OUSD Community Day School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	OUSD Community Day School
Street	250 South Yorba Street
City, State, Zip	Orange, CA 92869
Phone Number	(714) 628-5479
Principal	Justin Stanfield
E-mail Address	jstanfield@orangeusd.org
Web Site	http://www.orangeusd.k12.ca.us/CDS/index.asp
CDS Code	30-66621-0114769

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Mission:
Orange Community Day School (Orange CDS) serves students in grades seven through twelve. Orange CDS is built on the belief that all students can learn when given the appropriate nurturing environment, educational expertise, and opportunity. Each student regardless of ability, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, as well as the desire to successfully return to their comprehensive schools to perform as responsible citizens within their community.

Vision:
Community Day School will prepare students to successfully return to their comprehensive school setting by:
• Improving their academic proficiency in the core subject areas
• Developing skilled communicators who speak in a respectful, appropriate manner as well as demonstrate the ability to actively listen and follow direction.
• Developing social and personal responsibility to take an active role in their academic progress and success.

Students are placed at OUSD Community Day School as a result of the expulsion process, School Attendance and Review Board action, probation or juvenile court action or district level placement committee. Students generally spend two semesters at Community Day School and are then released either to the district continuation school for credit recovery or to the students school of residence if they are a Level 2 or Level 3 student.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 8	2
Grade 9	4
Grade 10	8
Grade 11	16
Grade 12	5
Total Enrollment	35

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0
White	25.7
Two or More Races	0
Socioeconomically Disadvantaged	65.7
English Learners	40
Students with Disabilities	40
Foster Youth	17.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	8	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Timeless Voices, Timeless Themes for Grades 7-12 ©2002; Hampton Brown Edge ©2009 for ELD Grades 9-12. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Holt California Mathematics Algebra I adopted 2008; Glencoe/McGraw Hill Geometry adopted in 2005; Geometry: Concepts & Applications adopted in 2001; McDougal Littell Algebra & Trigonometry: Structure & Method Book 2 adopted in 2001. All were selected from the most recent list of standards-based materials adopted by the local governing board. In addition, new Mathematics materials are being piloted at all Secondary sites - Community Day School is Piloting Big Ideas Mathematics by Houghton Mifflin Harcourt: Algebra I, Geometry, & Algebra II.	Yes	0%
Science	60 Holt Life Science 7th 40 Holt Physical Science 8th 20 Holt Earth Science 9th 40 Glencoe Life Science 10th 30 Prentice Hall Biology 10th	Yes	0%
History-Social Science	30 Glencoe Ancient Civilizations 7th 30 Glencoe The American Journey 8th 30 Prentice Hall Modern World History 10th 20 McDougal Littell The Americans 11th 20 Prentice Hall McGruder's American Government 12th 20 Prentice Hall Economics: Principles in Action 12th	Yes	0%
Foreign Language	N/A	Yes	N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall the facilities are in satisfactory condition. The condition of the blacktop and sidewalks are a concern. Bookcases in classrooms and offices areas are not anchored. There are ceiling tiles damaged in the restrooms in Rooms 3 and 4. There is a need for new carpet in rooms B, R and S. We continue to work with the district office and the maintenance department to look at improving our facilities in order to bolster student learning.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Hallway & Back Offices: 4: wall repair above doorway, corner and panel by office door. 12: dry rot on east exterior paneling. Rm 10: 4: cracked light diffuser, hole in ceiling tile, stained carpet. Rm 20: 4: ceiling tiles missing T bar in several areas,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Grounds between 20 & 30 bldg: 6: termite evidence on north structure, west side main header. 14: covers need paint and have dry rot in several locations.
Electrical: Electrical		X		Custodian Closet: 7: electrical box needs cover on north wall. Rm 20: 4: ceiling tiles missing T bar in several areas, holes in wall at entry. 7: need cover over abandoned gang box. 12: paint lifting at exterial of north doorway. Rm 41: 4: door jambs pe
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Grounds between C & H: 9: drinking fountains inoperable Rm 32: 4: hole in ceiling tile, missing carpet edging at south doorway. 9: drinking fountain inoperable

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/5/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			Pools of water at lunch table area, walk areas by Rooms 40, 31, and Portable C.
Structural: Structural Damage, Roofs		X		CTE Main Office: 12: roof trusses have dry rot Hallway & Back Offices: 4: wall repair above doorway, corner and panel by office door. 12: dry rot on east exterior paneling. Rm 20: 4: ceiling tiles missing T bar in several areas, holes in wall at entry.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 31: 4: wall coverings torn along south wall, ceiling tiles stained, phone boxes need to be anchored to wall. 15: door delaminating along bottom edge.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/5/2016				
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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	0	4	50	53	44	48
Mathematics	0	4	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	11	9	81.8	
	11	15	14	93.3	7.1
Male	7	--	--	--	--
	8	--	--	--	--
	11	12	11	91.7	9.1
Female	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	11	9	81.8	
	11	--	--	--	--
English Learners	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	8	--	--	--	--
	11	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**7**	--	--	--	--
	8	11	9	81.8	
	11	15	14	93.3	
Male	**7**	--	--	--	--
	8	--	--	--	--
	11	12	11	91.7	
Female	**8**	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	**7**	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	**8**	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	**7**	--	--	--	--
	8	11	9	81.8	
	11	--	--	--	--
English Learners	**7**	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Students with Disabilities	**8**	--	--	--	--
	11	--	--	--	--
Foster Youth	**7**	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

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

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	6	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	23	16	69.6	6.3
Male	18	13	72.2	7.7
Hispanic or Latino	19	14	73.7	7.1
Socioeconomically Disadvantaged	17	12	70.6	8.3
English Learners	13	10	76.9	10.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Community Day School students do not participate in Career Technical Education programs that are offered a various high schools due to the nature of the program.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	89.29
2014-15 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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Community Day School staff, students and parents find an open door policy with administration. In an ever changing and transient student population, it is imperative that communication regarding attendance and achievement take place between stakeholders. Since the school services grades 7 - 12 grade, the policies and procedures have to be fluid enough to change with the current needs and population of the school. Parents have the opportunity to meet with staff and administration five times a year including Back to School Night, 3 Parent Nights, and Open House. Input is solicited with each Principal Quarterly Newsletter. Staff meetings and the Level System allow both staff and administration to spot the obstacles for students and to increase student achievement. Administration reaches to the community using phone and email.

The staff at Orange CDS is dedicated towards building solid relationships with parents, community members, and all stakeholders. We have continued our commitment to engaging in first class customer service. Not only are our doors always open, but we pride ourselves on treating our "customers" with dignity and respect.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.40	5.20	4.80	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	93.92	92.71	93.60	93.92	92.71	93.60	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	**District**	**State**
All Students	17	90	86
Black or African American	0	85	78
American Indian or Alaska Native	0	70	78
Asian	0	94	93
Filipino	0	98	93
Hispanic or Latino	33	89	83
Native Hawaiian/Pacific Islander	0	85	85
White	0	91	91
Two or More Races	0	92	89
Socioeconomically Disadvantaged	0	62	66
English Learners	0	50	54
Students with Disabilities	33	59	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	17.7	25.0	36.0	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develop and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The School Safety Plan has been developed in accordance with the guidelines adopted by the Orange Unified School District. The plan is reviewed annually. The school safety plan was adopted and signed on January 29, 2016. The main emphasis of the plan is for the safety and students on campus with continued collaboration with the Orange Police Department and Orange County Probation.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3	10			3	11			3	11		
Mathematics	4	9			3	14			3	14		
Science	4	5			3	9			3	9		
Social Science	4	6			3	8			3	8		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	40
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	18527.98	17899.62	628.36	23053.23
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	-83.6	-100.0
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-88.3	-100.0

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

Types of Services Funded (Fiscal Year 2015-16)

Seventh period intervention is offered to all students. During this intervention period students are exposed to curriculum focused on ELA and Mathematics. If needed, students work on credit recovery

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Community Day School staff has participated in the district wide Common Core awareness staff development. CDS staff will participate in professional development with the focus on 21st Century Learning.

Describe the ongoing professional development at the school? How is it initiated?

Staff at Community Day School meet after school at least twice a month. During those meetings, teachers discuss student behavior, achievement, and data. Each month CDS teachers will participate in PLCs that will include Smartboard Training, Working with Probation, Discipline Management, and IPads. Each quarter CDS teachers will complete a Performance Task in their subject area.

CDS Math teacher is attending the California Mathematics Council conference. CDS Math teacher will have a prep period to mentor and support the trial of new math curriculum. He will focus on lesson development, assessment and monitor the implementation of a new program.

CDS staff are encouraged to attend professional development opportunities throughout the school year including improving attendance and parental involvement.

EL Coordinator works with the staff regarding supports for EL students.