

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School Information	
School Name	Children's Community Charter School
Street	6830 Pentz Road
City, State, Zip	Paradise, CA 95969
Phone Number	530.872.2227
Principal	Bruce Crist
E-mail Address	bruce.crist@comcast.net
District Information	
District Name	Paradise Unified School District
Phone Number	530.872.6400
Web Site	www.pusdk12.org
Superintendent	Steve Jennings
E-mail Address	cjohnson@pusdk12.org

### School Description and Mission Statement

This section provides information about the school's goals and programs.

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The goal of the Children's Community Charter School is to incorporate parent participation on a small campus in an environment where teachers facilitate the student's learning process with high academic and behavioral expectations. The focus is on an integrated curriculum emphasizing the knowledge to function in our diverse society. We strive to entrust children as authorities of their own education and to develop a passion for learning. Our goal is to provide a strong foundation in basic academic skills and content knowledge. CCCS academic standards and curriculum content is consistent with the California State Standards and Framework's educational content. In addition, it is our goal to develop students' abilities to gather information, analyze action and contribute to a global society. Our educational strategies focus on "best practices" and a cooperative model between parents, teachers and students. Teachers are facilitators of the learning process and parents are actively involved in the supportive roles that benefit the school's goals.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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The Children's Community Charter School believes parent involvement is a very important factor in a child's education. Researchers and educators agree parent involvement improves student achievement, and cooperative school programs and active participation positively affect achievement in school. Children's Community Charter School offers a dynamic way to compound the strength of parental involvement through a cooperative participation program 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.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	21	Grade 8	26
Grade 1	20	Grade 9	0
Grade 2	20	Grade 10	0
Grade 3	19	Grade 11	0
Grade 4	27	Grade 12	0
Grade 5	27	Ungraded Elementary	0
Grade 6	24	Ungraded Secondary	0
Grade 7	27	Total Enrollment	211

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.3	White (not Hispanic)	86.7
American Indian or Alaska Native	1.4	Multiple or No Response	0.0
Asian	0.5	Socioeconomically Disadvantaged	8.7
Filipino	0.0	English Learners	0.0
Hispanic or Latino	7.6	Students with Disabilities	3.0
Pacific Islander	0.5	---	---

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-2004			2004-2005			2005-2006				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20		21-32	33+		
K				20.0	2			21.0		2	
1				20.0	1			20.0	1		
2				20.0	1			20.0	1		
3				20.0	1			19.0	1		
4	26.0		1	26.0		1		27.0		1	
5	26.0		1	26.0		1		27.0		1	
6	26.0		1	21.0		1		24.0		1	
K-3	19.0	5									
3-4											
4-8											
Other											

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

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The Children's Community Charter School's safety plan exists to ensure the health and safety of all students and staff members all year long. The plan is reviewed annually by all staff members. Adults supervise students before, during and after school. Supervision is provided one-half hour before school begins, one hour after school, and also in our loading areas during student pickup times. Teachers and staff members assist each child being picked up to ensure safety to their cars. Students are 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).

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

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The philosophy and practices that support the concept of a cooperative educational program at the Children's Community Charter School promotes a positive learning environment. Each staff member, parent and student strives to work together to create and promote a positive school culture. Each student and parent receives and acknowledges a copy of the school's Behavior Expectation Plan and school and playground guidelines. This information is regularly reviewed and reinforced throughout the school year.

Currently, CCCS utilizes the "WiseSkills" character education program at all grade levels as a means to promote positive student behavior and promote cooperative values in our students.

Weekly schoolwide patriotic observances and communication at the flagpole also bring our school community together in a positive way. Communication through newsletters, Important Date Reminders and the announcement board in the front of the school informs the parents and community members of current events and important dates.

In addition, electives and enrichment programs such as drama, music, fine arts, computer proficiency, physical education, outdoor education, woodshop, intervention programs, middle school homework club, GATE program and schoolwide events contribute to a positive learning environment. CCCS actively supports competitive athletics in grades four through eight. Parent involvement and education classes assist parents with instructional and support roles at home to build strong parental involvement to support student academic and behavioral achievement resulting in a positive school environment.

### Suspensions and Expulsions

This table displays the number of suspension and expulsion incidents at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Suspensions	36	23	0	137	112	154
Expulsions	0	0	0	1	5	0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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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 nine classrooms, two student restrooms and a maintenance room housed in two buildings, a beautifully remodeled office and 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 library, a large multipurpose instructional area, two rooms for individual instruction, snack bar, restrooms and storage. The maintenance and cleanliness of our school is facilitated by our dedicated school operations manager and assisted by parents, staff and students.

## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair	Repair Needed and Action Taken or Planned
Gas Leaks	[X]	
Mechanical Systems	[X]	
Windows/Doors/Gates (interior and exterior)	[X]	
Interior Surfaces (walls, floors, and ceilings)	[X]	
Hazardous Materials (interior and exterior)	[X]	
Structural Damage	[X]	
Fire Safety	[X]	
Electrical (interior and exterior)	[X]	
Pest/Vermin Infestation	[X]	
Drinking Fountains (inside and outside)	[X]	
Restrooms	[X]	
Sewer	[X]	
Playground/School Grounds	[X]	
Other	[X]	

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-2004	2004-2005	2005-2006	2005-2006
With Full Credential	10	10	11	280
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	---	0	0
Total Teacher Misassignments	---	0	0
Vacant Teacher Positions	---	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	81.8	18.2
All Schools in District	93.0	7.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	91.0	9.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Our district works diligently to provide qualified substitutes in the event a teacher should be absent. Teacher qualifications are a priority. Occasionally no one is available from the substitute pool and a teacher or administrator from the school must fill in. There are currently 85 teachers in our substitute pool with full or emergency credentials. This number has decreased from 114 in the past year; however, student population has also decreased. Recruitment for qualified substitutes is ongoing.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The district's evaluation program for all teaching staff meets Education Code requirements and focuses on the identification of sound teaching that aligns with the California Teaching Standards. Emphasis is placed on the support and development of new teachers and continuing professional growth for veteran teachers. All probationary and temporary teachers are evaluated yearly and permanent teachers every third year. Teachers set improvement goals for the year they are evaluated and professional growth goals between evaluations. Probationary teachers receive formal observations while permanent staff have a menu of evaluative experiences to choose from. Teachers who are identified as needing improvement are placed on "Professional Improvement Status" with documentation of progress and recommendations for future status. Individuals continuing to need improvement are placed on "Intensive Assistance Status" and then "Conditional Intensive Assistance Status." The final result of unsatisfactory performance could be termination. The results of teacher evaluation are confidential between the individual teacher and district.

Each teacher is required to participate in 21 hours of staff development every year. Opportunities are provided by the district after school and during the summer. During the past three years two total work days have been set aside for staff development. Some schools have utilized early release days for students to provide staff development for teachers at those sites.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		--
Library Media Services Staff (paraprofessional)		--
Psychologist	.3	--
Social Worker		--
Nurse	.05	--
Speech/Language/Hearing Specialist	.05	--
Resource Specialist (non-teaching)		--
Other		--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics		
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$50,435
Percent Difference – School Site and District	---	---		
State	---	---	\$4,743	\$54,823
Percent Difference – School Site and State	---	---		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

## Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,340	\$36,796
Mid-Range Teacher Salary	\$44,869	\$54,062
Highest Teacher Salary	\$68,680	\$68,679
Average Principal Salary (Elementary)	\$76,518	\$83,916
Average Principal Salary (Middle)	\$73,798	\$86,752
Average Principal Salary (High)	\$82,112	\$92,915
Superintendent Salary	\$96,217	\$121,387
Percent of Budget for Teacher Salaries	39.7	40.2
Percent of Budget for Administrative Salaries	4.6	5.8

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	70	68	71	44	46	47	36	40	42
Mathematics	66	65	67	32	37	39	34	38	40
Science	65	52	56	41	35	42	25	27	35
History-Social Science	36	25	22	34	33	33	29	32	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino	67	50	*	*
Pacific Islander				
White (not Hispanic)	72	69	58	23
Male	60	65	41	25
Female	83	69	70	18
Economically Disadvantaged	47	53	*	*
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	76	68	62	53	52	55	43	41	42
Mathematics	78	83	55	53	53	57	51	52	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	64	57
Male	46	46
Female	78	65
Economically Disadvantaged	*	*
English Learners		
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	51.9
7	14.8

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-2004	2004-2005	2005-2006
Statewide	10	9	9
Similar Schools	10	10	9

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		API Score	
	2003-04	2004-05	2005-06	2006
All Students at the School	-16	-5	6	863
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-24	-3	5	869
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

No schools in the district were under sanctions or in state intervention programs.

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Children's Community Charter School teachers pride themselves on the quality of instruction they provide for all students at all grade levels and they continue to seek professional development opportunities where they can hone their craft. The Children's Community Charter School, working with Paradise Unified School District, is committed to educational excellence and providing an educational option on the Paradise Ridge.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

In 2005/2006 the district provided a staff development program for teachers and staff through workshops offered in summer sessions, after school and on minimum days. Staff development activities were both site-based to meet school needs and district-sponsored. Teachers attended a minimum of twenty-one hours of training on standards-based instruction and strategies to improve student achievement and the core content areas that include mathematics, English language arts, science, social studies and technology. Teachers were supported in implementation of new instructional strategies through collaboration and coaching by teacher leaders and administrators at the district and site levels. Teachers were offered the opportunity to participate in AB 466 Reading/Language Arts or Mathematics to learn how to effectively use adopted programs

Administrators participated in ongoing staff development in developing effective leadership through reading educational articles/research and monthly meetings. Several administrators participated in AB 75 Administrative Leadership Training.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36000	36,000
1	50400	50,400
2	50400	50,400
3	50400	50,400
4	54000	54,000
5	54000	54,000
6	54000	54,000
7	54000	54,000
8	54000	54,000

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Children's Community Charter School utilized thirty-six minimum days during the 2005/2006 school year to provide time for staff development and collaboration.