Dimensions Collaborative
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Dimensions Collaborative
Street	1441 Montiel Rd., Ste. 143
City, State, Zip	Escondido, CA , 92026-2242
Phone Number	(760) 743-7880
Principal	Paul Johnson, School Director
Email Address	pjohnson@dimensions.org
School Website	http://www.dimensions.org
County-District-School (CDS) Code	37103710137752

2023-24 District Contact Information

District Name	Dimensions Collaborative
Phone Number	(858) 292-3500
Superintendent	Gothold, Paul
Email Address	paul.gothold@sdcoe.net
District Website	www.sdcoe.net

2023-24 School Description and Mission Statement

Dimensions Collaborative School, a K-12 tuition-free public charter school serving students throughout San Diego County–where students lead the way!? Our WASC accredited school is authorized by the San Diego County Office of Education and serves students residing in all areas of the county.

Based on a model in which the community and world are our classroom, natural curiosity and self-determined education come alive through a variety of learning experiences ranging from project-based activities, home-study, and field trips to clubs, competitions, and global educational travel.

Our PURPOSE is to partner with parents and students to design personalized learning plans through which students find their unique element and become self-directed learners for life. We believe education is, at its best, helping students discover, refine, and develop their gifts, talents, passions, and abilities in ways that benefit themselves and others as they prepare for the future.

Our MISSION is to curate robust, personalized learning plans in partnership with students and parents which prepare students to be ready and thrive in their chosen life paths.?? These learning plans are at the heart of our work. Individualized and flexible, the result of the ongoing collaboration between parent, student, and their CA credentialed Educational Facilitator (EF), the learning plan is designed to promote mastery, autonomy, and a sense of purpose as well as facilitate growth, performance, and achievement.? In this plan, a combination of curriculum, resources, experiences, and personalized learning environments needed to support the learning plan in ways that engage student interests and unique styles of learning are identified and facilitated.

Our VISION is to develop self-directed learners who are self-aware, confident, creative connected, and whole – ready to thrive in the 21st century.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	41
Grade 2	36
Grade 3	34
Grade 4	44
Grade 5	29
Grade 6	46
Grade 7	42
Grade 8	34
Grade 9	29
Grade 10	25
Grade 11	29
Grade 12	25
Total Enrollment	468

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	52.8%
American Indian or Alaska Native	0.2%
Asian	1.9%
Black or African American	8.5%
Filipino	0.4%
Hispanic or Latino	34.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	7.3%
White	42.9%
English Learners	5.6%
Homeless	3.6%
Socioeconomically Disadvantaged	51.9%
Students with Disabilities	19%

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.

2020-21 Teacher Preparation and Placement

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)	6.00	23.24	243.30	65.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.31	7.00	1.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	19.30	74.34	86.90	23.38	12115.80	4.41
Unknown	0.50	2.08	30.50	8.23	18854.30	6.86
Total Teaching Positions	25.90	100.00	371.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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)	4.10	16.78	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	1.35	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	19.20	78.85	91.90	22.91	11953.10	4.28
Unknown	0.70	2.99	36.00	8.98	15831.90	5.67
Total Teaching Positions	24.40	100.00	401.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	19.30	19.20
Total Out-of-Field Teachers	19.30	19.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Logic of English, Essentials in Writing, All About Learning, iReady Reading, MyPerspectives (Savvas), Explode the Code, Novel Units, From Phonics to Reading, Wordly Wise, Learning Without Tears, Institute for Excellence in Writing.	Yes	0

Mathematics	Open Up Resources Math (OUR), enVision Mathematics (Savvas), Singapore Math, Dimensions Math, iReady Math, Saxon, Math-U-See, Beast Academy.	Yes	0
Science	Elevate Science (Savas), Home Science Tools.	Yes	0
History-Social Science	MyWorld (Savvas), Oak Meadow, Story of the World.	Yes	0
Foreign Language	Holt Spanish; French; Latin, Glencoe, Song School.	Yes	0
Health	Glencoe Health, Oak Meadow.	Yes	0
Visual and Performing Arts	Artistic Pursuits, Oak Meadow.	Yes	0

School Facility Conditions and Planned Improvements

Per most recent FIT report all systems are in good repair status.

Year and month of the most recent FIT report	August 2022

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

Overall Facility Rate

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	47	52	47	47	46
Mathematics (grades 3-8 and 11)	31	32	38	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	241	91.29	8.71	47.46
Female	118	107	90.68	9.32	49.52
Male	145	133	91.72	8.28	45.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	21	87.50	12.50	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	92	87	94.57	5.43	32.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	23	88.46	11.54	59.09
White	114	102	89.47	10.53	61.22
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	37	30	81.08	18.92	53.33
Socioeconomically Disadvantaged	136	122	89.71	10.29	39.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	57	93.44	6.56	26.79

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	242	91.67	8.33	32.20
Female	118	107	90.68	9.32	25.71
Male	145	134	92.41	7.59	37.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	21	87.50	12.50	9.52
Filipino	--	--	--	--	--
Hispanic or Latino	92	87	94.57	5.43	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	23	88.46	11.54	40.91
White	114	103	90.35	9.65	50.00
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	37	30	81.08	18.92	40.00
Socioeconomically Disadvantaged	136	123	90.44	9.56	19.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	57	93.44	6.56	21.43

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.91	33.66	4.23	3.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	103	88.03	11.97	33.66
Female	52	45	86.54	13.46	33.33
Male	64	57	89.06	10.94	32.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	15	93.75	6.25	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	32	30	93.75	6.25	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	45	81.82	18.18	48.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	9	75.00	25.00	--
Socioeconomically Disadvantaged	57	52	91.23	8.77	25.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	40.00

2022-23 Career Technical Education Programs

- Business CTE--and FBLA (Future Business Leaders of America) program associated with it

- CTE courses and completer sequence is:
*Intro to Business, Marketing and Finance A and B
*Entrepreneurship/FBLA A and B
*FBLA and Business CTE Capstone

- Primary CTE representative: Jewyl Alderson
List of industries represented:
Business & Finance

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	47
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.37
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	11.43

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	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

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.

2023-24 Opportunities for Parental Involvement

At Dimensions Collaborative, parents have several opportunities to be involved. The first and most important way that they are involved is the primary educator for their children, which requires a face to face meeting with the credentialed teacher a minimum of one time every 20 school days. Parents are notified of upcoming events and field trips through Parent Square, the school website, as well as through communication with their Educaitonal
Facilitator (teacher). Parents are invited to serve as chaperones on field trips, become involved in on-site expositions and functions, and assist with fundraising activities. In addition, there are parent representatives on the Advisory Council and Governing Bord.

Advisory Council:
There will be three to four parent spots on the Advisory Coucnil representing different grade levels. The Advisory Council is designed to represent the primary statekholders in the charter, meaning the parents, students, and staff. The Advisory Council is responsible for making nonbinding collaborative recommendations to the operating corporation's Governing Board in relation to the school's governance with regards to:
a. Budget priorities
b. Educational program/instructional strategies
c. Charter renewal recommendations
d. Academic and instructional policies
e. Other matters as assigned by the Governing Board

C. Engagement

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.3	2.3	10	24.8	18.9	18.6	9.4	7.8	8.2
Graduation Rate	93.2	95.5	87.5	41.3	52.4	48	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	40	35	87.5
Female	19	16	84.2
Male	20	18	90.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	20	17	85.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	26	23	88.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	541	513	8	1.6
Female	249	235	1	0.4
Male	289	275	7	2.5
Non-Binary	3	3	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	14	11	0	0.0
Black or African American	52	49	1	2.0
Filipino	2	2	0	0.0
Hispanic or Latino	190	177	2	1.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	37	37	1	2.7
White	223	214	4	1.9
English Learners	37	33	1	3.0
Foster Youth	0	0	0	0.0
Homeless	20	20	0	0.0
Socioeconomically Disadvantaged	293	272	6	2.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	107	4	3.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.17	0.18	0.14	1.26	2.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.18	0
Female	0	0
Male	0.35	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.34	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.89	0

2023-24 School Safety Plan

Dimensions Collaborative has developed a Comprehensive Safety Plan and it is reviewed, updated, and discussed every summer when the staff returns from summer break, with the most recent review taking place on July 29, 2021. The Comprehensive Saftey Plan includes the Emergency Preparedness Plan, Exposure Control Plan, Hazard Communication Plan, Illness and Injury Prevention Plan, and Student Suicide Prevention and Response Plan

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	1		
Other	14	16	7	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	14	21	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	1	0	0
5	0	0	0	0
6	1	1	0	0
Other	13	16	5	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	106		
Mathematics	2	111		
Science	2	99		
Social Science	2	102		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	91		
Mathematics	2	102		
Science	2	88		
Social Science	2	91		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	67	0	0
Mathematics	2	75	0	0
Science	2	58	0	0
Social Science	2	63	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	468

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,772	$1,538	$11,234	$69,912
District	N/A	N/A	$11,234	$69,912
Percent Difference - School Site and District	N/A	N/A	0%	0%
State	N/A	N/A	$7,607	$88,508
Percent Difference - School Site and State	N/A	N/A	38%	27%

Fiscal Year 2022-23 Types of Services Funded

The following programs and supplemental services are funded through either categorical or other sources:
Special Education Program - Funding provided through the El Dorado SELPA which included funding for a 1 Director, 2 Counselors and 3 Resource Instructors, contract related services providers, suppliers and materials.

Local Control Funding Formula - Funding provided by the state which supports regular teacher salaries, stipends and educational materials

State Lottery Funding - Funding provided by the state lottery board for textbook purchase and other educational materials for students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10