

Children's Community Charter School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Children's Community Charter School
Street	6830 Pentz Road
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.2227
Principal	Emily Mullins
E-mail Address	emullins@paradisecccs.org
Web Site	www.paradisecccs.org
CDS Code	04-61531-6113765

District Contact Information	
District Name	Children's Community Charter School
Phone Number	5308772227
Superintendent	Emily Mullins
E-mail Address	emullins@paradiseccs.org
Web Site	www.paradiseccs.org

School Description and Mission Statement (School Year 2016-17)

The mission of Children's Community Charter School is to inspire lifelong learning through a rigorous academic program that challenges each student in order to inspire his or her personal best.

To meet the challenge of the above, CCCS believes:

1. Each student learns best through a safe, nurturing, positive environment created through a strong partnership between staff, parents, and the community.
2. Each student must be held to clearly articulated, high academic standards, with staff and parents providing the means for unwavering support in attaining one's personal best.
3. Staff and students must be engaged in a reflective and collaborative environment which focuses on desired academic outcomes.
4. Relationships built on trust are at the forefront of a positive educational environment.

To achieve this mission, we, the staff and parents at CCCS, pledge to actively support our human, financial, and community resources in support of the creation of a 21st Century Learning environment.

We value:

- Creativity
- Perseverance
- Confidence to take risks with regards to academic challenges
- Critical thinking
- Innovation
- Individualism
- A strong character
- Collaboration
- Communication
- STEAM skills (Science, Technology, Engineering, Arts, Math)
- Civic learning
- Literacy and cultural awareness
- A joyful learning experience
-

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	22
Grade 1	23
Grade 2	24
Grade 3	24
Grade 4	30
Grade 5	30
Grade 6	30
Grade 7	30
Grade 8	18
Total Enrollment	231

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	2.2
Asian	0
Filipino	0
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0
White	80.1
Two or More Races	4.8
Socioeconomically Disadvantaged	54.1
English Learners	0
Students with Disabilities	2.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	11	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Textbooks of adequate quality and quantity are available for students at all grade levels. An effort has been made to update materials and textbooks to align to the Common Core State Standards. In addition, there are many teacher-created materials that are photocopied, distributed and utilized. The school utilizes a top down approach to curriculum selection whereby Common Core State Standards have been identified, then appropriate curriculum materials are selected in support of these standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading (K-5), Accelerated Reader, Step Up to Writing, Houghton Mifflin, Easy Grammar Plus, Rigby, Wright Group, Silver Burdett-Ginn, Zaner Blosser handwriting, core literature extension activities, Daily Language Review, Spectrum Phonics, Rebecca Sitton Spelling, Wordly Wise, Read Naturally, Signs for Sounds	Yes	0
Mathematics	California Go Math! Copyright 2015, Kim Sutton, Ron Brown, Marcy Cook, Otter Institute Math Activities	Yes	0
Science	Harcourt Science, Holt California Life Science, Holt California Earth Science, Holt California Physical Science, AIMS, Project Learning Tree	Yes	0
History-Social Science	Houghton Mifflin Social Science, History Alive! by Teacher's Curriculum Institute, Harcourt Reflections	Yes	0
Visual and Performing Arts	We have a part time instructor who teaches a music elective to students in grades 6-8. We also have a comprehensive music program for all students in grades K-5. We have an art teacher who teaches an hour of art per week to students in grades K-5 and as a daily elective to students in grades 6-8.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school campus was completed in the fall of 2002. The four-acre campus property was purchased by the school and financed for construction and site development. The modern school site consists of ten classrooms, two student restrooms and a maintenance room housed in two buildings, a beautifully remodeled office, a state-of-the-art science lab, and a student resource building. The playground consists of nearly two acres (one and a half acres of grass field, playground structures, hard blacktop court play space and outside eating areas). The student resource building houses a large multipurpose instructional area, two technology-equipped rooms for individual instruction, snack bar, restrooms, kitchen, and storage.

The maintenance and cleanliness of our school is facilitated by our Director of Maintenance and assisted by parents, staff and students. Campus-wide monthly themes address the desire for our students to take action by becoming active participants in maintaining a safe, clean, and educationally sound environment.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2014				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	34	40	36	40	44	48
Mathematics	21	26	24	26	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	23	95.8	47.8
	4	31	30	96.8	30.0
	5	31	30	96.8	40.0
	6	30	30	100.0	43.3
	7	29	28	96.5	42.9
	8	15	15	100.0	40.0
Male	4	12	11	91.7	54.5
	5	20	20	100.0	30.0
	6	14	14	100.0	50.0
	7	14	14	100.0	35.7
Female	3	14	13	92.9	61.5
	4	19	19	100.0	15.8
	5	11	10	90.9	60.0
	6	16	16	100.0	37.5
	7	15	14	93.3	50.0
White	3	20	19	95.0	47.4
	4	22	21	95.5	33.3
	5	26	25	96.2	44.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	24	24	100.0	41.7
	7	19	18	94.7	50.0
	8	12	12	100.0	41.7
Socioeconomically Disadvantaged	4	18	18	100.0	27.8
	5	15	15	100.0	53.3
	6	16	16	100.0	18.8
	7	19	18	94.7	50.0
	8	14	14	100.0	42.9

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 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.

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 Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	24	100.0	41.7
	4	31	30	96.8	30.0
	5	31	30	96.8	33.3
	6	30	30	100.0	26.7
	7	29	28	96.5	10.7
	8	29	28	96.5	10.7
Male	4	12	11	91.7	45.5
	5	20	20	100.0	35.0
	6	14	14	100.0	35.7
	7	14	14	100.0	7.1
	8	14	14	100.0	7.1
Female	3	14	14	100.0	57.1
	4	19	19	100.0	21.1
	5	11	10	90.9	30.0
	6	16	16	100.0	18.8
	7	15	14	93.3	14.3
	8	15	14	93.3	14.3
White	3	20	20	100.0	35.0
	4	22	21	95.5	33.3
	5	26	25	96.2	36.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	24	24	100.0	25.0
	7	19	18	94.7	16.7
	8	19	18	94.7	16.7
Socioeconomically Disadvantaged	4	18	18	100.0	33.3
	5	15	15	100.0	40.0
	6	16	16	100.0	6.3
	7	19	18	94.7	11.1
	8	19	18	94.7	11.1

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	79	84	58	57	56	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	46	45	97.8	84.4
Male	27	27	100.0	88.9
Female	19	18	94.7	77.8
White	38	37	97.4	86.5
Socioeconomically Disadvantaged	29	29	100.0	86.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.7	26.7	43.3
7	22.2	33.3	40.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Children’s Community Charter School believes parent involvement is a key factor in a child’s education. Researchers and educators agree that parent involvement improves student achievement, and cooperative school programs and active participation positively affect achievement at all levels of a child’s education.

Toward this end, CCCS offers a dynamic way to compound the strength of parental involvement through a cooperative participation model involving all of our students’ parents, plus opportunities for parent education. Our parents are involved in many aspects of the school program from classroom participation to maintenance days, special projects, and the school’s governing board. In order to enrich and extend the educational environment for our students, parents’ commitment to the school is essential.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.2	0.9	4.4	8.9	9.4	8.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.4	0.5	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Children’s Community Charter School’s safety plan exists to ensure the health and safety of all students and staff members. The plan is reviewed and updated annually and all staff members receive training in its implementation. Adults supervise students before, during, and after school. Teachers and staff members assist each child being picked up to ensure safety to their cars.

Students are systematically taught school safety practices, and drills are held on a regular basis to emphasize safety in the event of an emergency (fire, earthquake, severe weather conditions or an intruder on campus).

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	80.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		1		22		1		22		1	
1	24		1		23		1		23		1	
2	24		1		24		1		24		1	
3	24		1		24		1		24		1	
4	30		1		30		1		30		1	
5	30		1		30		1		30		1	
6	18		1		30		1		30		1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26		2		26		2		26		2	
Mathematics	26		2		26		2		26		2	
Science	26		2		26		2		26		2	
Social Science	26		2		26		2		26		2	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.5	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,674	\$1,463	\$5,211	\$46,479
District	N/A	N/A	\$4,894	\$46,479
Percent Difference: School Site and District	N/A	N/A	6.5	0.0
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-8.2	-31.0

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to the core academic program, the school funded the following enrichment and elective programs: art, ceramics, competitive athletics, dance, home economics, gardening, music, drama and play production, computer and technology instruction, outdoor education, journalism, and a variety of physical education-based courses. These classes change each trimester in an effort to ensure student interest and exposure to disciplines outside those included in the core curriculum.

For students who are performing below grade level standards, CCCS has invested in language arts and mathematics intervention programs and dedicated personnel in an effort to assist these students to reach grade level proficiency. Students identified as gifted receive services in our GATE program.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,370	\$42,063
Mid-Range Teacher Salary	\$53,200	\$64,823
Highest Teacher Salary	\$79,000	\$84,821
Average Principal Salary (Elementary)	\$86,162	\$101,849
Average Principal Salary (Middle)	\$95,336	\$107,678
Average Principal Salary (High)	\$97,883	\$115,589
Superintendent Salary	\$165,000	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Professional development is a very important element of our school's commitment to excellence. Every Friday is a minimum day and is utilized for collaboration. Student achievement data is examined and used to establish school-wide goals for professional growth and development. In addition, staff are provided with training and support in incorporating the elements of our charter. These include an emphasis on instructional strategies which incorporate technology, promote critical thinking and maximize student engagement. 21st Century skills are inherent in instructional practices and a basis of many collaborative discussions. Teachers are supported through in-class coaching and regular meetings with colleagues and the principal. Teachers are encouraged to attend off-site conferences and training to develop as a professional educators.

Professional Development has mainly focused around the educational shifts as a result of the implementation of the Common Core State Standards and the Next Generation Science Standards.