Community School for Creative Education
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address:	2111 International Blvd. Oakland, CA , 94606-4903	**Principal:**	Mr. Phillip Gedeon, Head of School
Phone:	(510) 994-6309	**Grade Span:**	K-8

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 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.

About This School

Mr. Phillip Gedeon, Head of School

📍 Principal, Community School for Creative Education

About Our School

Contact

Community School for Creative Education
2111 International Blvd.
Oakland, CA 94606-4903

Phone: (510) 994-6309
Email: phillipg@communityschoolforcreativeeducation.orgo

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email Address	superintendent@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2023–24)

School Name	Community School for Creative Education
Street	2111 International Blvd.
City, State, Zip	Oakland, CA , 94606-4903
Phone Number	(510) 994-6309
Principal	Mr. Phillip Gedeon, Head of School
Email Address	phillipg@communityschoolforcreativeeducation.org
Website	www.communityschoolforcreativeeducation.org
County-District-School (CDS) Code	01100170123968

Last updated: 11/26/23

School Description and Mission Statement (School Year 2023–24)

We are the country's first Transitional K - 8 Grade Intercultural Public Waldorf School. We are a Standards-Aligned, Equity- Focused Charter. Oakland Community Organizations is our founding and key partner.

Our Vision Is:

The Community School for Creative Education envisions a future in which: all children have access to quality education; all children experience success in community and career; and youth voices contribute in valued and meaningful ways to the success of an thriving, equitable, and multi-cultural society.

Our Mission Is:

To achieve our vision, the Community School for Creative Education is a TK through 8th grade charter school that partners with families and communities to serve the richly diverse students of Oakland, California. The school is committed to promoting equity in education by providing a rigorous, standards-based academic program integrated into a culturally rich, arts-infused curriculum and guided by ongoing assessment. Through nurturing the w hole child – head, heart, and hands – our school prepares o

culturally competent, o well-rounded, o lifelong learners and leaders to be college-ready, confident and culturally competent, and prepared to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

CSCE Mission and "What Do W e Stand For"

Our Mission is inspired by the Rudolf Steiner Waldorf methodology to partner with families and communities to provide a rigorous, highly personalized, college preparatory program integrated into a culturally rich, arts-infused curriculum for the diverse students of Oakland to promote equity and prepare culturally competent, ell-rounded lifelong learners to lead, contribute to and successfully participate in our rapidly changing, multicultural society Community School for Creative Education.

The School Rests On Three Pillars: We commit to:

- Provide a Common-Core -aligned curriculum

- Be inspired by Waldorf principles

- Stay focused on Equity & create change in our society's structure by helping all children to succeed in school and in

  life.

  These pillars provide the school's foundation and direction.
  We commit to knitting these together as a professional learning community continuously refining and reflecting on data as we go. We Recognize Learning to Read as a Key Portal on the Path: We recognize: Learning to read w ell is the cornerstone of creating equitable outcomes for our children. We do it through integration of:

- Direct and systematic phonics instruction, close reading, guided reading, shared reading and interactive reading in Reader's and Writer's workshop (see Renewal, p 20);

- Core Waldorf practices: Teaching through the artistic; employing main lesson; main lesson book; reinforcement through subjects. (CSCE Renewal, p. 20 & p.25) We follow cutting-edge learning theory by drawing from Waldorf practices in our lesson design which moves from whole (the story) to part (direct instruction) and back to whole (the artistic activity).

  We Aim To Be Preventive Rather Than Reactive: The aim of CSCE is to focus on prevention, intervention and acceleration of all students. To achieve this goal, w e are committed to create a process similar to Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) that together provide staff a routine systematic way to identify students in need early on so they can be provided with appropriate interventions.

  Our Accountability is To Ourselves: W e commit to conducting ongoing inquiry together around focus areas, collecting data and reflecting on outcomes (Cycle of Inquiry). By inquiring and assessing frequently, regularly and using multiple measures (CSCE Renewal, p. 52-59) w e learn how to do our work better. W e engage multiple modalities and interdisciplinary curriculum drawing from Waldorf.

  Our goal is to: Meet Common-Core Standards: 80% of 5th graders and beyond will meet or exceed standards in both English Language Arts and Math.
  Specifically, in reading, our target is:

- by end of first grade, a fluency rate of 60 words per minute

- by end of third grade, a fluency rate of 110 words per minute

- by end of fifth grade , a fluency rate of 140 words per minutes (see Renewal, pp. 27-28)

  Do that and more: Develop life-long leaders by harnessing Waldorf inspired methods Do that for all: Both those who are "school dependent" and those who are not

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	13
Grade 1	20
Grade 2	21
Grade 3	21
Grade 4	19
Grade 5	32
Grade 6	20
Grade 7	20
Grade 8	17
Total Enrollment	183

Last updated: 11/26/23
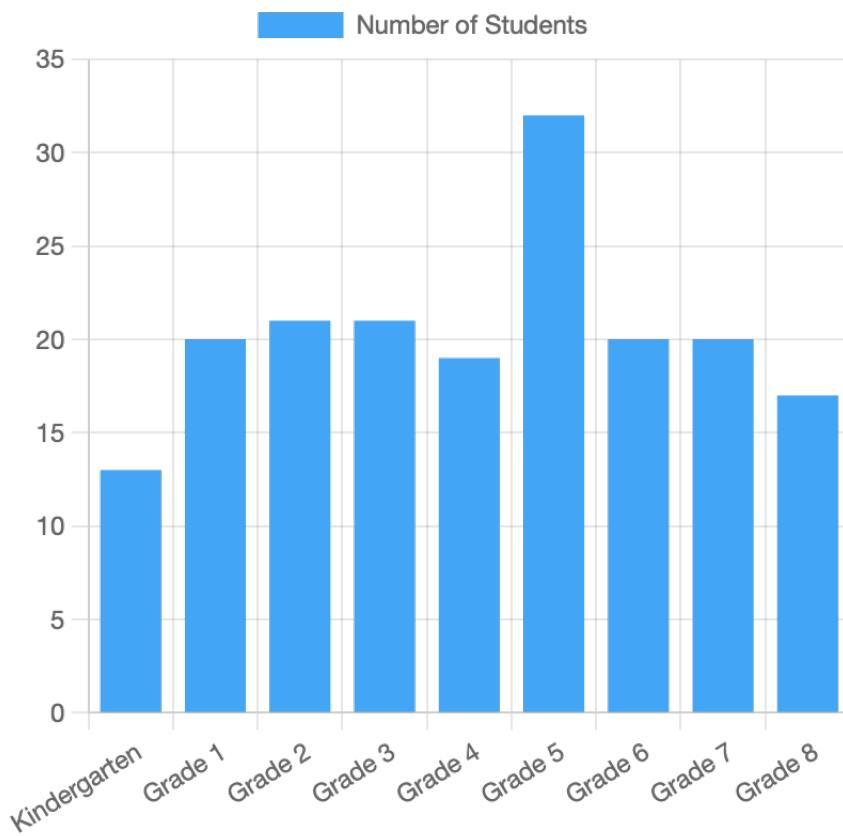
Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	1.10%
Asian	9.80%
Black or African American	10.90%
Filipino	1.10%
Hispanic or Latino	57.90%
Native Hawaiian or Pacific Islander	2.20%
Two or More Races	4.90%
White	3.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	50.80%
Foster Youth	0.00%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disavantaged	79.20%
Students with Disabilities	17.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)	0.00	0.00%	115.90	57.84%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	1.50%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.00	100.00%	41.00	20.49%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	38.90	19.45%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1.40	0.71%	18854.30	6.86%
Total Teaching Positions	8.00	100.00%	200.40	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.

Last updated: 11/26/23

Teacher Preparation and Placement (School Year 2021–22)

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)	0.00	0.00%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.11%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	8.00	88.89%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	9.00	100.00%	213.70	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.

Last updated: 11/26/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	8.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.00	1.00

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	100.00%	11.1%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	35.70%	11.1%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine Learning - EL Education?	Yes	0
Mathematics	?Eureka Math Squared?	Yes	0
Science			0
History-Social Science	Elementary: Imagine Learning - EL Education Middle School: ThinkLink - Foss Kit	Yes	0
Foreign Language	N/A		0
Health	Teacher Created		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 11/26/23

School Facility Conditions and Planned Improvements

Last updated: 11/26/23

School Facility Good Repair Status

OUSD own facility.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Good

Last updated: 11/26/23

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	128	97.71%	2.29%	23.62%
Female	59	58	98.31%	1.69%	27.59%
Male	72	70	97.22%	2.78%	20.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	53.85%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	87	97.75%	2.25%	19.77%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	69	97.18%	2.82%	14.71%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	93	91	97.85%	2.15%	20.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	25.00%

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 CAA 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	130	99.24%	0.76%	12.31%
Female	59	58	98.31%	1.69%	10.34%
Male	72	72	100.00%	0.00%	13.89%
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00%	0.00%	46.15%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00%	0.00%	7.87%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100.00%	0.00%	7.04%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	93	92	98.92%	1.08%	9.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	25	100.00%	0.00%	16.00%

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 CAA 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	14.89%	8.16%	0.00%	3.85%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

Last updated: 1/7/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00%	0.00%	10.00%
Female	22	22	100.00%	0.00%	4.55%
Male	28	28	100.00%	0.00%	14.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	33	33	100.00%	0.00%	3.03%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00%	0.00%	4.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	37	37	100.00%	0.00%	5.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	14	14	100.00%	0.00%	14.29%

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.

Last updated: 1/7/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/7/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

N/A

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/7/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

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

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.

Last updated: 1/7/24

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

Opportunities for Parental Involvement (School Year 2023–24)

> Our parents are our children's first teachers The school works in partnership with the parents.
> Key avenues for involvement are:
> - classroom volunteer
> - participation in any classroom is encouraged
>
> - presenting at an Assembly
> - participation in parent and principal and executive director tea after weekly Assembly
>
> - Parent Meeting (build on research tested Head Start model of parent empowerment)
> - Break the Ice; Cultural Humility meetings with families and staff and community
> - Fundraising
> - ELAC Council
> - Food Bank

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate				31.9%	22.6%	25.5%	9.4%	7.8%	8.2%
Graduation Rate				55.4%	61.3%	59.8%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
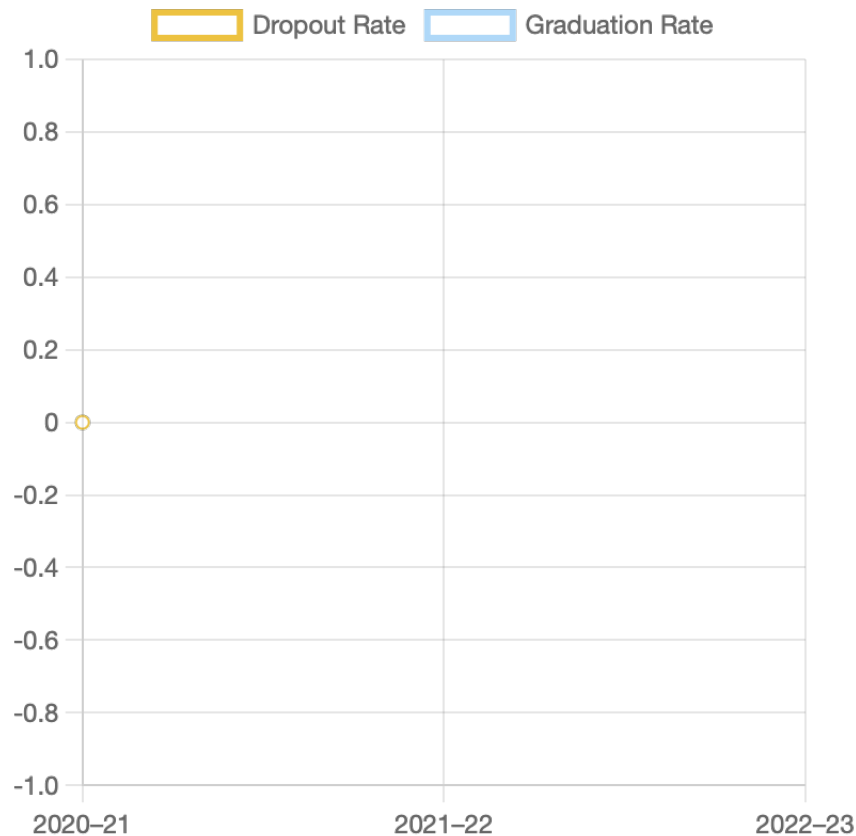
Last updated: 1/7/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Last updated: 1/7/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	225	210	102	48.6%
Female	111	103	55	53.4%
Male	114	107	47	43.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	3	2	2	100.0%
Asian	21	19	2	10.5%
Black or African American	28	24	16	66.7%
Filipino	2	2	0	0.0%
Hispanic or Latino	134	131	64	48.9%
Native Hawaiian or Pacific Islander	5	5	4	80.0%
Two or More Races	12	9	8	88.9%
White	8	7	4	57.1%
English Learners	114	113	50	44.2%
Foster Youth	2	1	1	100.0%
Homeless	1	1	1	100.0%
Socioeconomically Disadvantaged	179	170	87	51.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	41	39	22	56.4%

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.

Last updated: 1/7/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.88%	3.11%	0.02%	2.97%	2.19%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	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.

Last updated: 1/7/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.11%	0.00%
Female	3.60%	0.00%
Male	2.63%	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	3.57%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.99%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	3.51%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.79%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.44%	0.00%

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

Last updated: 1/7/24

School Safety Plan (School Year 2023–24)

Last Reviewed, Updated, and Discussed by CSCE Board of Directors on October 13, 2022.

Last Reviewed with Staff on August 7, 2023.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29.00		1	
1	26.00		1	
2	26.00		1	
3	29.00		1	
4	31.00		1	
5	26.00		1	
6	33.00			
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1		
1	22.00		1	
2	20.00	1		
3	18.00	1		
4	29.00		1	
5	27.00		1	
6	22.00		1	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	0	0
1	20.00	1	0	0
2	21.00	0	1	0
3	21.00	0	1	0
4	19.00	1	0	0
5	32.00	0	1	0
6	21.00	0	1	0
Other**	0.00	0	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	1	2	
Mathematics	27.00	1	2	
Science	27.00	1	2	
Social Science	27.00	1	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/7/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	2.00
Other	0.00

* 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.

Last updated: 1/7/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

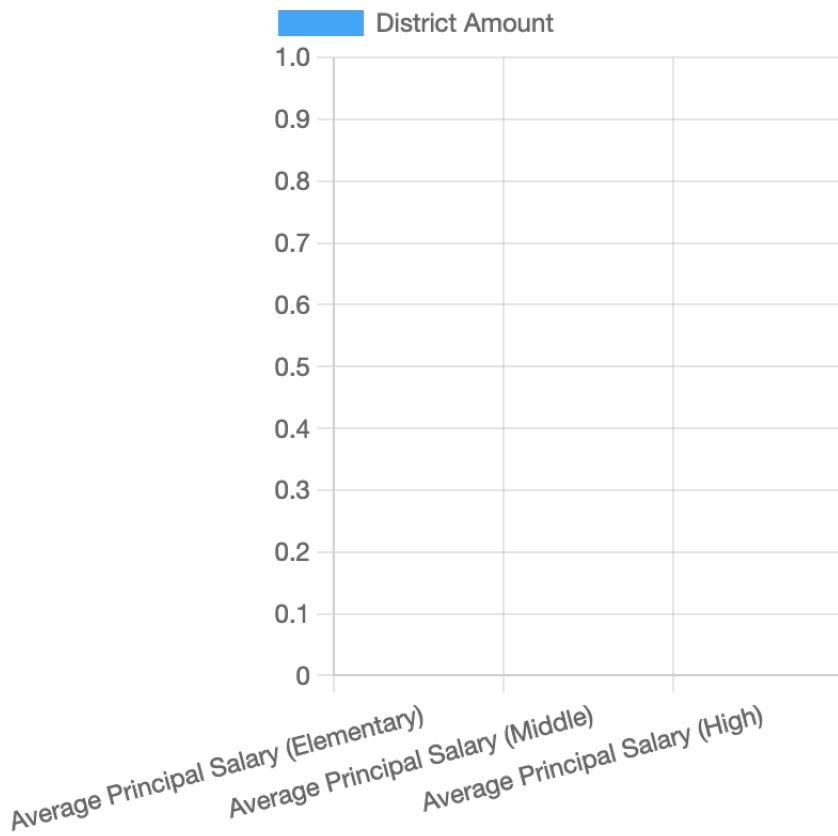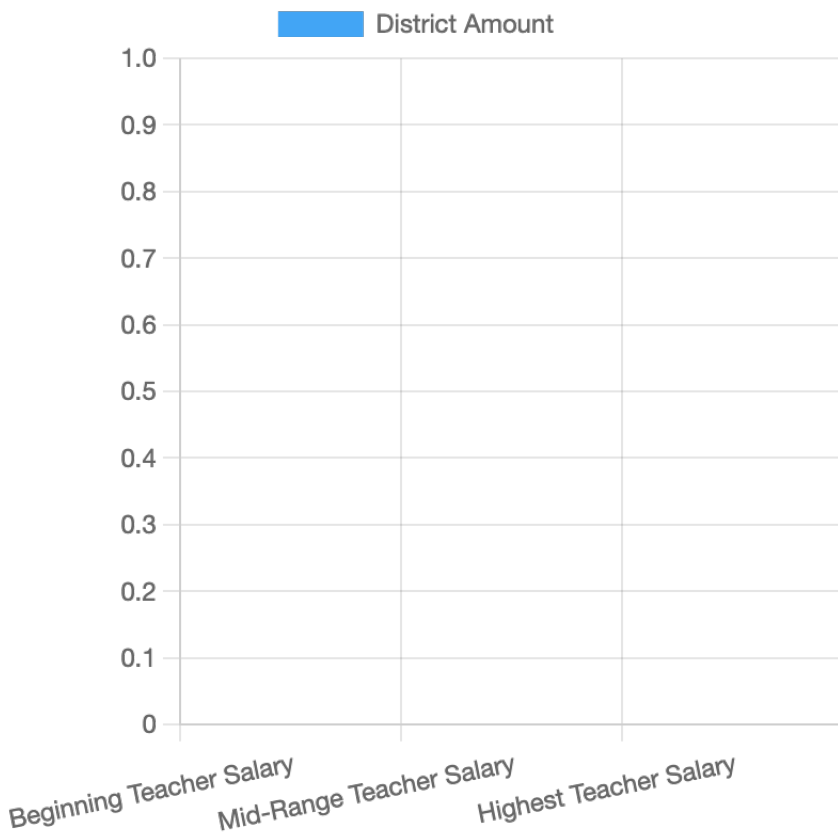| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$3763132.00	$18629.00	$0.00	$55120.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

District Amount

1.0		
0.9		
0.8		
0.7		
0.6		
0.5		
0.4		
0.3		
0.2		
0.1		
0		

Beginning Teacher Salary   Mid-Range Teacher Salary   Highest Teacher Salary

District Amount

1.0		
0.9		
0.8		
0.7		
0.6		
0.5		
0.4		
0.3		
0.2		
0.1		
0		

Average Principal Salary (Elementary)   Average Principal Salary (Middle)   Average Principal Salary (High)

Last updated: 1/7/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	12	13	13

Last updated: 1/7/24