

Anderson Community Day School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Anderson Community Day School
Street	20083 Olinda Road
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 365-6054
Principal	Megan MacCaughey
Email Address	mmaccaughey@auhsd.net
School Website	https://www.auhsd.net/AndersonCommunityDay.aspx
Grade Span	9-12
County-District-School (CDS) Code	45-69856-4530192

2025-26 District Contact Information

District Name	Anderson Union High School District
Phone Number	(530) 378-0568
Superintendent	Brian Parker
Email Address	bparker@auhsd.net
District Website	http://www.auhsd.net

2025-26 School Description and Mission Statement

Anderson Union High School District has a Community Day School (CDS) program as a component of the Anderson High School District Alternative Education Department. Community Day School provides appropriate education for students with behavioral needs beyond the capacity of that of a typical comprehensive school setting. The Community Day School serves students in 9th through 12th grades and/or students. CDS provides education in two self-contained classrooms. A single teacher per classroom, and a paraprofessional is utilized to instruct all subject areas. This allows for better behavioral consistency, as well as more individualized attention to academics. All curriculum is consistent with California State Standards. The primary goal of CDS is behavioral modification and credit recovery, leading to the eventual transition to a more comprehensive site.

2025-26 School Description and Mission Statement

Mission Statement:
The staff of Community Day School will provide every student the opportunity to develop the knowledge, skills, and character required to be successful students and responsible members of the community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	11
Grade 11	1
Grade 12	1
Total Enrollment	16

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	18.8
Hispanic or Latino	31.3
White	50
English Learners	6.3
Homeless	12.5
Socioeconomically Disadvantaged	68.8
Students with Disabilities	18.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	42.02	62	78.06	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.2	2.77	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	58.82	9.9	12.47	11953.1	4.28
Unknown/Incomplete/NA	0	0	5.3	6.69	15831.9	5.67
Total Teaching Positions	1.1	100	79.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.7	40	58.2	74.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	1.09	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.2	2.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	52.22	9.1	11.69	11746.9	4.23
Unknown/Incomplete/NA	0.1	7.22	7.7	9.95	14303.8	5.15
Total Teaching Positions	1.8	100	78.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	34.04	54	72.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.7	1	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.8	2.42	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	65.53	9.4	12.7	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.6	11.61	13705.8	4.91
Total Teaching Positions	2.3	100	74.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.70	0.9	1.5
Total Out-of-Field Teachers	0.70	0.9	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Community Day has access to all district adopted text books. Additionally, teaching staff utilizes multiple sources for instructional materials to adapt curriculum for multiple levels and modalities.

Year and month in which the data were collected September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature & Language Arts, 3, 4, 5, 6 Literature and Composition: Reading, Writing, Thinking AP Literature & Composition AP The Language of Composition My Perspectives	0
Mathematics	A Blueprint for the Foundation of Algebra Algebra & Trigonometry Algebra 2 Algebra Connections Algebra I College Preparatory Mathematics (CPM) 2 Discovering Advanced Algebra Discovering Algebra Discovering Geometry Precalculus with Trigonometry Calculus: Graphical, Numerical, Algebraic Living by Chemistry 2nd Edition Statistical Reasoning in Sports The Practice of Statistics	0
Science	AGS Biology AGS Earth Science AGS General Science AGS Physical Science Atlas of the Human Body Chemistry in the Community Conceptual Physics Earth Science Essentials of Anatomy and Physiology Fundamentals of Anatomy & Physiology	0

	Modern Biology Modern Chemistry Principles of Physics Science and Sustainability The Art of Floral Design	
History-Social Science	AGS Economics AGS Geography AGS United States Government AGS United States History AGS World History Drive Right Economics Today and Tomorrow Government in America: People, Politics and Policy Magruder's American Government Modern World History: Patterns of Interaction The American Pageant The Americans: Reconstruction to the 21st Century The Earth and Its People: A Global History Traditions and Encounters We the People World Geography: Building a Global Perspective World History - A Modern World Economics World History: Patterns of Interaction The Cultural Landscape; An introduction to Human Geography	0
Foreign Language	Nuevas Vistas Preparing for the Language Examination Signing Naturally Ven Conmigo - Album Ven Conmigo - Level 1 Ven Conmigo - Level 2 Ven Conmigo - Level 3 Descubre - 1, 2, 3	0
Health	AGS Life Skills Creative Living Culinary Essentials Skills for Personal & Family Living The Developing Child Agriscience: Fundamentals The Culinary Professional	0
Visual and Performing Arts	Art Talk Introduction to Theatre Arts	0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

Anderson Community Day School is located in a building that was erected in 1992. The site includes one building with two classrooms. There is a cart with 20 wifi enabled Chromebooks. The CDS site is in close proximity to Anderson High School and North Valley High School.

The janitorial staff cleans on a weekly basis, and maintenance staff assists when indicated maintenance is warranted. The Anderson Union High School District IT department monitors and provided needed maintenance. The CDS campus is designated as a closed campus, as well as has posted no smoking/vaping signs.

The district continues to maintain a deferred maintenance program despite legislative changes affecting the funding and requirements of the traditional State School Deferred Maintenance program. The district budgets for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	December 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			20.06	26.01	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

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

2024-25 Career Technical Education Programs

The Anderson Union High School District offers multiple courses aligned with California Industry Sector Pathways.

The Freshman Career Choices curriculum serves as the foundation for helping students identify career interests and explore available Career Technical Education (CTE) pathways. Nearly all students participate in CTE coursework, gaining valuable real-world experience and developing industry-standard skills applicable to postsecondary education and the workforce.

Another strength of the program is its ability to prepare students for enrollment in the Shasta-Trinity Regional Occupation Center (ROC). Through this partnership, students may pursue pathways in Firefighting, Administration of Justice, Culinary Arts, Medical Careers, Cosmetology, Careers with Children, Cisco Networking, and Automotive Technology. Students who complete a ROC program develop essential job skills and workplace confidence, enabling them to be competitive in both the job market and college studies. This career-focused educational programming supports students beyond their time in the Community Day School program and into postsecondary and workforce opportunities.

CTE Advisory Committee

The CTE Advisory Committee includes representatives from industry and postsecondary education with expertise in welding mechanics, fabrication, business, heavy equipment, construction trades, and related technical fields. The committee provides guidance to ensure program alignment with current industry standards and workforce needs.

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parental involvement is paramount in a student being successful at Anderson Community Day School (ACDS). Information regarding school activities/transportation is relayed via the Parent Square communication program. Additionally, all parents have phone/email access to the CDS teachers, and/or administration. All parents may access information via phone: (530) 365-6054

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate		--	--	10.1	7	6.2	8.2	8.9	8
Graduation Rate		--	--	83.5	85.3	87.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	46	32	32	100.0
Female	23	19	19	100.0
Male	22	13	13	100.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	11	11	100.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	14	14	100.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	42	29	29	100.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
25.64	50	36.96	10.13	11.29	11.37	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	4.17	2.17	0.06	0.28	0.17	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	36.96	2.17
Female	43.48	0.00
Male	31.82	4.55
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	50.00	7.14
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	30.43	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	35.71	2.38
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The Community Day School Safety Plan was most recently reviewed by the Site Council in January 2026. The purpose of the School Safety Plan is to provide staff, students, and the community with clear information regarding how school and community personnel and resources are utilized during emergency situations.

Community Day School is staffed by two teachers and one paraprofessional and serves up to 24 students, based on program need. This high staff-to-student ratio allows for increased supervision and enhanced student oversight. All visitors are required to check in through the front office, and established procedures are in place to notify the main office in the event of an unauthorized or suspicious individual. In such cases, office staff immediately alert all faculty and staff.

Parents and guardians may review the School Safety Plan upon request through the school office.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	4	0	0
Mathematics	5	3	0	0
Science	7	2	0	0
Social Science	5	3	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	4		
Mathematics	3	7		
Science	5	4		
Social Science	4	6		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	2		
Mathematics	3	5		
Science	4	4		
Social Science	5	6		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	200

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,016.00	\$2,049.00	\$7,967.00	\$82,888.00
District	N/A	N/A	\$9,535.00	\$87,608
Percent Difference - School Site and District	N/A	N/A	-17.9	0.0
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-29.9	-12.3

Fiscal Year 2024-25 Types of Services Funded

Services as defined in the district's Local Control Accountability Plan (LCAP)
 Title I (Part A)
 School Safety & Violence Prevention
 IMFRP Instructional Material
 LCFF Supplemental/Concentration

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & 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	\$46,574	\$59,531
Mid-Range Teacher Salary	\$82,192	\$95,178
Highest Teacher Salary	\$113,959	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$133,245	\$163,784
Superintendent Salary	\$199,300	\$227,673
Percent of Budget for Teacher Salaries	24.87%	26.91%
Percent of Budget for Administrative Salaries	4.3%	5.63%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

The primary areas of focus for staff development are Credit Recovery and Restorative Practices. Student performance, credit achievement and attendance data are used to determine the need for professional development. Professional development is delivered in after school workshops, conference attendance, and individual mentoring. Teachers are supported during implementation through teacher/admin coaching, and through student performance data reporting. Staff development focuses on best instructional practices, restorative practices, assessment, and collaboration. The district uses three full days dedicated to staff development, providing in-service opportunities for all staff. Staff is encouraged to attend local regional, and national conferences specific to their area of instruction. Each site has collaboration time dedicated in their schedule to promote exchange of ideas.

Teachers are supported throughout the year with formal and informal evaluation. The district has four Instructional coaches who coordinate efforts to improve instruction. Student performance data is gathered through CST and benchmark testing.

For the previous three school years, we had three days each year dedicated to staff and professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9		17