

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

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 on the SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
School Name	Children's Community Charter School	District Name	Paradise Unified School District
Street	6830 Pentz Road	Phone Number	530.872.6400
City, State, Zip	Paradise, CA 95969	Web Site	www.pusdk12.org
Phone Number	530.872.2227	Superintendent	Roger Bylund
Principal	Bruce Crist	E-mail Address	cjohnson@pusdk12.org
E-mail Address	bcrist@paradisecacs.org	CDS Code	04-61531-6113765

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

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. 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. Ample opportunities exist for students to learn in a project-based model. The CCCS middle school program incorporates an extensive electives program, while enrichment specialists in art, music and drama are incorporated at all grade levels.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

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

The Children's Community Charter School believes parent involvement is a key 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 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.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

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

Grade Level	Number of Students
Kindergarten	20
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	28
Grade 5	26
Grade 6	27
Grade 7	25
Grade 8	27
Total Enrollment	213

[Student Enrollment by Group \(School Year 2007-08\)](#)

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	0.47%	White (not Hispanic)	88.26%
American Indian or Alaska Native	0.94%	Multiple or No Response	0.94%
Asian	0.94%	Socioeconomically Disadvantaged	14%
Filipino	0%	English Learners	0%
Hispanic or Latino	8.45%	Students with Disabilities	4%
Pacific Islander	0%		

[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	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	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+	1-20	21-32	33+
K	21		2		20	2			20	1				
1	20	1			20	1			20	1				
2	20	1			20	1			20	1				
3	19	1			20	1			20	1				
4	27		1		24		1		27		1			
5	27		1		27		1		27		1			
6	24		1		20	1			27		2			
K-3														
3-4														
4-8														
Other														

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

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

The 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 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).

[Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	6.7	0.0	15.5	16.5	0.0
Expulsions	0.0	0.0	0.0	1.1	1.1	0.0

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

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

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 \(School Year 2008-09\)](#)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	Filters are changed regularly. Maintenance is continuous.
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	Minor adjustments on all hardware is done by site staff.
Interior Surfaces (walls, floors, and ceilings)	[X]	[]	[]	Walls are painted and repairs are made on an on-going basis.
Hazardous Materials (interior and exterior)	[X]	[]	[]	Chemical cleaners are stored out of reach of children. Material Safety Data Sheets (MSDS) are kept on site and updated regularly.
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	Fire extinguishers are serviced yearly and checked monthly. Fire Life Safety (FLS) strobe lights in restrooms are checked regularly.
Electrical (interior and exterior)	[X]	[]	[]	Emergency lighting is checked regularly. Power taps and extension cord use as a power source needs to be restricted per California Fire Code.
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	Drinking fountains receive regular maintenance.
Restrooms	[X]	[]	[]	Restrooms are in good order, clean and well stocked.
Sewer	[X]	[]	[]	The site is on a septic system that is evaluated as required.
Playground/School Grounds	[X]	[]	[]	The school grounds are checked and maintained on a regular basis by parents and staff.
Roofs	[X]	[]	[]	All roofs are in good repair.
Overall Cleanliness	[X]	[]	[]	The site is in good repair, clean and well maintained.

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[X]	[]	[]	[]

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In addition to five after school professional development opportunities held at the school, CCCS has one full day of professional development scheduled during the academic calendar year. Teachers are encouraged to attend district-sponsored training events as well as those provided outside of the district. Professional development is considered an important element of our school's commitment to excellence.

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 on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	11	11	11	245
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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	100.0%	0.0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100.0%	0.0%

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	0	0
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

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.

Textbooks of adequate quality and quantity are available for students at all grade levels. Not all materials and textbooks are recently adopted or precisely aligned to California 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 by California State Standards have been identified, then appropriate curriculum materials are selected in support of these standards.

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	Accelerated Reader, Step Up to Writing, Easy Grammar Plus, Rigby, Wright Group, Silver Burdett-Ginn, Zaner Blosser handwriting, core literature extension activities, California Standards Plus, Daily Language Review, Spectrum Phonics, Rebecca Sitton Spelling, Wordly Wise	0
Mathematics	Sadlier Oxford Progress in Mathematics, CA Edition 2008, CA Middle School Mathematics - Concepts and Skills-Course 1&2 by McDougal-Littell, Connected Mathematics, Accelerated Mathematics, Bag It-Box It, Saxon Algebra 1/2, Kim Sutton Math Focus, Otter Institute Math Activities	0
Science	Harcourt Science, Holt California Life Science, Holt California Earth Science, Holt California Physical Science, AIMS, Project Learning Tree	0
History-Social Science	Houghton Mifflin Social Science, History Alive! by Teacher's Curriculum Institute, Harcourt Reflections	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$7,803	\$1,489	\$6,314	\$52,398
District	---	---	\$5,180	\$61,611
Percent Difference – School Site and District	---	---	22%%	-15%%
State	---	---	\$8,117	\$65,808
Percent Difference – School Site and State	---	---	-22%%	-20%%

Types of Services Funded (Fiscal Year 2007-08)

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

In addition to the core academic program, the school funded the following enrichment and elective programs: art, ceramics, competitive athletics, home economics, gardening, elementary music, drama and play production, martial arts, computer and technology instruction, outdoor education, journalism, ROV research and construction and physical education. These classes change each quarter 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 contracts with the Edusoft student assessment system to track student performance and has invested in language arts and mathematics intervention programs and dedicated personnel in an effort to assist these students reach grade level proficiency. Most recently, the school has hired a science teacher and is in the process of securing a science and technology lab to serve students at all grade levels.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,225	\$37,916
Mid-Range Teacher Salary	\$48,638	\$58,151
Highest Teacher Salary	\$74,449	\$75,396
Average Principal Salary (Elementary)	\$78,542	\$91,086
Average Principal Salary (Middle)	\$73,228	\$95,220
Average Principal Salary (High)	\$77,455	\$101,661
Superintendent Salary	\$99,993	\$136,091
Percent of Budget for Teacher Salaries	37.7%	38.5%
Percent of Budget for Administrative Salaries	4.5%	5.8%

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	71	74	72	47	47	47	42	43	46
Mathematics	67	69	78	39	36	39	40	40	43
Science	56	69	98	42	46	51	35	38	46
History-Social Science	22	39	58	33	34	35	33	33	36

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	79	79	*	*
Pacific Islander				
White (not Hispanic)	71	78	98	53
Male	70	79	10	40
Female	76	78	95	*
Economically Disadvantaged	62	73	*	
English Learners				
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
5	19.2
7	28.0

X. 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 API Web page 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	2005-06	2006-07	2007-08
Statewide	9	9	9
Similar Schools	9	8	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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	6	21	18	893
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	5	14	11	887
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2007-08)

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	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

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 AYP Web page 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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	7.7