

Chicago Park Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 15725 Mt. Olive Rd.
Grass Valley, CA , 95945-
7906

Principal: Katie Kohler, Principal

Phone: (530) 346-2153

Grade K-8

Span:

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 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.

About This School

Katie Kohler, Principal

📍 Principal, Chicago Park Elementary

About Our School



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

Contact

Chicago Park Elementary
15725 Mt. Olive Rd.
Grass Valley, CA 95945-7906

Phone: (530) 346-2153
Email: katiek@chicagoparkschool.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Chicago Park Elementary
Phone Number	(530) 346-2153
Superintendent	Kohler, Katie
Email Address	katiek@chicagoparkschool.org
Website	www.chicagoparkschool.org

School Contact Information (School Year 2023–24)

School Name	Chicago Park Elementary
Street	15725 Mt. 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	http://chicagoparkschool.org
County-District-School (CDS) Code	29663166027080

Last updated: 1/10/24

School Description and Mission Statement (School Year 2023–24)

We are a school district of students, parents, staff, and community who are committed to promoting independent thinking and lifelong learning. 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 right of others.

Chicago Park School is a community school established in 1898. It is located just off scenic Route 174, in the beautiful foothills of the Sierra Nevada mountains. Chicago Park Elementary School is a small public school serving student from Transitional Kindergarten through eighth grade.

The educational team of 14 certificated professionals is led by the District Superintendent/School Principal Katie Kohler. Chicago Park Community Charter 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 of its' Makerspace, which was created to increase STEAM opportunities on campus.

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

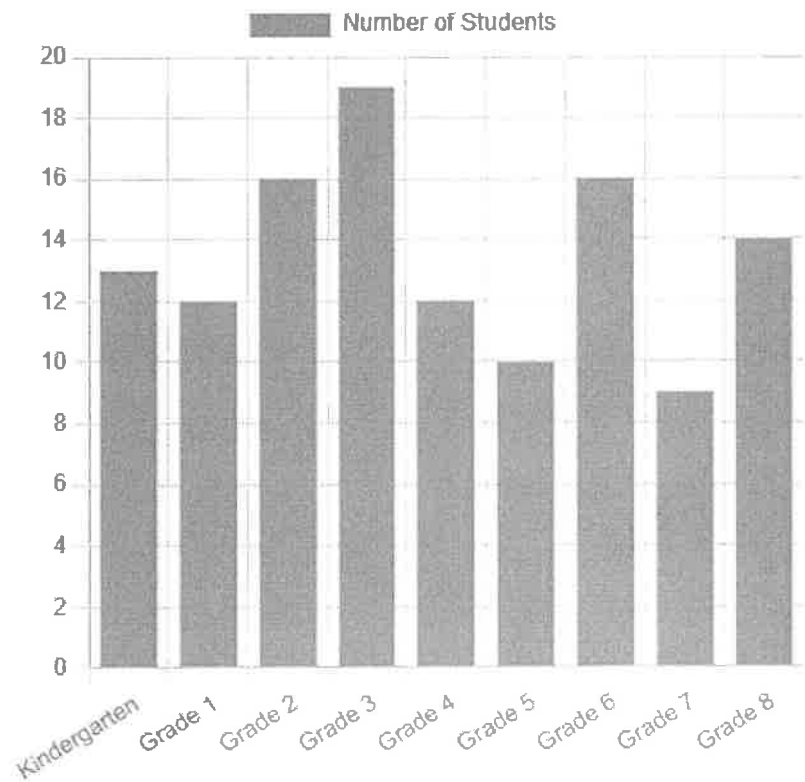
In addition to providing an educational foundation, our school provides programs such as music, art, and gardening on a rotating or continual basis.

In 2011, the Chicago Park Community Charter School was introduced as a co-mingle addition to Chicago Park School. Due to this structure, this SARC will serve to accurately depict both schools/ daily operations in the following data components of report of Average Class Size Distribution, Teacher Data and School finances.

Last updated: 1/23/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	13
Grade 1	12
Grade 2	16
Grade 3	19
Grade 4	12
Grade 5	10
Grade 6	16
Grade 7	9
Grade 8	14
Total Enrollment	121



Last updated: 1/10/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	53.70%
Male	46.30%
Non-Binary	0.00%
American Indian or Alaska Native	1.70%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	14.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.60%
White	77.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	56.20%
Students with Disabilities	13.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	5.10	78.54%	7.40	84.16%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	19.33%	1.20	14.27%	12115.80	4.41%
Unknown/Incomplete/NA	0.10	1.98%	0.10	1.46%	18854.30	6.86%
Total Teaching Positions	6.50	100.00%	8.90	100.00%	274759.10	100.00%

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.

Last updated: 1/10/24

Teacher Preparation and Placement (School Year 2021–22)

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)	5.30	73.85%	7.40	79.89%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	1.67%	0.10	1.28%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	20.31%	1.40	15.61%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	3.76%	0.20	2.89%	15831.90	5.67%
Total Teaching Positions	7.10	100.00%	9.30	100.00%	279044.80	100.00%

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.

Last updated: 1/10/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.10

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.20	1.40
Total Out-of-Field Teachers	1.20	1.40

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		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)	0.00%	0%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: September 2022

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
Mathematics	TK-5 Houghton Mifflin Hartcourt, 2015 Edition, Go Math 6-8 Houghton Mifflin Hartcourt, 2015 Edition, Big Idea Math Online assesment program: TK-8 iReady in Math	Yes	0
Science	TK-8, Accelerated Learning, 2019Edition, StemScopes	Yes	0
History-Social Science	Tk-5, Social Studies Alive, Publisher: Teachers' Curriculum Institute (TCI)2016 6-8, History Alive!, Publisher: Teachers' Curriculum Institute (TCI) 2016	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-	N/A	N/A	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From	Percent
		Most	Students
		Recent	Lacking
		Adoption?	Own
			Assigned
			Copy
12)			

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

Last updated: 1/10/24

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, buildings, and restrooms are in good condition and are maintained in good repair with an overall rating of good.

Last updated: 1/23/24

School Facility Good Repair Status

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, buildings, and restrooms are in good condition and are maintained in good repair with an overall rating of good.

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: August 2023

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	Reduction of fire fuel around buildings by removing flammable debris and, limbing trees.
Structural: Structural Damage, Roofs	Good	Roof over office and Staff Room had an overlay. Roof patched over the Rooms 1,2,3,and 4
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New play structure installed

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Good
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Last updated: 1/23/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	44%	46%	41%	42%	47%	46%
Mathematics (grades 3-8 and 11)	41%	31%	38%	32%	33%	34%

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.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	74	94.87%	5.13%	45.95%
Female	44	42	95.45%	4.55%	50.00%
Male	34	32	94.12%	5.88%	40.63%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	11	11	100.00%	0.00%	54.55%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	60	56	93.33%	6.67%	44.64%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	30	93.75%	6.25%	43.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	11	84.62%	15.38%	27.27%

Note: 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.

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.

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.

Last updated: 1/10/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	75	96.15%	3.85%	30.67%
Female	44	42	95.45%	4.55%	23.81%
Male	34	33	97.06%	2.94%	39.39%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	11	11	100.00%	0.00%	45.45%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	60	57	95.00%	5.00%	28.07%
English Learners	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	31	96.88%	3.12%	12.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	12	92.31%	7.69%	25.00%

Note: 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.

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.

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.

Last updated: 1/10/24

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 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	34.62%	43.48%	34.62%	43.48%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST 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.

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.

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.

Last updated: 1/10/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	23	95.83%	4.17%	43.48%
Female	17	16	94.12%	5.88%	37.50%
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	17	94.44%	5.56%	47.06%
English Learners	0	0	0%	0%	0%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
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.

Last updated: 1/10/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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Last updated: 1/10/24

Career Technical Education (CTE) Participation (School Year 2022–23)

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	--

*Last updated: 1/10/24***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/10/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component				
	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	70%	70%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/10/24

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

Opportunities for Parental Involvement (School Year 2023–24)

Approval of the 2022/2023 School Accountability Report Card (SARC) for Chicago Park Elementary School was made on February 1, 2024. This SARC was made public and posted on our website on February 1, 2024.

Parents are a welcomed asset to Chicago Park Elementary School. Their involvement on the School Board, Site Council, PTA, and serving as volunteers in the classrooms is invaluable. Please contact Stephanie Nagy to volunteer or for more information.

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	133	131	56	42.7%
Female	69	67	29	43.3%
Male	64	64	27	42.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	19	18	7	38.9%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	9	8	4	50.0%
White	103	103	45	43.7%
English Learners	0	0	0	0.0%
Foster Youth	1	1	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	76	74	29	39.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	21	21	8	38.1%

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.

Last updated: 1/10/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.76%	3.10%	3.76%	0.57%	2.33%	5.17%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.76%	0.00%
Female	4.35%	0.00%
Male	3.13%	0.00%
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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.88%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.63%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.76%	0.00%

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

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

The school's comprehensive plan was last reviewed on February 09, 2023.

Chicago Park Elementary School District develops 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 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: 1/10/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1		
1	11.00	1		
2	13.00	1		
3	10.00	1		
4	14.00	1		
5	8.00	1		
6	12.00	8		
Other**				

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	1		
1	16.00	1		
2	21.00		1	
3	12.00	1		
4	9.00	1		
5	17.00	1		
6	10.00	9		
Other**				

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	1	0	0
1	12.00	1	0	0
2	16.00	1	0	0
3	19.00	1	0	0
4	12.00	1	0	0
5	10.00	1	0	0
6	17.00	8	0	0
Other**	0.00	0	0	0

* 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 (Secondary) (School Year 2020–21)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	18.00	2		
Mathematics	18.00	2		
Science	18.00	2		
Social Science	18.00	2		

* 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 2021–22)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23- 32	Number of Classes* 33+
English Language Arts	20.00	2		
Mathematics	13.00	3		
Science	20.00	2		
Social Science	20.00	2		

* 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 2022–23)
(HIGH SCHOOL)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	0	1	0
Mathematics	14.00	2	0	0
Science	14.00	2	0	0
Social Science	14.00	2	0	0

* 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: 1/10/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.05
Psychologist	
Social Worker	
Nurse	0.05
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.30
Other	0.50

* 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: 1/10/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13405.00	\$3020.00	\$10385.00	\$67429.00
District	N/A	N/A	\$10385.00	\$67429.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7606.62	\$75753.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

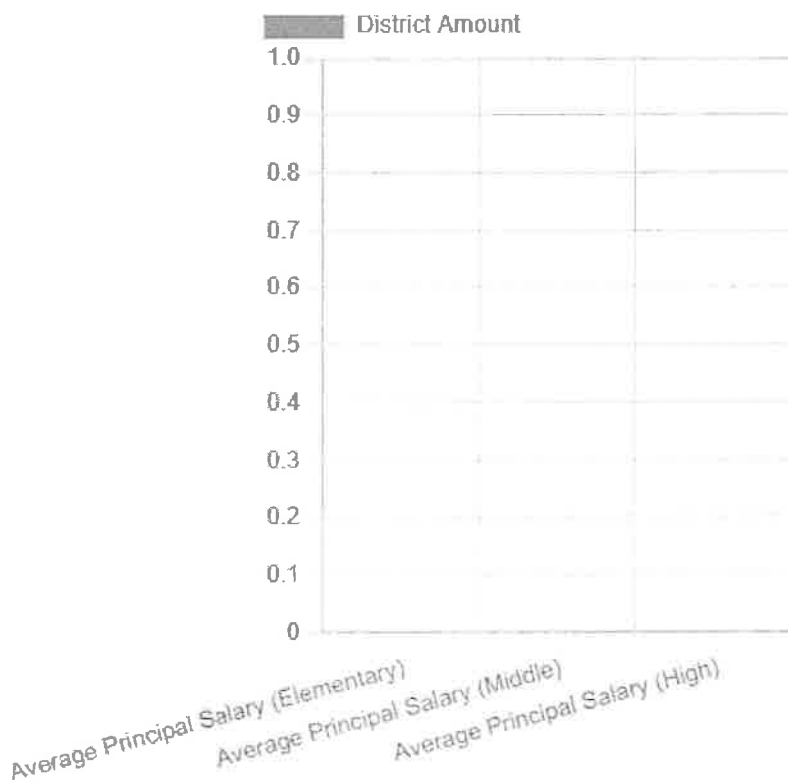
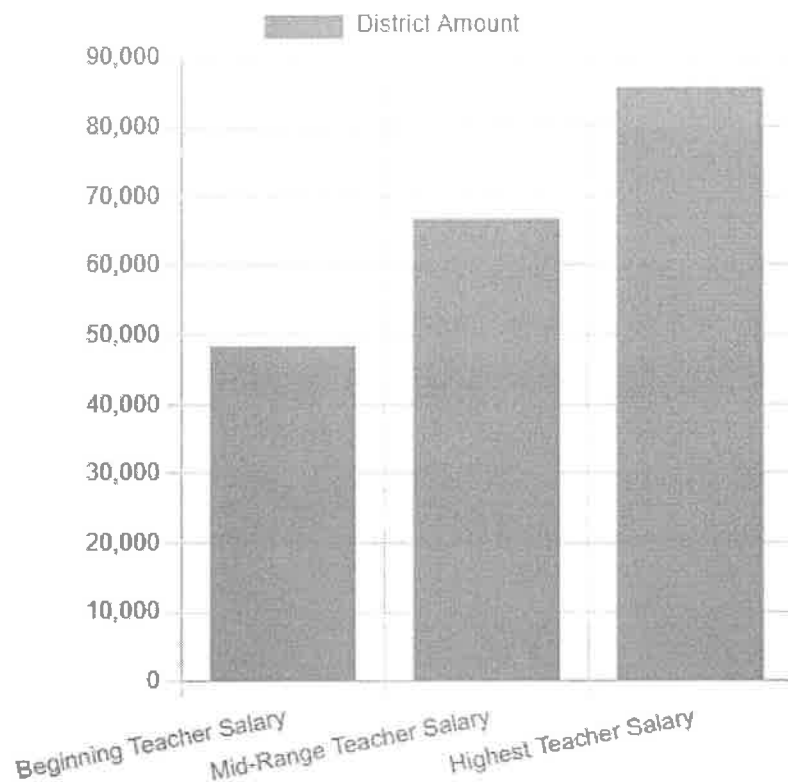
Chicago Park Community Charter has a part-time counselor available to all students. Our counselor holds group meetings once a week for students 6th - 8th. We offer weekly gardening classes for all TK-8th students and art classes for KN-8th students.

Last updated: 1/10/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48397.00	\$48480.69
Mid-Range Teacher Salary	\$66787.00	\$73129.10
Highest Teacher Salary	\$85816.00	\$99406.48
Average Principal Salary (Elementary)	\$0.00	\$117381.01
Average Principal Salary (Middle)	\$0.00	\$128157.93
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$122381.00	\$138991.00
Percent of Budget for Teacher Salaries	31.53%	29.34%
Percent of Budget for Administrative Salaries	10.00%	5.99%

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



Last updated: 1/10/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3