

# Chico Country Day Charter School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 more information about the LCFF or the 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).

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Chico Country Day Charter School
<b>Street</b>	102 West 11th Street
<b>City, State, Zip</b>	Chico
<b>Phone Number</b>	5308952650
<b>Principal</b>	Wendy Fairon
<b>Email Address</b>	wfairon@chicocountryday.org
<b>School Website</b>	www.chicocountryday.org
<b>County-District-School (CDS) Code</b>	04614246113773

## 2022-23 District Contact Information

<b>District Name</b>	Chico Country Day School
<b>Phone Number</b>	530-891-3000
<b>Superintendent</b>	Kelly Staley
<b>Email Address</b>	kstaley@chicousd.org
<b>District Website Address</b>	www.chicousd.org

## 2022-23 School Overview

The mission of Chico Country Day School (CCDS) is to provide a safe, joyful environment where all learners are inspired to achieve their personal best.

Our Core Purpose is to educate students toward becoming engaged and thriving learners.

What we mean by educate is that our job is to teach the knowledge, skills and values that come with academic rigor and developing character. We are accountable for ensuring that students meet competency standards for their grade level.

What we mean by engaged is that learning should be interesting, challenging and joyful. Learners should see the value of what is being taught and be active participants.

What we mean by thriving is that students are able to start where they are and do their best, know that they matter as individuals, and feel safe so that they are free to be their best selves.

We embrace the following core values:

1. Collaboration – We believe that people have a voice and that collaboration between teachers, parents, students and staff will produce the best results for our students
2. Deeper Learning –We believe in utilizing Innovative Educational Practices to deepen learning because we want students to learn how to learn. Our teaching styles are driven by current educational research. We foster an environment where both students and teachers are committed to high expectations for quality work and character/citizenship.
3. Joyful learning. We value joy in our learning environment and it starts with our staff being joyful learners. Students can only catch the “joy of learning” from how we lead and teach.
4. Responsiveness - We value responsiveness as an organization. Our goal is to shift and change as quickly as we can when we face challenges or find opportunities to change for the better
5. Community connection We value connection to each other to the broader community of Chico, and to the world.

In 2019, Chico Country Day School was awarded a six year WASC Accreditation. Grades offered include TK through eighth grade.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	62
Grade 2	62
Grade 3	62
Grade 4	62
Grade 5	62
Grade 6	58
Grade 7	56
Grade 8	57
Total Enrollment	565

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.3
American Indian or Alaska Native	0.9
Asian	4.1
Black or African American	1.9
Filipino	0.2
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.2
White	69.0
English Learners	1.6
Foster Youth	0.5
Homeless	1.8
Migrant	0.0
Socioeconomically Disadvantaged	23.9
Students with Disabilities	9.6



## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.40	87.71	588.00	84.35	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.50	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	8.19	12.90	1.86	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	53.90	7.74	12115.80	4.41
<b>Unknown</b>	1.00	4.10	37.60	5.39	18854.30	6.86
<b>Total Teaching Positions</b>	24.40	100.00	697.10	100.00	274759.10	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.40	94.92	623.30	86.19	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	10.90	1.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.40	1.86	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	25.50	3.53	11953.10	4.28
<b>Unknown</b>	1.30	5.08	49.90	6.91	15831.90	5.67
<b>Total Teaching Positions</b>	25.70	100.00	723.20	100.00	279044.80	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>0.00</b>

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		Oct. 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Altitude Learning Platform for hybrid/online learning Expeditionary Learning ELA curriculum Grades K-5 Digital and Supplementary materials used grades 6-8 supporting Project Based Learning	Yes	0
<b>Mathematics</b>	Altitude Learning Platform for hybrid/online learning K-5: Cognitively Guided Instruction: CGI Math 6-8: CPM	Yes	0

<b>Science</b>	Altitude Learning Platform for hybrid/online learning Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0
<b>History-Social Science</b>	Altitude Learning Platform for hybrid/online learning Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	Altitude Learning Platform for hybrid/online learning Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0
<b>Visual and Performing Arts</b>	Altitude Learning Platform for hybrid/online learning Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

The school facility is safe, clean and completely renovated. Facility improvements began in October 2013 and included routine maintenance and repairs over the summer of 2013, and the remodel of the Middle School building which became the middle school campus in March 2014. The entire school campus was renovated beginning in March 2014 under the Rehabilitation program of Proposition 1D. New classrooms and bathrooms were added and students and teachers moved in at the beginning of the school year 2014. The new gym was completed in January 2015. This campus houses grades K-5 and the project was complete in March 2015. In 2020, the school renovated the kindergartens, the main office, added a Response to Intervention room and a room for Special Education. This project was completed in 2021.

**Year and month of the most recent FIT report**

October 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	61	N/A	55	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	46	N/A	39	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	358	357	99.72	0.28	60.50
<b>Female</b>	174	173	99.43	0.57	67.05
<b>Male</b>	180	180	100.00	0.00	54.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	30.77
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	54	54	100.00	0.00	51.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	29	29	100.00	0.00	62.07
<b>White</b>	253	253	100.00	0.00	64.43
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	87	87	100.00	0.00	48.28
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	41	41	100.00	0.00	26.83

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	358	357	99.72	0.28	46.22
<b>Female</b>	174	173	99.43	0.57	46.24
<b>Male</b>	180	180	100.00	0.00	46.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	46.15
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	54	54	100.00	0.00	35.19
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	29	29	100.00	0.00	37.93
<b>White</b>	253	253	100.00	0.00	50.59
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	87	87	100.00	0.00	34.48
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	41	41	100.00	0.00	14.63

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	38.79	56.41	0	36.99	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	118	117	99.15	0.85	56.41
<b>Female</b>	59	58	98.31	1.69	51.72
<b>Male</b>	57	57	100	0	61.4
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	20	20	100	0	40
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	86	86	100	0	61.63
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	30	30	100	0	53.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100	0	35.71

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	98.4%	96.8%	96.8%	96.8%	96.8%
Grade 7	94.7%	98.2%	96.5%	93%	98.2%
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

When parents or family members are involved at school in the education of their child, the child's success in school dramatically increases. Just as we view each child as a unique individual, so we see each family as a unique partner in the child's education. Just as each child has his or her strengths and challenges, so does each family. With this belief, CCDS has several ways for families to be involved.

CCDS parents pledge to:

Provide Home Academic Support by

Ensuring my child comes to school ready to learn.

Reading with my child(ren) every night and/or providing a quiet place to work,

Following through with school recommended actions.

Provide School Support by

Sending my child to school on time and ensuring my child is not absent from school unnecessarily.

Supporting and adhering to the School Discipline policies.

Participate by

Attending school exhibitions of student work.

Attending school PTP meetings, LCAP/WASC stakeholder meetings, or Board of Director meetings.

Actively collaborating and communicating with teachers to meet my child's learning needs.

Using and reinforcing the CCDS Lifelong Guidelines and Lifeskills.

Making positive contributions to the school community.

Being an active member of the community by working to continuously improve CCDS for all students.

Classroom volunteer

Field trip Chaperone

Coffee with Administration

## 2022-23 Opportunities for Parental Involvement

Parent Information nights during the enrollment period

For further opportunities to participate you can send an email to [ctrout@chicocountryday.org](mailto:ctrout@chicocountryday.org) or call 530-895-2650.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	594	585	55	9.4
Female	289	286	28	9.8
Male	301	295	26	8.8
American Indian or Alaska Native	5	5	2	40.0
Asian	23	23	0	0.0
Black or African American	12	12	3	25.0
Filipino	1	1	0	0.0
Hispanic or Latino	91	87	8	9.2
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	55	55	10	18.2
White	406	401	31	7.7
English Learners	9	9	0	0.0
Foster Youth	6	3	1	33.3
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	155	152	24	15.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	65	10	15.4

## C. Engagement

### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.58	3.42	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.16	1.18	0.67	4.01	0.20	3.17
Expulsions	0.00	0.00	0.01	0.31	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0.00
Female	0.69	0.00
Male	1.66	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.82	0.00
White	0.49	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2022-23 School Safety Plan

The CCDS Comprehensive Safe Schools Plan was reviewed and revised in the 19/20 school year by a Safety Committee comprised of parents, staff, board members, and administration. The Comprehensive School Safety Plan was presented to the Board of Directors and staff. Key components of the plan include:

- Child Abuse Reporting Procedures
- Disaster Procedures
- School Suspension/Expulsion Guidelines
- Procedures to Notify Teachers of Dangerous Pupils
- Sexual Harassment Policies
- Dress Code
- Procedures for Safe Ingress and Egress of Pupils, Parents, and Staff
- Safe and Orderly School Environment Conducive to Learning
- School Discipline Rules and Consequences
- Hate Crime Reporting Procedures and Policies

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	21	2	1	
2	21	1	2	
3	21	2	1	
4	31		2	
5	31		2	
6	23	5	8	1

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	21	2	1	
2	16	2	2	
3	21	1	2	
4	31		2	
5	31		2	
6	41	1	2	4

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21	2	1	
2	21	1	2	
3	21	1	2	
4	31		2	
5	31		2	
6	22	6	8	1

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.0
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.8
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	5.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	9612.46	1076.55	8535.91	60139
<b>District</b>	N/A	N/A	8789.45	\$74,696
<b>Percent Difference - School Site and District</b>	N/A	N/A	-2.9	-21.6
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	25.7	-38.0

## 2021-22 Types of Services Funded

In addition to general funding, CCDS received funding for specific purposes including restricted Special Education funds from the state and federal government, lottery, local fundraising revenue, and other federal funds. These funds were spent on Special Education services, curriculum, study trips, technology, staff development, and textbooks. CCDS received COVID relief funds and also receives Title 1, Title 2 and Title 4 funding. This funding was spent on costs related to the pandemic, including In-person Instruction, costs related to learning loss, sanitation, mental health services and expansion of the school year. The title funds are spent on intervention for qualifying students and professional development.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,195	\$54,370
<b>Mid-Range Teacher Salary</b>	\$66,564	\$82,681
<b>Highest Teacher Salary</b>	\$104,767	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$114,404	\$135,283
<b>Average Principal Salary (Middle)</b>	\$123,945	\$141,244
<b>Average Principal Salary (High)</b>	\$126,883	\$152,955
<b>Superintendent Salary</b>	\$238,553	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	32%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

A number of factors play a role in the Professional Development (PD) and Professional Learning that is offered to our staff which includes furthering our practice in Project Based Learning, implementing Common Core State Standards, Next Generation Science Standards, and competency-based grading and assessment. We review student assessment data, staff professional learning needs survey results, student learning survey results, and our charter guidelines when outlining professional development that is offered throughout the year. In addition, our WASC and LCAP goals are considered when choosing Professional Development.

This year, we implemented the use of a new Learning Management System called Altitude Learning. In addition to using this platform for distance learning and off-campus learning, we are also using it to shift our grading practices to Competency-Based Grading.

Having a staff of newly credentialed teachers and veteran teachers allows for opportunities for staff to learn together. Protocols and collaboration times are designed for staff to learn from each other as we grow our practice within classrooms. Teachers are supported in a number of different ways during the implementation of new curriculum and/or methods. Teachers have collaborative meetings during the professional development days to support one another with the implementation of new practices, allow time to review student data and create plans to address student needs. The Director of Education meets with individual teachers, grade-level teams, and groups of teachers on a frequent basis to provide professional support. Staff participates in the assessment of current practices, review of student performance data/ artifacts and vertical alignment twice a year. Teachers are provided time and support to observe in other classrooms and co-teach. Weekly collaboration time is built into the schedule so that staff is provided with regular time to meet and assist one another with the implementation of PD.

Additionally, Professional Learning is provided through conferences, mentoring, workshops, webinars, virtual meetings, and site-based professional development.

- Project-Based Learning- Continuous staff training in the practice of deeper learning and project design components.
- Cognitively Guided Instruction in Math coaching and training
- Newly credentialed teachers on staff have a monthly coaching session to support curriculum implementation
- Director of Education has bi-monthly coaching to support Altitude Learning implementation
- Universal Design for Learning, Visualizing and Verbalizing, Seeing Stars, Social Thinking and autism training, Behavioral Intervention training for special education and resource staff
- Staff trained in CPI, First Aid and CPR, trauma-informed practices
- Training for programs used on-site; Lexia, Mathletics, Go Math, Altitude Learning

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	15	20