

**Chicago Park Elementary**  
**2023–24 School Accountability Report Card**  
**Reported Using Data from the 2023–24 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	15725 Mt. Olive Rd. Grass Valley, CA , 95945- 7906	<b>Principal:</b>	Katie Kohler, Principal
<b>Phone:</b>	(530) 346-2153	<b>Grade</b>	TK-8
		<b>Span:</b>	

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/>.

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## About This School

### **Katie Kohler, Principal**

📍 Principal, Chicago Park Elementary

#### **Contact**

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

Phone: [\(530\) 346-2153](tel:5303462153)  
Email: [kkohler@chicagoparkschool.org](mailto:kkohler@chicagoparkschool.org)

### Contact Information (School Year 2024–25)

<b>District Contact Information (School Year 2024–25)</b>	
<b>District Name</b>	Chicago Park Elementary
<b>Phone Number</b>	(530) 346-2153
<b>Superintendent</b>	Kohler, Katie
<b>Email Address</b>	<a href="mailto:kkohler@chicagoparkschool.org">kkohler@chicagoparkschool.org</a>
<b>Website</b>	<a href="http://www.chicagoparkschool.org">www.chicagoparkschool.org</a>
<b>School Contact Information (School Year 2024–25)</b>	
<b>School Name</b>	Chicago Park Elementary
<b>Street</b>	15725 Mt. Olive Rd.
<b>City, State, Zip</b>	Grass Valley, CA , 95945-7906
<b>Phone Number</b>	(530) 346-2153
<b>Principal</b>	Katie Kohler, Principal
<b>Email Address</b>	<a href="mailto:kkohler@chicagoparkschool.org">kkohler@chicagoparkschool.org</a>
<b>Website</b>	<a href="http://chicagoparkschool.org">http://chicagoparkschool.org</a>
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	29663166027080

### School Description and Mission Statement (School Year 2024–25)

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 rights 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 students from Transitional Kindergarten through eighth grade.

The educational team of 15 certificated professionals is led by the District Superintendent/School Principal Katie Kohler. Chicago Park Community Charter School implements innovative standards-based teaching styles that includes hands-on learning opportunities in all core subjects. A strong character development program is presented every Friday and weaved into curriculum the following week.

The school district is proud of its Makerspace, which was created to increase STEAM opportunities on campus and their newly developed half-acre farm to increase CTE and agriculture opportunities.

The district added a TK building in 2024.

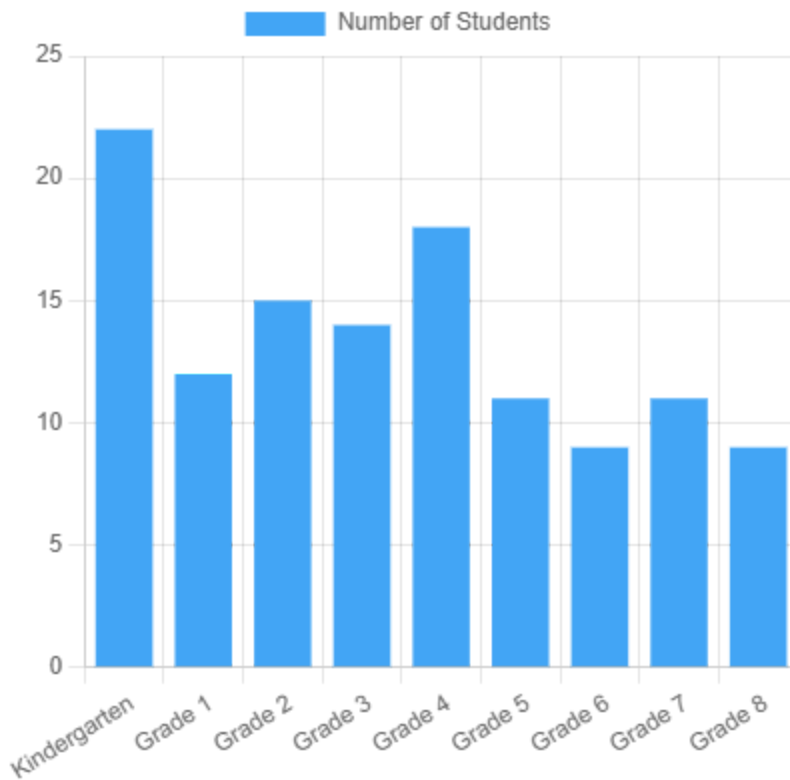
A resource specialist, along with trained professionals, have a high level of success with an intensive remedial program.

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

In 2011, the Chicago Park Community Charter 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.

### Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	22
Grade 1	12
Grade 2	15
Grade 3	14
Grade 4	18
Grade 5	11
Grade 6	9
Grade 7	11
Grade 8	9
Total Enrollment	121



### Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.30%
Male	52.90%
Non-Binary	0.80%
American Indian or Alaska Native	0.80%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	16.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.00%
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	53.70%
Students with Disabilities	14.00%

## 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.



### 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.

### Teacher Preparation and Placement (School Year 2022–23)

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)	5.80	89.38%	7.50	91.54%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.20	3.34%	0.20	2.66%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	1.37%	0.00	1.09%	11746.90	4.23%
Unknown/Incomplete/NA	0.30	5.77%	0.30	4.59%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>6.50</b>	<b>100.00%</b>	<b>8.20</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number	2022– 23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.10	0

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

Indicator	2020– 21 Number	2021– 22 Number	2022– 23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.20	1.40	0
Total Out-of-Field Teachers	1.20	1.40	0

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 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%	0%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: Not Available

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	KN -5th Amplify, Core Knowledge Language Arts 6th – 8th Amplify, Publisher online assessment program: mClass	0
Mathematics	KN-5 Houghton Mifflin Hartcourt, 2015 edition, Go Math  6-8 Houghton Mifflin Hartcourt, 2015 edition, Big Idea Math  Piloting KN --8th Great Minds, Eureka (Engage New York)	0
Science	KN– 8th Accelerated Learning INC. 2019 edition, STEMscopes	0
History-Social Science	KN-5, Teachers’ Curriculum Institute (TCI) Social Studies Alive! 2018  6th-8th, Teachers’ Curriculum Institute (TCI) History Alive! 2018	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## 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.

### 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: October 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	TK building under construction
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	repairs classrooms #3 and #4
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Construction of restrooms and fountains in new TK building, ADA modifications/compliance construction in staff restroom, kitchen updated for new lunch program. Sink drain in classroom #3 and #4
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Needed and Action Taken or Planned
<p><b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>bark added to playground, concrete replaced, blacktop surface and paint worn by construction. Chicken coop, gardens and 2 tuff sheds added. TV's installed in classrooms</p>

### Overall Facility Rate

Year and month of the most recent FIT report: October 2024

Overall Rating	Good
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
English Language Arts / Literacy (grades 3-8 and 11)	46%	45%	42%	49%	46%	47%
Mathematics (grades 3-8 and 11)	31%	38%	32%	40%	34%	35%

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 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	70	65	92.86%	7.14%	44.62%
Female	29	28	96.55%	3.45%	50.00%
Male	41	37	90.24%	9.76%	40.54%
American Indian or Alaska Native	0	0	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	12	12	100.00%	0.00%	50.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	54	49	90.74%	9.26%	42.86%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	30	27	90.00%	10.00%	51.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

Note: ELA 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.

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.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	70	65	92.86%	7.14%	38.46%
Female	29	28	96.55%	3.45%	35.71%
Male	41	37	90.24%	9.76%	40.54%
American Indian or Alaska Native	0	0	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	12	12	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	54	49	90.74%	9.26%	40.82%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	30	27	90.00%	10.00%	22.22%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

Note: 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.

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.

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

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
Science (grades 5, 8, and high school)	43.48%	41.18%	43.48%	41.18%	30.29%	30.73%

Note: 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.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2023–24)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	17	17	100.00%	0.00%	41.18%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	45.45%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
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.

**Career Technical Education (CTE) Programs (School Year 2023–24)**

We offer garden education to all students for 30 minutes on a weekly basis. The purpose of the program is to raise agriculture awareness.

### 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 2023–24)

#### 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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	93%	93%	93%	100%

Note: The admistration of the PFT requires only participation results 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.

## 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 2024–25)

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 classroom is invaluable. Please contact the school office 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 graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
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	0.0	0.0	0.0%
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 student population is ten or fewer.

**Chronic Absenteeism by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	129	128	36	28.1%
Female	60	60	19	31.7%
Male	68	68	17	25.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	20	3	15.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	101	101	30	29.7%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	71	70	26	37.1%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	27	10	37.0%

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.



## 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 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	3.10%	3.76%	3.88%	2.33%	5.17%	4.76%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

**Suspensions and Expulsions by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Suspensions Rate</b>	<b>Expulsions Rate</b>
All Students	3.88%	0%
Female	0%	0%
Male	7.35%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	4.95%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.82%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.7%	0%

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.

**School Safety Plan (School Year 2024–25)**

The school's comprehensive plan was last reviewed on March 14, 2024. 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.

## 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 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 (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1		
1	11.00	1		
2	15.00	1		
3	28.00		1	
4	18.00	1		
5	11.00	1		
6	4.00	5		
Other**	2.00	1		

\* 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 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	9.00	4		
Mathematics	8.00	3		
Science	13.00	2		
Social Science	13.00	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.



**Student Support Services Staff (School Year 2023–24)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.06
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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$12354.00	\$3838.00	\$8516.00	--
District	N/A	N/A	\$12354.00	\$60300.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$79413.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Types of Services Funded (Fiscal Year 2023–24)**

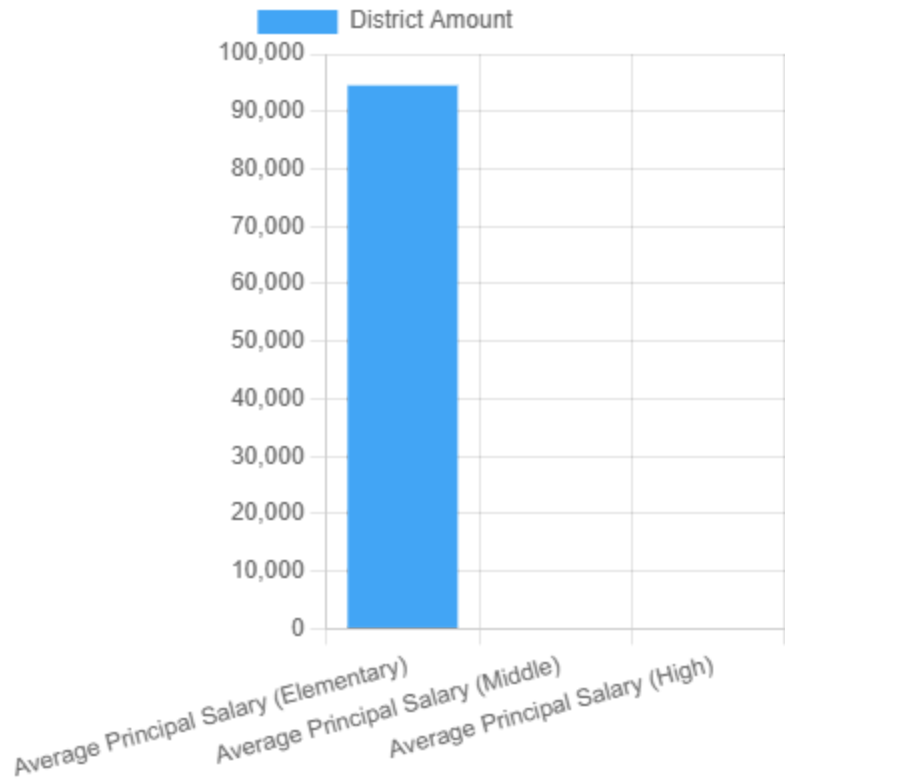
Chicago Park Elementary has a part-time counselor available to all students. Our counselor holds group meetings once a week for students in 6th-8th and is available for individual, small groups and to assist with resolving peer conflict. We offer weekly gardening classes for all TK-8th students.

**Teacher and Administrative Salaries (Fiscal Year 2022–23)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$48397.00	\$51351.73
Mid-Range Teacher Salary	\$67666.00	\$80424.47
Highest Teacher Salary	\$85816.00	\$103442.06
Average Principal Salary (Elementary)	\$94530.00	\$124851.67
Average Principal Salary (Middle)	\$0.00	\$135030.13
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$40513.00	\$145236.53
Percent of Budget for Teacher Salaries	24.62%	26.17%
Percent of Budget for Administrative Salaries	11.46%	6.29%

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





**Advanced Placement (AP) Courses (School Year 2023–24)****Percent of Students in AP Courses %**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
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**

<b>Measure</b>	<b>2022– 23</b>	<b>2023– 24</b>	<b>2024– 25</b>
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3