

Children's Community Charter School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Children's Community Charter School
Street	6830 Pentz Road
City, State, Zip	Paradise, Ca. 95969
Phone Number	(530) 413-8001
Principal	Michelle Farrer
Email Address	mfarrer@paradisecccs.org
Website	www.paradisecccs.org
County-District-School (CDS) Code	04-61531-6113765

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Children's Community Charter School
Phone Number	5308772227
Superintendent	Michelle Farrer
Email Address	mfarrer@paradisecccs.org
Website	www.paradisecccs.org

School Description and Mission Statement (School Year 2020-2021)

The mission and vision of Children's Community Charter School:

Our Mission: To ensure high levels of learning for ALL students. We are committed to academic, behavioral, and social/emotional learning to benefit the whole child.

Our Vision: Fostering a deep partnership with families, every student will be college or career ready through a rigorous academic program delivered in an environment of support, understanding, and emotional safety. Our students are and will continue to be resilient, empathetic, and prepared for life.

Core Values:

- Collaboration
- Growth Mindset
- Life-long learning
- Interdependency
- Accountability
- Empathy

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	17
Grade 1	10
Grade 2	9
Grade 3	9
Grade 4	10
Grade 5	6
Grade 6	6
Grade 7	1
Grade 8	4
Total Enrollment	72

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Hispanic or Latino	6.9
White	84.7
Two or More Races	8.3
Socioeconomically Disadvantaged	80.6
Students with Disabilities	6.9
Homeless	58.3

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 Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	12	11	11	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: February 2020

Textbooks of good 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Starfall ESGI (assessment tool) F&P Scholastic Magazines Renaissance Place AR Reading A-Z Writing A-Z iReady Reading and Toolbox NewsELA Kahoot Premium Amplify ELA K-8	Yes	0
Mathematics	California Go Math! Copyright 2015, iReady Toolbox	Yes	0
Science	Mystery Science, Generation Genius, TCM Science, Green Ninja	Yes	0
History-Social Science	Houghton Mifflin Social Science, History Alive! by Teacher's Curriculum Institute, TCM (K-5)	Yes	0
Health	5th and 8th graders do a yearly Health Unit		0
Visual and Performing Arts	An hour each of comprehensive music and fine arts instruction are delivered to kindergarten through fifth grade students weekly. A twice weekly music elective and daily fine arts and drama electives are offered to students in grades 3-8.		0

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

School Facility Conditions and Planned Improvements

In 2018, half of the Paradise site was burned. By June of 2020, the school had been rebuilt and ready for occupancy. Still standing from the fire, our Kinder, 1st grade, 2nd grade, and 3rd grade classrooms underwent a complete renovation (paint, carpet, lighting, new cabinets and flooring). New portable buildings were installed to finish off the remainder of the campus. We added a middle school building which included student bathrooms and two classrooms. We also added another portable wing which houses our 4th grade, 5th grade, Intervention, and Art/After School Care rooms. Finally, we added a multipurpose portable building which houses our cafeteria.

We plan to replace the roofing in our admin building, our Kinder wing, and our middle school portables as we have just learned the roof needs to be replaced. That is expected to be complete by the beginning of the 2021-2022 school year.

We replaced the play structure that burned in the fire with a state of the art play structure that fall in the guidelines of a safe structure. We also installed new swings for the students to play on at recess.

School Facility Good Repair Status

Using the **most recently collected** 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: September 2020

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 Rating	Good	

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	50	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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. 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. The school partners with parents by seeking input to help guide the LCAP.

Additionally, CCCS offers monthly Parent Cafe meetings where parents are provided with training and resources to enhance school and family partnership. Parents also participate in annual LCAP meetings where data analysis and input are given in order to provide the best education possible with LCFF funds. Monthly newsletters help families to stay informed. Families can access our website which has all federally mandated information concerning our program. Each class has their own Face Book page where daily and/or weekly communication takes place.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	1.3	6.6	4.1	3.5	3.5
Expulsions	0.0	0.0	0.3	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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).

All Staff Training on Safety Plan - August 20, 2020
Board Approved Updated Safety Plan - February, 2020
Monthly Safety Drills - August 2020-May 2021

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)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		1		21		1		9	2		
1	22		1		22		1		10	1		
2	24		1		24		1		9	1		
3	24		1		24		1		9	1		
4	27		1		24		1		10	1		
5	28		1		28		8		6	1		
6	25		7		24		7		6	8		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

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

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9199	\$520	\$8,879	\$58,631
District	N/A	N/A	\$4,894	\$66,202
Percent Difference - School Site and District	N/A	N/A	57.9	-12.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	13.6	-25.4

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to the core academic program, the school funded the following enrichment programs: art, ceramics, music, computer and technology instruction, and STEAM.

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. Eighth grade students identified as mathematically gifted are given differentiated instruction and allowed to work at their own pace. Additionally, they receive small group enrichment instruction one time weekly.

A focus on effective PLCs creates a collaborative environment for teachers to respond to academic and behavioral needs of students.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,000	\$47,145
Mid-Range Teacher Salary	\$57,364	\$74,952
Highest Teacher Salary	\$98,912	\$96,092
Average Principal Salary (Elementary)	\$97,886	\$116,716
Average Principal Salary (Middle)	\$96,006	\$120,813
Average Principal Salary (High)	\$112,067	\$131,905
Superintendent Salary	\$162,400	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		29	35

The main focus for professional development for the 2020-21 school year has been on researched based systems of support such as PBIS (Positive Behavior Intervention and Supports) and PLCs (Professional Learning Committees). CCCS is committed to integrating a Multi-Tiered System of Support (MTSS) in order to address the whole child through analyzing social/emotional, behavioral, and academic evidence. Staff meet once a week for one or two hours to analyze data, discuss best teaching strategies, and plan instruction based on evidence to support students. The CCCS staff have been trained by PLC at Work experts on how to effectively collaborate through a system that is intentional. Our staff has learned the science of effective collaboration through group norms, essential standards, common rubrics, common formative assessments, and meaningful vertical articulation.

CCCS staff have also been trained on PBIS Tier 1 and 2 whole school strategies. A whole school Tier 1 implementation has taken place focusing on Positive Behavior school-wide. Every staff member has been trained to recognize students for positive behavior in four core areas (respect, responsibly, safety, and preparedness). Monthly Hawk of the Month awards recognize students for positive character. Professional Development has focused on SEL

(Social Emotional Learning) and CCCS has integrated Sanford Harmony and Second Step SEL curriculum. Staff have been trained in Trauma Informed Practices, Restorative Practices, Circles to Build Community, Transforming Schools to be Culturally Responsive, ADHD and Classroom Strategies, CPI, and PBIS. Much of our training has been on trauma informed practices due to the 2018 Campfire which affected our entire school population.

Other Professional Development has been on John Hattie's research and best teaching strategies, specifically on Teacher Clarity which research shows can move a student's achievement by two years if implemented correctly. Staff has also been trained on the importance of a living breathing mission and vision statement as well as how to analyze school data through the California Dashboard.