Redding Achieve - Community Day School

5885 East Bonnyview Rd • Redding, CA 96001-4535 • 530-225-0406 • Grades 1-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Redding Elementary School District
5885 East Bonnyview Rd
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Our Vision

Within a nurturing, safe environment, Redding Achieve staff will actively engage all students in the learning process, help students develop social and personal responsibility, and teach students to be critical thinkers, problem-solvers, and life-long learners.

Our Mission

Redding Achieve School assists students in their progress toward responsibility as it relates to personal development and academic achievement; our ultimate goal is to help each child successfully return to a comprehensive school.

We Value
- each individual student
- development of the whole child
- tolerance and respect for others
- peaceful conflict resolution
- citizenship
- personal responsibility
- honesty
- respect for authority
- appreciation of cultural diversity
- a safe and nurturing environment
- family, staff, and community involvement
- continuous behavioral and academic improvement
- academic achievement
- perseverance and endurance
- high school, college, and career readiness

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	3
Grade 4	1
Grade 5	2
Grade 6	1
Grade 7	3
Grade 8	5
Total Enrollment	15

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	6.7
White	86.7
Two or More Races	6.7
Socioeconomically Disadvantaged	100
Students with Disabilities	13.3
Homeless	13.3

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 Credentials for Redding Achieve -	17-18	18-19	19-20
With Full Credential	2	3	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Redding Achieve - Community Day School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)
We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2018-19 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials
Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McMillian McGraw-Hill Treasures (K-5) McDougal Littell (6-8)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	McMillian McGraw-Hill Everyday Math (K-5) College Preparatory Math (6-8)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	Pearson Scott Foresman Prentice Hall	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	Studies Weekly (K-5) National Geographic (6-8)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)
Redding Achieve (CDS) is a kindergarten through eighth grade elementary school located in a rural section of Redding, California. The school consists of three classrooms, one housing up to 12 kindergarten through second grade students, and one housing up to 20 third through fifth grade students, and the third housing up to 20 sixth through eight grade students. The surrounding area is ranch land and single-family dwellings. Major roadways include S. Bonnyview Road and SR273. Motor vehicle routes on and around campus generally do not become congested with the volume of traffic generated by the school at peak times. Students would travel to Bonny View School or the Fire station in case of an emergency.

Redding Achieve (CDS) school is visible from several directions and can be patrolled by officers driving by the property. The property is surrounded by fencing which clearly defines the school boundaries. Wrought-iron fencing borders the school's perimeter. The public does have access to school grounds when the school is closed. Those areas which do not have fencing are either accessible to foot traffic or have natural barriers, such as plants and shrubs. Signage is evident and displays "Drug Free Zone." The boundaries are reasonably free of litter and debris. A marquis is located out front to identify the school's name and address; both are easily identifiable for emergency personnel and passers by.

Exterior school walls are kept clean and free of graffiti. Mechanical, electrical, HVAC, and other equipment located outside the school buildings are surrounded by protective enclosures. The wings are w ell lit. The buildings are linked together with fencing. Student gathering areas are visible from the office and classrooms at the back of the school. There are student-gathering areas at the front of the school that are visible from classrooms and the office. Pedestrian walkways are clearly defined. Walkways are well lit on the campus.

Signs are posted at most entrances indicating that visitors must check in at the main office. The school is not designed in such a way that visitors must pass through the main office before they can gain access to the rest of the buildings. Entry points are monitored throughout the day by staff and administrators. All accessible entrances are kept locked throughout the day. There are electronic monitoring devices on doors and there is a program designed to detect doors that may be ajar or propped open. Door hardware is checked regularly to ensure proper function. School perimeter doors are designed for heavy duty applications. All doors are labeled or marked, inside and outside, numerically to easily identify for emergency responses. There is a practice in place to leave doorway windows uncovered. Leaving classroom windows uncovered is a common practice during school hours. There is an annual practice to check all door hardware, locks, latches, hinges, etc. to ensure maximum function.

More facts about the condition of our school buildings is available in School Facility Good Repair Status. This report was called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams Legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the OPSC web site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units.
Interior: Interior Surfaces	Good	Room 1 received new carpets, a bathroom, and quiet room addition in 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Good	An additional classroom was added in 2018
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New playground equipment was added to the lower elementary side and a large fence extension was added to the upper elementary playground
Overall Rating	**Good**	

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

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

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	0	0	46	44	50	50
Math	0	0	39	38	38	39

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.

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	14	70.00	0.00
Male	17	12	70.59	0.00
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	15	10	66.67	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	14	70.00	0.00
English Learners	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	15	71.43	0.00
Male	17	13	76.47	0.00
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	16	11	68.75	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	15	71.43	0.00
English Learners	--	--	--	--
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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents are invited to visit and volunteer in the classrooms. Parents are encouraged to participate in school events such as Back-to-School Night, Open House, and graduations. Parents are also invited and encouraged to be part of the District LCAP process and Mid-year Study Sessions, Parent Advisory Committee, Parent University, and the Continuous School Improvement Stakeholder's meetings. Parents may contact the office at (530)225-0406 for further details on how to participate at school.

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.

School Safety Plan
Redding Achieve's Safe School Plan is reviewed and updated as needed each year in September. The most recent revisions were made in November, 2019. A copy of the plan is available for review in the school office. An additional copy of the plan is on file in the Redding School District office.

The plan includes sections on Campus Grounds, School Buildings, Communication Systems, Maintenance Procedures, and Security Procedures. Comprehensive plans for dealing with school emergencies are also included. The school's Anti-Bullying plan, Communicable Disease Management Guidelines, and Food Allergy Policy are incorporated in the plan as well.

DISCIPLINE
Due to the nature of our population, discipline is a major component of our program. Social skills are highlighted throughout the day in whole group, small group, and individual settings. Students' behavioral progress is assessed daily through a point/level system. Students can earn up to 100 points each day, with points awarded for successful completion of specific behavioral expectations throughout multiple time periods each day. The number of points earned at the end of each day determines the student's progression through the level system. For any student who does not progress through the level system with regular classroom support, an individual Behavior Support Plan may be developed and implemented.

Daily Progress Reports (DPR) are sent home with each student daily to be signed and returned by parent. Teachers may include behavioral comments to facilitate home/school communication. Students are required to maintain Level 5 behaviors for a minimum of 30 days before consideration for exit from the CDS program.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	45.2	73.3	76.9
Expulsions Rate	0.0	0.0	2.6

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.10
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.20
Other	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
2									3	1		
3					5	7						
4	2	5										
5					3	5			3	1		
Other**	5	7										

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8.1	8.1	8.1

Redding Achieve holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.
2019-2020- 8.1 Professional Development Days
2018-2019- 8.1 Professional Development Days
2017-2018 - 8.1 Professional Development Days

Evaluating and Improving Teachers
Redding Achieve teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

Substitute Teachers
In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Community Day School is fortunate to be able to attract and maintain qualified substitute teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,296	$49,378
Mid-Range Teacher Salary	$67,630	$77,190
Highest Teacher Salary	$86,901	$96,607
Average Principal Salary (ES)	$111,643	$122,074
Average Principal Salary (MS)	$110,203	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$145,000	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$40,551	$782	$39,769	$65,327
District	N/A	N/A	$6,108	$67,696.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	146.7	-3.6
School Site/ State	136.5	-17.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Upon enrollment in the Redding Achieve (CDS) program, each student is assessed for current skill level in reading, writing, and math. Academic instruction is delivered by use of state adopted curriculum consistent with that used in all Redding School District schools. In addition to English Language Arts and Math, students also receive instruction in social studies, science, social skills, social emotional learning, and art in the CDS classrooms.

A variety of technology is utilized in Redding Achieve classroom instructional program, including computers, internet access, Interactive "SMART" boards, and audio/video outputs. CDS students participate in the same district and state mandated assessments required for all students in the Redding School District.

Students' academic instruction is but a part of their daily learning. Social skills are highlighted throughout the day in whole group, small group, and individual settings. Students' behavioral progress is assessed daily through a point/level system. Students can earn up to 100 points each day, with points awarded for successful completion of specific behavioral expectations throughout multiple time periods each day. The number of points earned at the end of each day determines the student's progression through the level system. For any student who does not progress through the level system with regular classroom support, an individual Behavior Support Plan may be developed and implemented.

Daily Progress Reports (DPR) are sent home with each student daily to be signed and returned by parent. Teachers may include behavioral comments to facilitate home/school communication. Students are required to maintain Level 5 behaviors for a minimum of 30 days before consideration for exit from the CDS program.

To promote school safety, the Redding School District employs a full-time resource officer from the Redding Police Department through a Safe Schools grant program. The resource officer visits the Redding Achieve campus regularly, and is available to assist on an on-call basis as needed.

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).

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.