School Accountability Report Card

CHIME Institute's Schwarzenegger Community School

TK Through 8th Grade

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School Accountability Report Card
Reported Using Data from the
2024–25 School Year
California Department of Education

</div>

For CHIME Institute's Schwarzenegger Community School

Address: 19722 Collier St   **Phone:** 818-346-5100

Woodland Hills, CA 91364

Principal: Caitlin Healey, TK Thru 4th Grade   **Grade Span:** TK Through 8th Grade
Tina Goodman, 5th Thru 8th Grade

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

➢ For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

➢ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)
Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)
Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

Throughout this document the tables in blue refer to data provided by CHIME, and the tables highlight in yellow refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2025–26)

Entity	Contact Information
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Alberto Carvalho
Email Address	superintendent@lausd.net
Website	www.lausd.org

Table 2: School Contact Information (School Year 2025–26)

Entity	Contact Information
School Name	CHIME Institute's Schwarzenegger Community
Street	19722 Collier St.
City, State, Zip	Woodland Hills, CA 91364-3618
Phone Number	(818) 346-5100
Principal	Caitlin Healey, Principal
Email Address	chealey@chimecharter.com
Website	http://chimeinstitute.org
Grade Span	TK-8
County-District-School (CDS) Code	19647336119531

Table 3: School Description and Mission Statement (School Year 2025–26)

Imagine a world where all children are equally valued,

a world where all children are seen as a gift.

The CHIME Institute, a nonprofit organization established in 1990, is a national leader in the development and implementation of a unique model of inclusive education. Inclusive education at CHIME Institute means that children who reflect the demographics of the surrounding region—including children who develop typically, children with special needs and children who are gifted—learn side by side. CHIME's model allows for the individual needs of each child to be addressed in a manner that enhances each child's strengths while also addressing learning needs.

Table 4: Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	135
Grade 1	69
Grade 2	76
Grade 3	74
Grade 4	86
Grade 5	73
Grade 6	78
Grade 7	72
Grade 8	61
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	724

Table 5: Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.6
Non-Binary	0
American Indian or Alaska Native	0.4
Asian	2.3
Black or African American	3.3
Filipino	1
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0
Two or More Races	7
White	65.1
English Learners	7.6
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	18.5
Students with Disabilities	18.5

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 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)	45.4	91.92	23128.2	84.33	234405.2	84
Intern Credential Holders Properly Assigned	2	4.04	804.5	2.93	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.5	3.03	1474.9	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.51	1009.6	3.68	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.51	1009.3	3.68	15831.9	5.67
Total Teaching Positions	49.4	100	27426.8	100	279044.8	100

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 the 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 2022–23)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.2	88.79	22355.1	82.56	231142.4	83.24
Intern Credential Holders Properly Assigned	1.7	3.87	1101.4	4.07	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	4.52	1596	5.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.57	1053.6	3.89	11746.9	4.23
Unknown/Incomplete/NA	1	2.26	971.5	3.59	14303.8	5.15
Total Teaching Positions	44.2	100	27077.8	100	277698	100

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: Teacher Preparation and Placement (School Year 2023–24)

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)	35.1	76.32	22261.7	82.36	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1309.3	4.84	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	2.48	1899.5	7.03	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	946.9	3.5	12112.8	4.34
Unknown/Incomplete/NA	9.7	21.18	613.6	2.27	13705.8	4.91
Total Teaching Positions	45.9	100	27031.1	100	278927.1	100

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0	1	0
Misassignments	1.5	1	1.1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1.5	2	1.1

**Table 10: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0.2	0.2	0
Total Out-of-Field Teachers	0.2	0.2	0

Table 11: Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8	8.9	16
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.6	11	7.4

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: **July 2025**

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys 2013	0
Mathematics	Eureka Math Squared 2024	0
Science	NGSS – Integrated 2016	0
History-Social Science	TCI Social Studies Alive 2013	0
Foreign Language	N/A	N/A
Health	NGSS -Teacher Created	0
Visual and Performing Arts	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

Table 13: School Facility Conditions and Planned Improvements
Facility Inspection Tool (FIT) data as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]

CHIME's campus is located at 19722 Collier Street, in the community of Woodland Hills, City of Los Angeles, Los Angeles County, on an LAUSD -owned site (6.51 acres). Originally leased to CHIME as a K-5 facility, the site was approved and converted to a TK-8 program to consolidate academic offerings. The school is at the southwest corner of the intersection of Collier Street and Corbin Avenue in a residential area. The campus encompasses 6.51 acres on one parcel (APN 2164007900) and is bordered by Corbin Avenue to the east, Jumilla Avenue to the west, residential development to the south, and an orange grove to the north across Collier Street. Original facilities include two transitional kindergarten classrooms, 11 standard classrooms, Auditorium with a kitchen and outdoor covered lunch area, administration, and small library. Two portable classroom buildings (4 classrooms) house 3 kindergarten classrooms and 1 TK classroom. Existing PE facilities include field area, hard-court area, and a garden/outdoor classroom area. Permanent improvements include expansion of the existing parking lot and curbside drop-off ramps for accessibility. In 2015 a new permanent improvement of two 2-story 20,540-square foot classroom buildings with 16 new standard classrooms, offices, and a library located on approximately

2.5 acres of the existing 6.51-acre campus. The campus master plan build-out, totals 48,281-square-feet of building space, 31 classrooms supporting a full TK-8 program with a total capacity for 800 students. In 2019 SY CHIME also added a new playground in the TK play yard and a new elementary play structure in the Elementary play yard that opened in February 2020. FIT score of 90% means - The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear and/or in the process of being mitigated.

Table 14: 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: December 2025

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2025

Table 15: Overall Rating

Exemplary	Good	Fair	Poor
-	YES	-	-

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Table 16: CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments.

Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts/Literacy (grades 3-8 and 11)	56	53	43	46	47	48
Mathematics (grades 3-8 and 11)	47	47	32	35	35	37

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

**Table 17: 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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	436	98.64	1.36	52.87
Female	232	228	98.28	1.72	60.09
Male	210	208	99.05	.95	44.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	35.29
Filipino	--	--	--	--	--
Hispanic or Latino	90	89	98.89	1.11	44.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100	0	61.29
White	290	287	98.97	1.03	55.24
English Learners	15	15	100	0	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	92	98.92	1.08	36.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	86	93.48	6.52	24.42

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 18: 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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	442	431	97.51	2.49	46.87
Female	232	225	96.98	3.02	44.89
Male	210	206	98.10	1.90	49.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	90	88	97.78	2.22	38.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100	0	70.97
White	290	283	97.59	2.41	48.41
English Learners	15	15	100	0	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	91	97.85	2.15	26.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	84	91.30	8.70	21.43

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 19: 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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8 and high school)	45.39	21.89	30.73	39.23	24.78	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 20: CAASPP Test Results in Science by Student Group

Grades Five, Eight, and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	133	98.52	1.48	39.10
Female	77	75	97.40	2.60	42.67
Male	58	58	100	0	34.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100	0	39.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	91	90	98.90	1.10	38.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	20.0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	14.29

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 21: Career Technical Education (CTE) Programs (School Year 2024–25)

Career and Technical Education (CTE) is specifically structured for adolescent learners in grades 9-12 and beyond

Table 22: Career Technical Education (CTE) Participation (School Year 2024–25)

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

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements (School Year 2024–25)

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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 24: California Physical Fitness Test Results (School Year 2024–25)

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	97	94	93	91	96
7	98	97	98	99	96
9	N/A	N/A	N/A	N/A	N/A

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

Table 25: Opportunities for Parental Involvement (School Year 2025–26)
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The component of "family partnerships" remains a strength of the CHIME. Families are welcomed on campus and have many ways to contribute to the school – from helping with school mailings and planting in the Outdoor Classroom to leadership in coordinating large school events, becoming a member of one of CHIME's many community committees such as Diversity by Design or ELAC and supporting in the classrooms.

Approximately 80% of families contribute 8 or more volunteer hours per year. In addition, the CHIME Community Association (CCA) supports the school through fundraising and community events throughout the year and has a voting body of approximately 500 families. Both school staff and the CCA are currently engaged in outreach efforts to better elicit the active participation of families that have been historically less involved. Results from elicited feedback from families, implemented more variation in meeting days/times, increased translation of materials, and providing mentoring of new families by families already familiar with school procedures and routines.

Teachers meet with families in team meetings throughout the year to refine educational programs or to share progress for any student as needed in addition to Parent-Teacher conferences and Student Led Portfolio conferences.

Families are invited to attend online meetings and events such as school administration updates, committee meetings, family surveys, office hours with staff, parent teacher conferences and culminating unit events. Families like the option of online meetings and CHIME continues to provide this as a resource.

State Priority: Pupil Engagement

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

- High school graduation rates,

- High school dropout rates, and

- Chronic Absenteeism

Table 26: High School Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	N/A	N/A	N/A	86.1	88.5	88.5	86.2	86.4	87.5
Dropout Rate	N/A	N/A	N/A	8.5	6.5	7.3	8.2	8.9	8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 27: High School Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 28: Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	732	727	95	13.1
Female	377	375	51	13.6
355	355	352	44	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	4	2.3.5
Black or African American	25	24	4	16.7
Filipino	--	--	--	--
Hispanic or Latino	151	151	30	19.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	3	5.9
White	478	474	53	11.2
English Learners	55	55	3	5.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	160	159	28	17.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	155	155	25	16.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Table 29: Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.93	0.91	0.82	0.55	0.6	0.51	306	3.25	2.94
Expulsions	0	0	0	0.02	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2024–25)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.82	0
Female	0.27	0
Male	1.41	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.26	0
English Learners	3.64	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.94	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Table 31: School Safety Plan (School Year 2025–26)

CHIME complies with the California Healthy Schools Act. CHIME provides screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

CHIME has a Health, Safety and Emergency Plan in place prior to beginning the operation of the school and is reviewed annually. CHIME ensures that staff has been trained in health, safety, and emergency procedures and maintains a calendar and conducts emergency response drills for students and staff. CHIME and its employees and officers comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The health and safety of our students and staff members is our highest priority. For this reason, the CHIME Institute's Schwarzenegger Community School has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies have been developed in consultation with the school's insurance carriers, the STOP Grant consultants and has addressed the following topics:

• a requirement that all enrolling students and staff provide records documenting immunization against appropriate diseases
• policies and procedures for response to natural disasters and emergencies including fires and earthquakes, which will include regular fire and earthquake drills
• policies relating to preventing contact with blood-borne pathogens
• a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
• policies relating to the administration of prescription medicines
• a policy that the school will be housed in facilities that have received Fire Marshal approval and that the facility has been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard
• a policy that the school location and facility will be investigated, inspected and tested in order to determine that it is free from environmental hazards
• a policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
• a requirement that each employee of the school submit to criminal background check and furnish a criminal record summary as required by Education Code Section 44237
• a detailed description for background check procedures in provided in the charter
• Policies relating to a workplace free of sexual harassment.
• Policies that addresses bullying and suicide prevention.

These policies have been incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

CHIME is opposed and will not tolerate any form of employee, contractor, or client harassment based upon a protected status such as sex, race, national origin, age, religion, sexual orientation, or disability. Employees should keep in mind that jokes, stories, slurs, cartoons, nicknames, and comments about appearance may be offensive to others.

CHIME continues to review and refine its safety procedures and to work on safety training with its faculty and students. CHIME also, in light of recent national school safety events, has collaborated with the Los Angeles Police Department to review and enhance our safety procedures on campus. This includes the installation of a security camera at the main office front door, requires visitors be buzzed in, and an online visitor management system.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25	0	3	0
1	27	0	3	0
2	22	0	4	0
3	29	0	3	0
4	25	0	3	0
5	27	0	3	0
6	15	26	6	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	1	2	0
1	26	0	3	0
2	25	0	3	0
3	23	0	4	0
4	27	0	3	0
5	26	0	3	0
6	22	7	21	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2024–25)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24	0	3	0
1	23	1	2	0
2	25	0	3	0
3	25	0	3	0
4	29	0	3	0
5	24	0	3	0
6	20	10	21	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	24	1	5	0
Mathematics	24	2	4	0
Science	24	1	5	0
Social Science	24	1	5	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23	4	2	0
Mathematics	23	3	3	0
Science	23	3	3	0
Social Science	23	4	2	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22	4	2	0
Mathematics	22	4	2	0
Science	22	4	2	0
Social Science	22	4	2	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	761

*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.

Table 39: Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0
Nurse	.05
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other**	5

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

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

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15445.90	4630.91	10815.0	73745.58
District	N/A	N/A	12748.41	90557.0
Percent Difference – School Site and District	N/A	N/A	16.4.	22.7
State	N/A	N/A	11146.18	100333.0
Percent Difference – School Site and State	N/A	N/A	3.02	36.05

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

Table 41: Types of Services Funded (Fiscal Year 2024–25

CHIME offers a robust, student-centered educational model rooted in inclusion and research-backed practices. Key programs and services fall into four main categories: Instructional Design & Curriculum, Inclusion & Collaboration, Targeted Support & Enrichment, and University Partnership

Thematic and Project-Based Learning: Project-based learning allows for discovery on a variety of levels. Through large units linked to the California State Standards, students develop a "deep" understanding of key concepts, make connections between content areas and practice skills needed to apply new concepts. In addition, students learn social and problem-solving skills as they work together.

Instructional design and key educational theories support curriculum based on the California Content Standards (CCS). Key tenets are embedded throughout the curriculum:

• Inclusive Learning Community

• Universal Design for Learning (UDL)

• Constructivism

• Thematic Instruction

• Less emphasis is placed on the simple transmission of information, and more is placed on higher order thinking. Analysis, Synthesis, Evaluation, Conclusions Learning best occurs in a program that is individualized to address the wide range of learning styles and modality strengths and areas of need that exist within student bodies today.

• The English Language Arts curriculum, aligned to the CCS for ELA, aims to cultivate literacy through a cohesive, comprehensive, and progressive learning sequence. The California ELA-ELD Frameworks are used by our faculty to design standards-based lessons in ELA and across subjects.

• Mathematics curriculum at CHIME develops the deep understanding of numerical concepts, mathematical principles, mathematical applications and using mathematics to solve a range of problems. Our program and instructional methodologies are directly aligned with the CCSS in Mathematics (CCSSM), guided by the 2013 CA Mathematics Frameworks

• CHIME's history and social sciences curriculum is rooted in the curriculum standards specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and 2014 ELA/ELD Framework.

• Following the Next Generation Science Standards, the Science curricula develop student exploration of recurring concepts and connections made within the various Disciplinary Core Ideas (DCIs) of Life Sciences, Earth and Space Sciences, and Physical Sciences

• The CHIME Physical Education curriculum is based on the Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve and will be incorporate the new 2019 Health Education Curriculum Framework. The curriculum promotes excellent physical, social, and emotional health among students in our inclusion classroom model.

• Visual And Performing Arts – Music, Band, Art, Visual Art, Drama, Photography, Film

• Social Behavioral Skills Curriculum

• Social Emotional Learning

• Restorative Justice Learning

• Intervention And Enrichment Programs

Collaboration:

Co-Teaching - In a co-teaching model general education and special education teachers are partners in teaching, planning, and assessment. This team approach brings a variety of strengths to the classroom. Teachers meet in advance of teaching to plan strategies to address the needs of each individual student.

Related Services - are embedded. By embedding them in general education classrooms, related service staff-such as occupational therapists, physical therapists, adaptive physical educators and speech pathologists provide targeted support for students with disabilities that benefit all students. These experts train the teachers to implement evidence-based strategies to benefit all students.

Paraprofessionals - are trained assistants who provide additional support in the classroom. Teachers and paraprofessionals work together to implement the instruction of all students. In

addition, paraprofessionals provide the needed assistance of an additional adult to support students in small groups and individualized help. In the classroom teacher's absence, the paraprofessional can serve as the chief source of information for the substitute teacher. These partners become a critical component of the team as a whole.

Schoolwide Positive Behavior Support: A proactive approach to supporting student behavior that is now applied in schools across the country, Schoolwide Positive Behavior Support has been a critical component of CHIME's model from its inception. Expectations are taught and reinforced through the use of motivation, recognition, and careful analysis of misbehavior. Social skills and bullying prevention curricula are used and reinforced school wide. All students are viewed as key stakeholders who can help address school problems. Pupil counseling is provided by a counselor and school psychologist.

Family Partnerships: Administration, faculty and families come together to face challenges head on. Family input is welcomed on a range of issues impacting the school community, and families are considered experts on their children. Partnerships with families' support school programs through a wide range of volunteer opportunities. Recent Parent Association-led activities provided funding for art and music programs. The school has a parent volunteer-run library and an outdoor classroom that is used for cross-curricular and environmental education.

Differentiated Instruction: Adjustments are made based on individual student need to provide access to the core curriculum; Content, Process, Product; Curriculum is extended, modified, or accommodated based on the ability level of the student. Access to hands on learning, project-based learning, constructivist techniques, direct instruction, and variety of documentation methods. GATE strategies used in every classroom- Depth and Complexity Icons

University Partnership: In the past fifteen years, more than 800 students from California State University, Northridge completed assignments that require observation and/or participation in a school setting. With evidence-based practices for education that are closely linked to those taught by university faculty, students report a close connection between research and practice. CHIME has systems established to facilitate university student involvement on a variety of levels, and a designated liaison between the charter school and the university, which makes the process efficient, productive, and successful for future educators and provides an avenue for teachers to tap into the resources of the university.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	56,130	60,862.67
Mid-Range Teacher Salary	89,655	93,575.04
Highest Teacher Salary	111,314	125,548.29
Average Principal Salary (Elementary)	130,917	157,644.73
Average Principal Salary (Middle)	143,032	165,340.66
Average Principal Salary (High)	145,310	182,579.89
Superintendent Salary	440,000	257,064.2
Percent of Budget for Teacher Salaries	24.53	30.36
Percent of Budget for Administrative Salaries	4.94	4.88

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 2024–25)
To clarify Advanced Placement (AP) courses are a high school program administered by the College Board for college credit.

Percent of Students in AP Courses: *0*

Subject	Number of AP Courses Offered*
Computer Science	N/A
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

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

Table 44: Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	41