	—
Hispanic or Latino	1	1	—	—
Native Hawaiian or Pacific	0	0	N/A	N/A
Two or More Races	1	1	—	—
White	7	7	—	—
English Learners	1	1	—	—
Foster Youth	0	0	N/A	N/A
Homeless	0	0	N/A	N/A
Socioeconomically Disadvantaged	22	22	—	—
Students Receiving Migrant	0	0	N/A	N/A
Students with Disabilities	28	28	11	39%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. ENGAGEMENT

State Priority: School Climate

Suspensions and Expulsions						
Rate	MAA 2020-2021	MAA 2021-2022	MAA 2022-2023	California 2020-2021	California 2021-2022	California 2022-2023
Suspensions	0%	10%	7.1%	0.2%	3.17%	3.60%
Expulsions	0%	0%	0%	0%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group, SY 2022-2023		
Student Group	Suspensions Rate	Expulsions Rate
All Students	7.1%	0%
Female	—	—
Male	8.3%	0%
Non-Binary	—	—
American Indian or Alaska Native	—	—
Asian	—	—
Black or African American	13.3%	0%
Filipino	—	—
Hispanic or Latino	—	—
Native Hawaiian or Pacific Islander	—	—
Two or More Races	—	—
White	—	—
English Learners	—	—
Foster Youth	N/A	N/A
Homeless	N/A	N/A
Socioeconomically Disadvantaged	9.1%	0%
Students Receiving Migrant Education Services	N/A	N/A
Students with Disabilities	7.1%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. ENGAGEMENT

SCHOOL SAFETY PLAN

In conjunction with an outside emergency safety plan, Seneca created a comprehensive safety plan that was put in place specifically at Maya Angelou Academy. This plan is in written form and is reviewed regularly with our staff at trainings and meetings. The plan covers many types of school safety issues, from site emergencies and evacuations to armed individuals and challenging site visitors. The plan includes emergency equipment and supplies that are kept on site in each classroom. Routine fire and earthquake drills are also held to ensure that students are aware of the emergency procedures. A paper copy of the plan can be requested by contacting the school and was last reviewed on November 2023.

D. OTHER SARC INFORMATION

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (Elementary) (2020-2021)

GRADE LEVEL	Avg. Class Size	No. of Classes* 1-20	No. of Classes* 21-32	No. of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
Other**	7	4	0	0

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (Elementary) (2021-2022)

GRADE LEVEL	Avg. Class Size	No. of Classes* 1-20	No. of Classes* 21-32	No. of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
Other**	5	4	0	0

AVERAGE CLASS SIZE AND SCHOOL DISTRIBUTION (Elementary) (2022-2023)

GRADE LEVEL	Avg. Class Size	No. of Classes* 1-20	No. of Classes* 21-32	No. of Classes* 33+
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
Other**	5	4	0	0

*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.

D. OTHER SARC INFORMATION

Ratio of Academic Counselors to Pupils (School Year 2022-2023)

Title	Ratio
Pupils to Academic Counselor*	2:1

Student Support Services Staff (School Year 2022-2023)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/ Behavioral or Career Development)	11.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	3.8
Nurse	0.1
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0
Other	4.4

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-2022)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$57,492.00	\$718.00	\$56,764.00	\$65,251.00
State	N/A	N/A	\$7,606.62	\$87,885.00
Percent Difference— School Site and State	N/A	N/A	152.73%	-29.56%

Note: Cells with N/A do not require data

D. OTHER SARC INFORMATION

TYPES OF SERVICES FUNDED

At Seneca Family of Agencies—Maya Angelou Academy a variety of programs and supplemental services are provided to our students in order to maintain the high level of care that our subgroup of students requires. The level and type of services vary from student to student, depending on the level of support and care students need as outlined in each IEP, but do include the following:

- Classroom curriculum and supplemental supplies
- Clinical, educational, and administrative staffing
- Two to three bachelor’s degree-level mental health assistants per classroom
- Classroom furniture and equipment
- Building and grounds maintenance and improvement
- A free & reduced-price lunch program
- Special events held for students throughout the school year

PROFESSIONAL DEVELOPMENT

Our teachers and staff are provided several staff development days throughout the school year that offer them time to evaluate their instruction and focus on improving our academic program. During these professional development days, all staff receive training on school policies and procedures, child development, and positive behavioral interventions. Teachers meet for one hour per week with their supervisors to receive help and guidance in the areas of curriculum and instruction, behavior management, the IEP process, developing student goals, as well as other areas of their work. Finally, our teachers are given a separate budget that enables them to attend instructional related trainings of their own choosing.

Professional Development Days			
Measure	2021-2022	2022-2023	2023-2024
Number of School Days Dedicated to Staff	4	5	4