

# School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

## For *Creative Learning Center*

**Address:** 815 Allerton St. Redwood City, CA 94063   **Phone:** 650-385-8381  
**Principal:** Tamila Sayar, Executive Director   **Grade Span:** K-Post Secondary

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/fq/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.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2022–23)**

Entity	Contact Information
District Name	Redwood City Elementary School District
Phone Number	650-482-2200
Superintendent	Dr. John Baker
Email Address	jbaker@rcsdk8.net
Website	Https://www.rcsdk8.net/rcsd

**Table 2: School Contact Information (School Year 2022–23)**

Entity	Contact Information
School Name	Creative Learning Center
Street	815 Allerton St.
City, State, Zip	Redwood City, CA 94063
Phone Number	650-385-8381
Principal	Tamila Sayar, Executive Director
Email Address	Tamila.sayar@learnclc.com
Website	www.clcsped.com
County-District-School (CDS) Code	41-10413-0000000/ 41-69005-0000000

**Table 3: School Description and Mission Statement (School Year 2022–23)**

**[Narrative provided by the LEA]**

School Mission: Our mission is to provide a range of functional academic, independent living, social and behavioral services emphasizing the development of the whole person. Through our individualized focus on the acquisition of language, independence, social, academic and behavioral skills, each individual is provided with the support and tools to participate in society to his or her full potential.

School Description: Creative Learning Center (CLC) is a non-public school in Redwood City. CLC uses multiple research and evidence based programs including TEACCH, Relationship Building instruction, PBIS, and SCERTS. CLC's mission is to educate the whole child, as a result, the teaching methods are individually developed based on each student's learning style, strengths, and weaknesses. Additionally, CLC provides specialized academic instruction, speech and language services, occupational therapy, behavior supports, social skills training, and student and parent counseling. CLC educates and services students on the Autism Spectrum and other neurodevelopmental disorders in grades K-12+ [ages 5-22].

The CLC program incorporates multiple recreation and fitness activities which are organized by the CLC staff. Activities include but are not limited to activities such as bike riding, roller blading, and yoga and other mindfulness activities. Extracurricular activities including Spanish, gardening and computer activities are also available to students as appropriate. Appropriateness of activities is determined by the student's ability and IEP goals and objectives. Field trips are planned in accordance with the student's needs, ability and interest. They attend field trips with other students and staff to places like the restaurants, museums, movies, stores, parks, Moffat, bowling, miniature golf, and nature walks. Furthermore, art activities are a part of every classroom's program and schedule.

CLC provides community-based instruction to address pre-vocational, vocational, and transition skills. Students may walk or be transported in the CLC vehicles to regularly implement the students' Individualized Intervention Plan and to address goals in the community. Activities may include opportunities for practicing safety awareness, making purchases at stores, doing laundry, eating at restaurants, working on farms or department stores, and other related vocational activities. Many times, our service providers including the SLP, OT, and/ or BCBA may go on the outings with the groups to address students' individual goals in a functional setting.

Additionally, students at CLC get the opportunity to interact with typically developing peers throughout the volunteer program. Every year students from local Jr High and High Schools student volunteer in our schools to play games, assist, and mentor the children and young adults attend CLC. CLC also offers sibling groups, game nights, reading nights, and math challenges for the students' families, volunteers, and community members/ organizations.

**Table 4: Student Enrollment by Grade Level (School Year 2021–22)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	2
<b>Grade 2</b>	1
<b>Grade 3</b>	6
<b>Grade 4</b>	3
<b>Grade 5</b>	3
<b>Grade 6</b>	3
<b>Grade 7</b>	6
<b>Grade 8</b>	4
<b>Grade 9</b>	5
<b>Grade 10</b>	5
<b>Grade 11</b>	3
<b>Grade 12</b>	15
<b>Total Enrollment</b>	56

**Table 5: Student Enrollment by Student Group (School Year 2021–22)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	32.1%
<b>Male</b>	64.3%
<b>Non-Binary</b>	0%
<b>American Indian or Alaska Native</b>	0%
<b>Asian</b>	37.5%
<b>Black or African American</b>	8.9%
<b>Filipino</b>	1.7%
<b>Hispanic or Latino</b>	16.1%
<b>Native Hawaiian or Pacific Islander</b>	0%
<b>Two or More Races</b>	12.5%
<b>White</b>	21.4%
<b>English Learners</b>	10%
<b>Foster Youth</b>	0%
<b>Homeless</b>	0%
<b>Migrant</b>	0%
<b>Socioeconomically Disadvantaged</b>	3%
<b>Students with Disabilities</b>	100%

## **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

**Table 6: 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)	3	50%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	2	33.3%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	16.7%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	6	100%	[DPC]	[DPC]	[DPC]	[DPC]

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.

**Table 7: 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)	3	42.9%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	2	28.6%	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	28.6%	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	7	100%	[DPC]	[DPC]	[DPC]	[DPC]

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

**Table 8: Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Permits and Waivers</b>	1	2
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1	2

**Table 9: Credentialed Teachers Assigned Out-of-Field  
(considered “out-of-field” under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	[DPC]	[DPC]
<b>Local Assignment Options</b>	[DPC]	[DPC]
<b>Total Out-of-Field Teachers</b>	[DPC]	[DPC]

**Table 10: Class Assignments**

<b>Indicator</b>	<b>2020–21 Percent</b>	<b>2021–22 Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0%	0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	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>.

**Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

*Year and month in which the data were collected:* [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections/ Journeys 2018	Yes	0%
Mathematics	Math In Focus 2018	Yes	0%
Science	CA Elevate Science 2019	Yes	0%
History-Social Science	CA MyWorld Interactive 2019	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	Glencoe 2005/ Harcourt 2006	Yes	0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

**Table 12: School Facility Conditions and Planned Improvements**

**[Narrative provided by the LEA]**

*[Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*



**Table 13: School Facility Good Repair Status**

Using the **most recently collected** 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:** [DPL]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>		x		Minor cosmetic repairs
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	x			
<b>Electrical: Electrical</b>				
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	x			
<b>Safety: Fire Safety, Hazardous Materials</b>	x			
<b>Structural: Structural Damage, Roofs</b>	x			
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	x			

### Overall Facility Rate

**Year and month of the most recent FIT report:** January 2023

**Table 14: Overall Rating**

Exemplary	Good	Fair	Poor
	x		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

**Table 16: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)**

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

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

Note: Double dashes (--) appear in the table when the number of students 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: 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.

**Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)**

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

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

Note: Double dashes (--) appear in the table when the number of students 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: 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.

**Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	--	--	--	--	--	--

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2021–22)**

<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>
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 20: Career Technical Education Programs (School Year 2021–22)****[Narrative provided by the LEA]**

*CLC is a non-public school serving students with neurological developmental disorders. Students participate in vocational training and life skills goals per the student's individualized education plan,*

**Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)**

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
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

**Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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



**Table 23: California Physical Fitness Test Results (School Year 2021–22)  
Percentage of Students Participating in each of the five Fitness Components**

Grade	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	--	--	--	--	--
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

## 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

**Table 24: Opportunities for Parental Involvement (School Year 2022–23)**

**[Narrative provided by the LEA]**

CLC provides daily communication, monthly meetings and parent trainings, and quarterly progress reports, thus creating multiple opportunities for parents to get involved and carry programs into daily living within the home. In addition, parent conferences are offered on a regular basis for parents to meet with staff. CLC hosts multiple family events throughout the year. Parents can contact the main office at any time for assistance with any of the aforementioned items.

### 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.

**Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	0	0	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	N/A	N/A	N/A	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)**

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

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>.

**Table 27: Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	56	56	2	3.6%
<b>Female</b>	18	18	1	5.5%
<b>Male</b>	36	36	1	2.8%
<b>American Indian or Alaska Native</b>	0	0	0	0
<b>Asian</b>	16	16	0	0
<b>Black or African American</b>	5	5	0	0
<b>Filipino</b>	1	1	0	0
<b>Hispanic or Latino</b>	9	9	1	11%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>Two or More Races</b>	7	7	0	0
<b>White</b>	12	12	1	8.3%
<b>English Learners</b>	6	6	1	16.7%
<b>Foster Youth</b>	0	0	0	0
<b>Homeless</b>	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	2	2	1	50%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Students with Disabilities</b>	56	56	2	3.6%

### **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.

**Table 28: Suspensions and Expulsions for School Year 2019–20 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0	[DPC]	[DPC]
Expulsions	0	[DPC]	[DPC]

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0	1	[DPC]	[DPC]	[DPC]	[DPC]
Expulsions	0	0	[DPC]	[DPC]	[DPC]	[DPC]

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 30: Suspensions and Expulsions by Student Group**  
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.8%	[DPC]
Female	0%	[DPC]
Male	2.8%	[DPC]
Non-Binary	0%	[DPC]
American Indian or Alaska Native	0%	[DPC]
Asian	0%	[DPC]
Black or African American	0%	[DPC]
Filipino	0%	[DPC]
Hispanic or Latino	0%	[DPC]
Native Hawaiian or Pacific Islander	0%	[DPC]
Two or More Races	14.3%	[DPC]
White	0%	[DPC]
English Learners	0%	[DPC]
Foster Youth	0%	[DPC]
Homeless	0%	[DPC]
Socioeconomically Disadvantaged	0%	[DPC]
Students Receiving Migrant Education Services	0%	[DPC]
Students with Disabilities	1.8%	[DPC]

**Table 31: School Safety Plan (School Year 2022–23)**

[Narrative provided by the LEA]

A safe campus and learning environment are of paramount importance to the CLC staff and community. Staff implement ABA strategies, Behavior Intervention Plans, and Response to Intervention Technique promote a positive climate. PBIS is incorporated and embedded through the instructional and behavioral programs. A comprehensive school safety plan and mass casualty plan have been developed following best practices and the plan is reviewed quarterly with staff as a part of our regular emergency preparedness planning.

## 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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–20)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	10	2		

\*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.

**Table 33: 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				
1				
2				
3				
4				
5				
6				
Other**	10	2		

\*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.

**Table 34: 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				
1				
2				
3				
4				
5				
6				
Other**	10	2		

\*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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	3		
Mathematics	12	3		
Science	12	3		
Social Science	12	3		

\*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	3		
Mathematics	12	3		
Science	12	3		
Social Science	12	3		

\*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12	3		
Mathematics	12	3		
Science	12	3		
Social Science	12	3		

\*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.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	--

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

**Table 39: Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	2

\*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.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	[DPL]	[DPL]	[DPL]	[DPL]
District	N/A	N/A	[DPL]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

**Table 41: Types of Services Funded (Fiscal Year 2021–22)**

<b>[Narrative provided by the LEA]</b>
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There are credentialed Special Education Teacher and BCBA's assigned to each classroom to ensure the implementation of all the individual student's IEP goals and objectives and behavior intervention plans. The 1:1 instructional assistants are trained to be ABA therapist and classroom instructional assistants. They rotate from student to student as needed and, as appropriate, to ensure generalization. Students receive SLP and OT individually or in small groups depending on the students IEP requirements. These services can take place in the classroom or in the designated OT/SLP areas. Visual schedules and communication devices are used as appropriate in relation to the students IEP and as provided from the school districts or parents. Computers and iPads are available to students to address alternative learning styles as needed.

**Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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



**Table 43: Advanced Placement (AP) Courses (School Year 2021–22)**

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	--
English	--
Fine and Performing Arts	--
Foreign Language	--
Mathematics	--
Science	--
Social Science	--
<b>Total AP Courses Offered*</b>	--

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

**Table 44: Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	41*	20	22