

Chico Country Day Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



CHICO COUNTRY
DAY SCHOOL

A PUBLIC CHARTER SCHOOL

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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Chico Country Day Charter School
Street	102 West 11th Street
City, State, Zip	Chico
Phone Number	5308952650
Principal	Wendy Fairon
Email Address	wfairon@chicocountryday.org
School Website	www.chicocountryday.org
Grade Span	K-8
County-District-School (CDS) Code	04614246113773

2024-25 District Contact Information

District Name	Chico Country Day School
Phone Number	530-895-2650
Superintendent	Wendy Fairon
Email Address	wfairon@chicocountryday.org
District Website	www.chicocountryday.org

2024-25 School Description and Mission Statement

While we value a lot of things at CCDS, our Vision, Mission, and Values keep us grounded and focused on the work we do with students. These values help us hire the right staff and teachers, and they help guide our decisions.

Vision:
Igniting minds, nurturing hearts, and preparing students for the futures they aspire to build.

Mission:
We partner with students, families, and the community to spark curiosity

2024-25 School Description and Mission Statement

and engage in work that matters.

Values:

Everyone is a learner, including teachers, students, staff, and parents.

We empower student voices, fostering agency and collaboration.

We create access to opportunity and success, regardless of identity markers like race, gender, income, or religion.

We courageously embrace change and challenges, showing up as our best selves in honest conversations.

We take time to celebrate successes and embrace joy.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	62
Grade 2	64
Grade 3	62
Grade 4	62
Grade 5	62
Grade 6	55
Grade 7	62
Grade 8	62
Total Enrollment	574

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.1
Non-Binary	0.2
American Indian or Alaska Native	1
Asian	4.7
Black or African American	1.4
Filipino	0.3
Hispanic or Latino	16.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.6
White	65
English Learners	2.6
Foster Youth	0.7
Homeless	0.7
Socioeconomically Disadvantaged	36.2
Students with Disabilities	9.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.40	87.71	588.00	84.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.19	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	53.90	7.74	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.10	37.60	5.39	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	94.92	623.30	86.19	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.90	1.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.40	1.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.50	3.53	11953.10	4.28
Unknown/Incomplete/NA	1.30	5.08	49.90	6.91	15831.90	5.67
Total Teaching Positions	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	90.35	604.70	85.06	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	1.49	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.57	38.10	5.36	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.10	2.42	11746.90	4.23
Unknown/Incomplete/NA	1.60	6.04	40.30	5.67	14303.80	5.15
Total Teaching Positions	27.90	100.00	710.90	100.00	277698	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 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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.10	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected Dec. 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expeditionary Learning ELA curriculum Grades K-5 Digital and Supplementary materials used grades 6-8 supporting Project Based Learning Assessments and Trackers on Beacon platform	Yes	0
Mathematics	K-5: Cognitively Guided Instruction: CGI Math 6-8: CPM	Yes	0
Science	Digital and Supplementary materials used at all grade levels supporting Project Based Learning Discovery Education Online Techbooks OpenSciEd	Yes	0
History-Social Science	Discovery Education Online Techbooks Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0
Foreign Language	N/A		
Health	RULER platform/curriculum Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0
Visual and Performing Arts	Digital and Supplementary materials used at all grade levels supporting Project Based Learning	Yes	0

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

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 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

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.

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.

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	61	60	55	53	46	47
Mathematics (grades 3-8 and 11)	39	46	40	39	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	360	99.72	0.28	60.28
Female	171	171	100.00	0.00	61.40
Male	189	188	99.47	0.53	59.57
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	46.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	56.25
White	244	244	100.00	0.00	65.16
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	144	99.31	0.69	48.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	35.71

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	361	360	99.72	0.28	46.11
Female	171	171	100.00	0.00	40.35
Male	189	188	99.47	0.53	51.60
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	30.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	50.00
White	244	244	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	144	99.31	0.69	36.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	42	97.67	2.33	33.33

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.

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.

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

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.03	42.15	38.80	39.48	30.29	30.73

2023-24 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
All Students	121	121	100.00	0.00	42.15
Female	61	61	100.00	0.00	34.43
Male	59	59	100.00	0.00	50.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	83	83	100.00	0.00	40.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00	0.00	28.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

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.

2023-24 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. The administration of the PFT requires only participation results 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	98	98	97	98
Grade 7	98	97	98	98	98

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.

2024-25 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 are important to the schools success in many ways:

Parents 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.

Parents 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 policies outlined in our Parent/Student Handbook.

Parents Participate by:

Attending school exhibitions of student work.

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

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

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 and Drivers

Coffee with Administration

Parent Information nights during the enrollment period

For further opportunities to participate you can send an email to ctrout@chicocountryday.org or call 530-895-2650.

2024-25 Opportunities for Parental Involvement

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	585	50	8.5
Female	276	275	26	9.5
Male	310	309	23	7.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	27	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	97	13	13.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	7	12.5
White	387	385	28	7.3
English Learners	15	15	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	225	223	30	13.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	78	9	11.5

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

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.18	1.2	1.36	4.01	3.85	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.31	0.38	0.29	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0.00
Female	0.72	0.00
Male	1.94	0.00
Non-Binary	0.00	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	3.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.78	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	0.00

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.

2024-25 School Safety Plan

The CCDS Comprehensive Safe Schools Plan was reviewed and revised in the 23/24 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 Spring of 2024. Key components of the plan include:

2024-25 School Safety Plan

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.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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		3	
2	21	1	2	
3	20	2	1	
4	30		2	
5	31		2	
6	30	1	8	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	1	2	
2	21		3	
3	21	1	2	
4	31		2	
5	31		2	
6	27	3	4	2

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	9612.46	1076.55	8535.91	60139
District	N/A	N/A	8789.45	\$79,902
Percent Difference - School Site and District	N/A	N/A	-2.9	-28.2
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-23.2	-47.6

Fiscal Year 2023-24 Types of Services Funded

In addition to general funding, federal services funded include Title 1, Title 2, Title 4, Child Nutrition, and Federal Special Education Services. State funded programs include lottery, Expanded Learning Opportunities program, child nutrition, Special Education Services, Transitional Kindergarten, Mental Health Services, and Arts and Music.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$53,626	\$59,551
Mid-Range Teacher Salary	\$72,558	\$93,855
Highest Teacher Salary	\$114,202	\$120,219
Average Principal Salary (Elementary)	\$128,746	\$151,525
Average Principal Salary (Middle)	\$138,199	\$158,215
Average Principal Salary (High)	\$141,684	\$171,087
Superintendent Salary	\$275,114	\$300,043
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	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.

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
- 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, CGI math, EL curriculum, Project Based Learning through PBL Leadership academy

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	22	20