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2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fj/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.

Katie Kohler, Principal

- Principal, Chicago Park Community Charter

About Our School

Chicago Park School is such a unique and special place. It is truly an honor to serve the students, staff and the Chicago Park Community.

Contact

Chicago Park Community Charter
15725 Mount Olive Rd.
Grass Valley, CA 95945-7906

Phone: 530-346-2153

Email: katiek@chicagoparkschool.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Chicago Park Elementary
Phone Number	(530) 346-2153
Superintendent	Katie Kohler
Email Address	katiek@chicagoparkschool.org
Website	www.chicagoparkschool.org
School Contact Information (School Year 2020–2021)	
School Name	Chicago Park Community Charter
Street	15725 Mount Olive Rd.
City, State, Zip	Grass Valley, Ca, 95945-7906
Phone Number	530-346-2153
Principal	Katie Kohler, Principal
Email Address	katiek@chicagoparkschool.org
Website	www.chicagoparkschool.org
County-District-School (CDS) Code	29663160125013

Last updated: 1/27/2021

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

We are a school district composed of students, parents, staff, and community who are committed to promoting independent thinking and lifelong learning for all. Our mission is to provide a program that respects the right of every student to a quality education in a positive environment while fostering the responsibilities that protect the rights of others.

Chicago Park Community Charter is a small, public school for grades Transitional Kindergarten to eighth that was established in 2011. It is located just off scenic Route 174, in the beautiful foothills of the Sierra Nevada Mountains.

The educational team of 13 certificated professionals is led by the District Superintendent/Principal, Katie Kohler. Chicago Park School implements innovative standards-based teaching styles that include hands-on learning opportunities in all core subjects. A strong character development program is presented every Friday and weaved into the curriculum the following week.

The school district is proud to create a makerspace to increase STEAM opportunities on campus in the 2020-2021 school year.

A resource specialist, along with trained paraprofessionals, have a high level of success supporting students with an intensive remedial program.

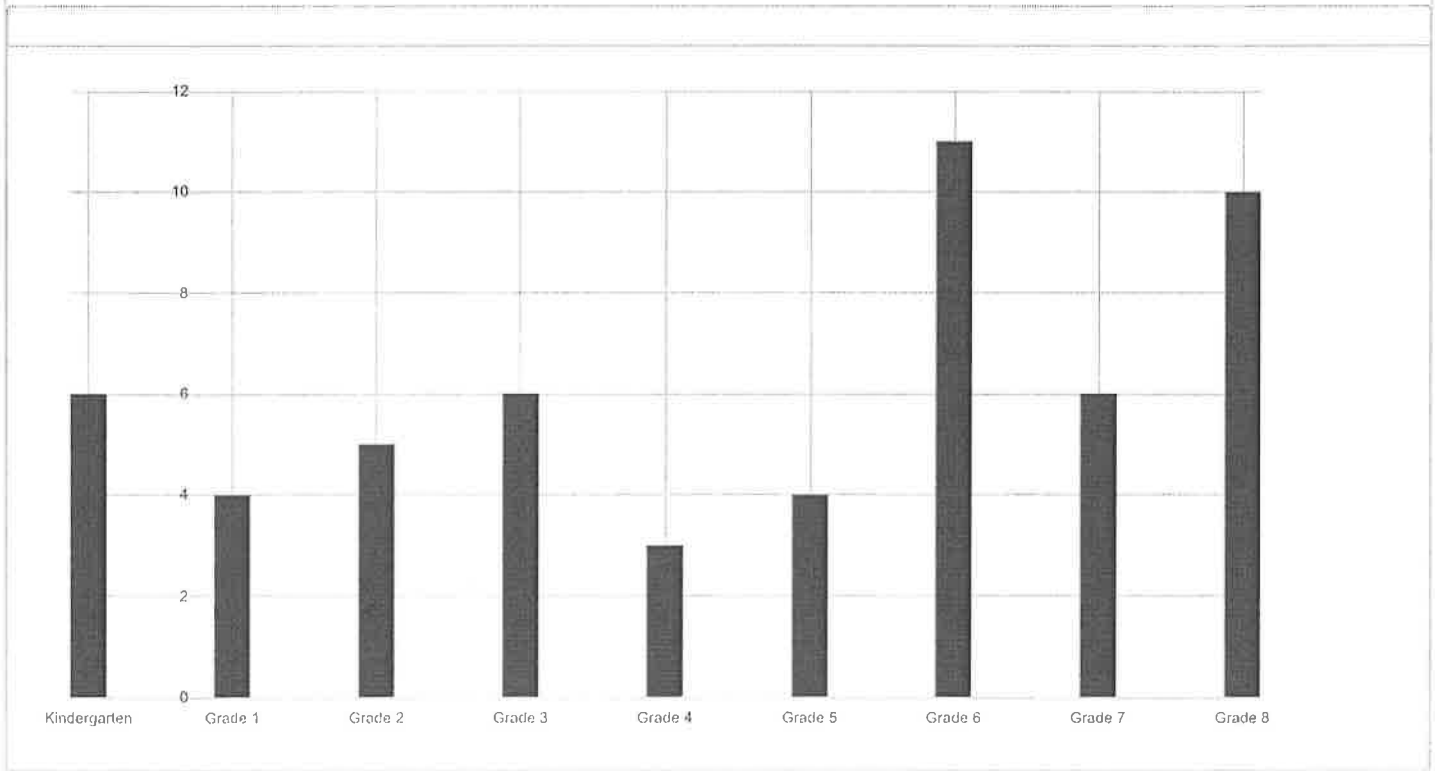
In addition to providing an educational foundation, our school provides programs such as music, art and gardening on a rotating or continual basis.

In 2011, the Chicago Park Community Charter School was introduced as a co-mingled addition to Chicago Park School. Due to this structure, the Teachers' and administrative salaries depicted are for both the Elementary and Community Charter School.

Last updated: 1/29/2021

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

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
Number of Students	6	4	5	6	3	4	11	6	10	55



Last updated: 1/29/2021

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

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	%	1.80 %	1.80 %	%	18.20 %	%
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	50.90 %	%	9.10 %	%	%	

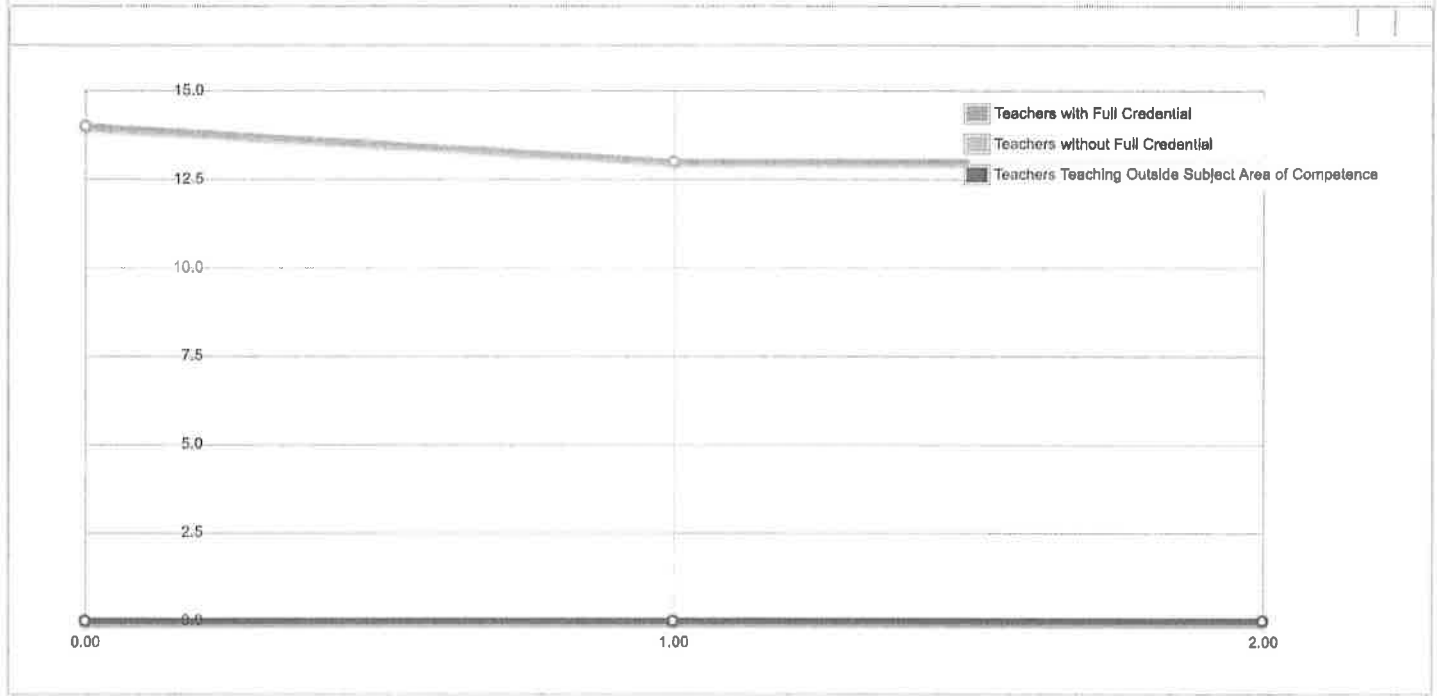
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

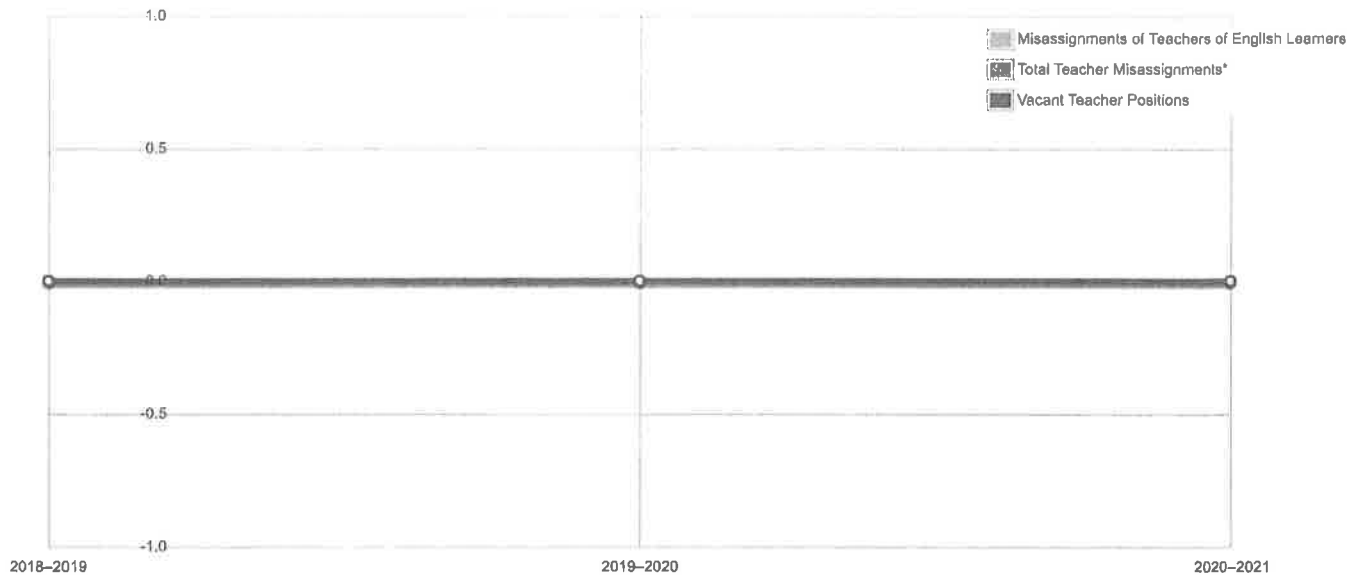
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	14	13	13	13
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/27/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/27/2021

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

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 Houghton Mifflin Hartcourt, 2017 Edition, Journeys 6-8 Houghton Mifflin Hartcourt, 2017 Edition, Collections Online assessment program: TK-8 iReady in ELA	Yes	0.00 %
Mathematics	TK-5 Houghton Mifflin Hartcourt, 2015 Edition, Go Math 6-8 Houghton Mifflin Hartcourt, 2015 Edition, Big Idea Math Online assessment program: TK-8 iReady in Math	Yes	0.00 %
Science	TK-K, 3-5 California Science, Adopted- 2008 from most recent adoption 2009 1-2 McGraw Hill, Adopted- 2011, from most recent adoption- 2008 6-8 Focus on Science, Adopted- 2008, from most recent adoption- 2008	Yes	0.00 %
History-Social Science	TK-, Social Studies Alive!, Publisher: Teachers' Curriculum Institute (TCI) 2016 6-8, History Alive!, Publisher: Teachers' Curriculum Institute (TCI) 2016	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

The District completes the School Facilities Condition Evaluation on an annual basis. The evaluation is used to identify and remedy any potential problem areas. A copy of this report is available by speaking to the school principal. Any complaints regarding facilities are reported to the Board and County Office of Education on a quarterly basis, as required by the Williams Act of 2005.

We currently have adequate facilities to meet the student population. The school grounds, building, and restrooms are in very good condition, and are maintained in good repair with an overall rating of good.

In October 2018, the Chicago Park School District was notified by OPSC that we qualify for a minimum of \$582,102 and a maximum of \$810,474 for a Modernization Grant. Chicago Park School is currently waiting to find out when funds will be available.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2020

Overall Rating	Good
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State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

**CAASPP Test Results In ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	N/A	52.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	51.0%	N/A	43.0%	N/A	39%	N/A

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

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

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

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

Last updated: 1/27/2021

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

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

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

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

Last updated: 1/27/2021

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

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

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

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

Last updated: 1/27/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	36	N/A	43	N/A	30	N/A

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

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

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

Last updated: 1/27/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

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

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

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

Last updated: 1/27/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/27/2021

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

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

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

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

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

Last updated: 1/27/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Parents are a welcomed asset to Chicago Park School. Their involvement on the School Board, Site Council, Charter Advisory Committee, PTA, library, and serving as volunteers in the classrooms is invaluable. Please contact Dawn Withrow to volunteer or for more information.

Last updated: 1/28/2021

State Priority: Pupil Engagement

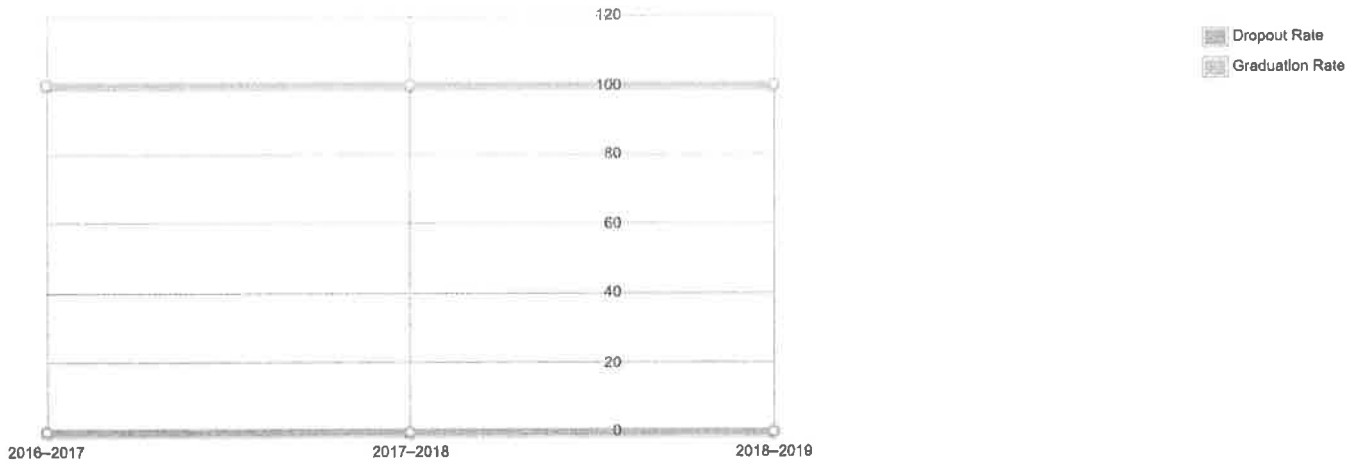
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	9.10%	9.60%	9.00%
Graduation Rate	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/27/2021

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
School 2017-2018	1.40%	0.00%
School 2018-2019	4.30%	0.00%
District 2017-2018	1.50%	0.00%
District 2018-2019	3.50%	0.00%
District 2017-2018	3.50%	0.10%
District 2018-2019	3.50%	0.10%

State
2017-2018

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	Suspensions	Expulsions
School 2019-2020	7.00%	0.00%
District 2019-2020	6.20%	0.00%
District 2019-2020	2.50%	0.10%

State
2019-2020

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

Last updated: 1/27/2021

School Safety Plan (School Year 2020-2021)

Chicago Park School has developed a comprehensive safety plan that identifies major safety concerns, as well as specific prevention and action strategies involving community and local law enforcement agencies. The plan ensures a safe and secure campus, by maintaining a positive learning environment that uses prevention strategies, and emphasizes high expectations for student conduct and is reviewed and updated on an annual basis. The plan is reviewed with the staff and updated by the Safety Committee annually.

Last updated: 1/27/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	9.00	5.00	5.00	5.00	11.00	5.00	9.00	
Number of Classes * 1-20	1	1	1	1	1	1	1	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0

Number of Classes *
33+

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	7.00	8.00	8.00	5.00	4.00	10.00	6.00	0.00
Number of Classes * 1-20	1	1	1	1	1	1	1	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0

Number of Classes *
33+

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	6.00	4.00	5.00	6.00	3.00	4.00	11.00	0.00
Number of Classes * 1-20	1	1	1	1	1	1	1	0
Number of Classes * 21-32	0	0	0	0	0	0	0	0

Number of Classes *
33+

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/27/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size	7.00	7.00	7.00	7.00
Number of Classes * 1-22	2	2	2	2
Number of Classes * 23-32	0	0	0	0

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	8.00	8.00	8.00	8.00
Number of Classes * 1-22	2	2	2	2
Number of Classes * 23-32	0	0	0	0

**Number of Classes *
33+** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	8.00	8.00	8.00	8.00
Number of Classes * 1-22	2	2	2	2
Number of Classes * 23-32	0	0	0	0

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

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

Last updated: 1/27/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10

Number of FTE* Assigned to School

Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	
Social Worker	
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.10

*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.

Last updated: 1/27/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10899.00	\$2126.00	\$8773.00	\$60512.00
District	N/A	N/A	\$10899.00	\$60512.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$71448.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/27/2021

Types of Services Funded (Fiscal Year 2019–2020)

Chicago Park Elementary School offers a wide variety of programs and services. During the regular school day, we offer Classroom Music (grades TK-5), Beginning Spanish (grades 6-8), Electives (grades 6-8), Prevention Plus Family Life (grade 7), and Tobacco Education (grades TK-8). Before and after school, we offer Band (grades 4-8), GATE (grades 4-8), RTI (grades 1-5), Homework Club (grades 4-8), Kuk Sool Won (all grades). The school also employs a full-time RSP teacher, part-time School Counselor, part-time Speech and Language Specialist, part-time P.E. Specialist, and contracts out for psychological assessments when needed.

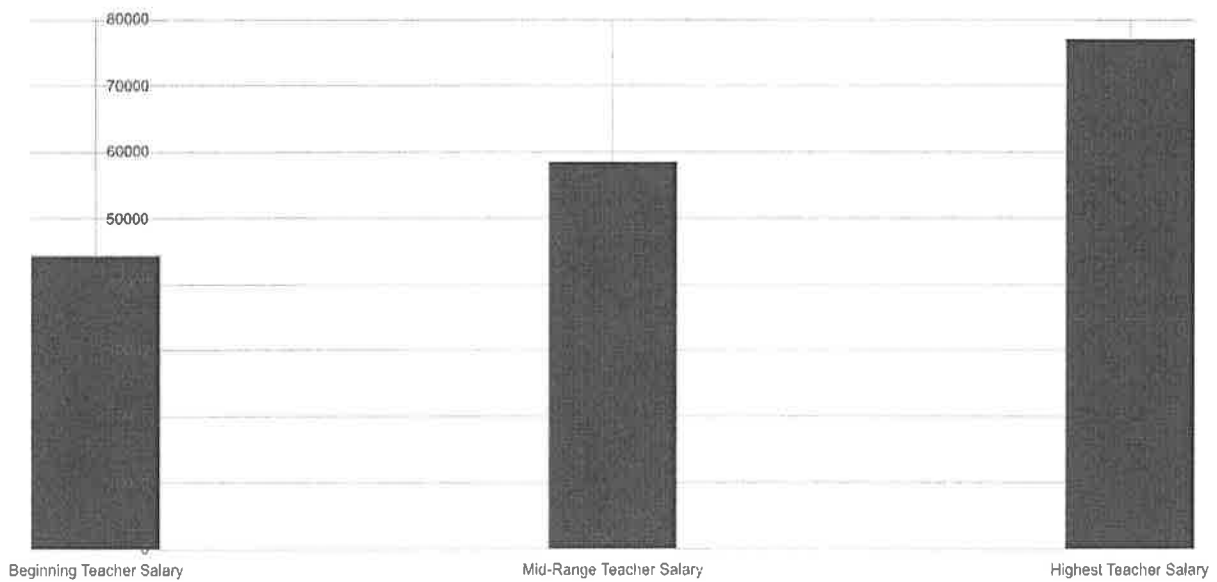
Last updated: 1/27/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,307	\$46,965
Mid-Range Teacher Salary	\$58,413	\$67,638
Highest Teacher Salary	\$77,010	\$88,785
Average Principal Salary (Elementary)	\$72,828	\$112,524
Average Principal Salary (Middle)	\$	\$117,471
Average Principal Salary (High)	\$	—
Superintendent Salary	\$141,702	\$128,853
Percent of Budget for Teacher Salaries	30.00%	30.00%
Percent of Budget for Administrative Salaries	11.00%	6.00%

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

Teacher Salary Chart



Principal Salary Chart



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Last updated: 1/15/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses --

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.

Last updated: 1/15/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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