River Oak Charter

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

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

DataQuest

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

Internet Access

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

Jeanne Yttreness, Interim Principal

📍 Principal, River Oak Charter

About Our School

Contact

River Oak Charter
555 Leslie St.
Ukiah, CA 95482-5507

Phone: 707-467-1855
Email: jyttreness@riveroakcharterschool.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Debra Kubin
Email Address	dkubin@uusd.net
Website	www.uusd.net

School Contact Information (School Year 2019—20)	
School Name	River Oak Charter
Street	555 Leslie St.
City, State, Zip	Ukiah, Ca, 95482-5507
Phone Number	707-467-1855
Principal	Jeanne Yttreness, Interim Principal
Email Address	jyttreness@riveroakcharterschool.org
Website	www.riveroakcharterschool.org
County-District-School (CDS) Code	23656150115055

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

Mission River Oak Charter School strives, as a dynamic community of teachers, parents and students, to inspire in the child a love of life and learning, beginning with one's own heart, head and hands and working towards making a contribution to the community.
Vision
River Oak Charter School is a Steiner-inspired public school with a consistent philosophy, curriculum and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. Steiner-inspired education nurtures a sense of wonder and delight, and fosters the reverence for nature and humanity inherent in the young child. Steiner-inspired curriculum develops the child's active will, creative imagination and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction and purpose to their lives and leadership to their community.

Goals
ROCS respects and appreciates all children for their unique ethnic and cultural backgrounds, and affords the opportunity to develop an understanding of all of the traditions and cultures represented in the student population. Our goal is to educate a cross-section of the students of the Ukiah Unified School District. Children emerge with academic excellence, a commitment to the enhancement of their community and the ability to succeed today and tomorrow.
The Goals of ROCS:
• To broaden the educational choices and opportunities for children and families living in the local community
• To offer an educational program in a stimulating, nurturing, and safe environment
• To instruct children in methods framed within an artistic, creative, and imaginative context
• To allow each child's full potential to unfold
• To offer a challenging, developmentally–appropriate academic program
• To support students with learning disabilities to whatever degree needed to be successful in the classroom
• To inspire students to be self-motivated, competent, lifelong learners
• To create a school that motivates and assists all students in meeting proficiency on state academic standards

Last updated: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	42
Grade 1	26
Grade 2	24
Grade 3	27
Grade 4	26
Grade 5	26
Grade 6	26
Grade 7	24
Grade 8	24
Total Enrollment	245
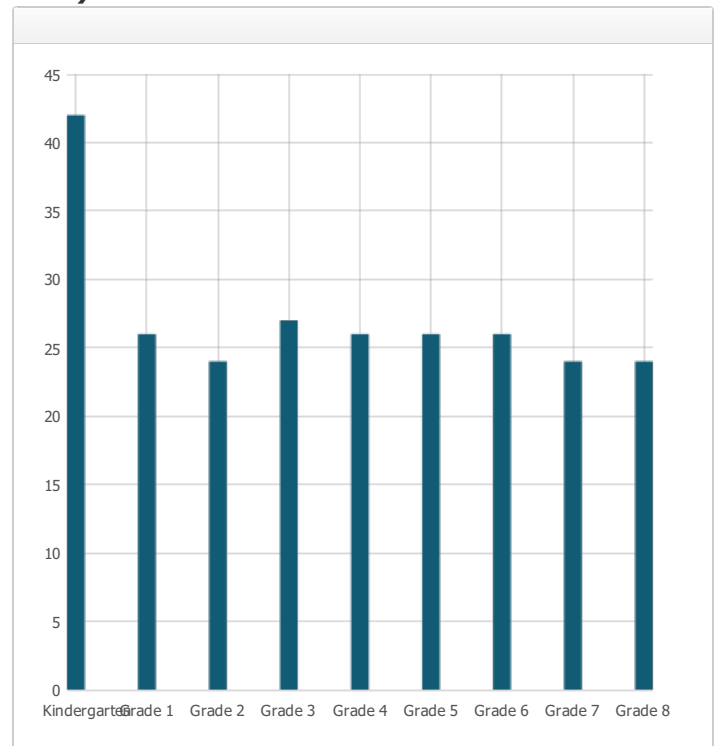
Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.90 %
American Indian or Alaska Native	2.90 %
Asian	1.20 %
Filipino	0.40 %
Hispanic or Latino	22.00 %
Native Hawaiian or Pacific Islander	%
White	64.10 %
Two or More Races	6.50 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.50 %
English Learners	7.30 %
Students with Disabilities	6.90 %
Foster Youth	%
Homeless	4.90 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	10	10	10	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
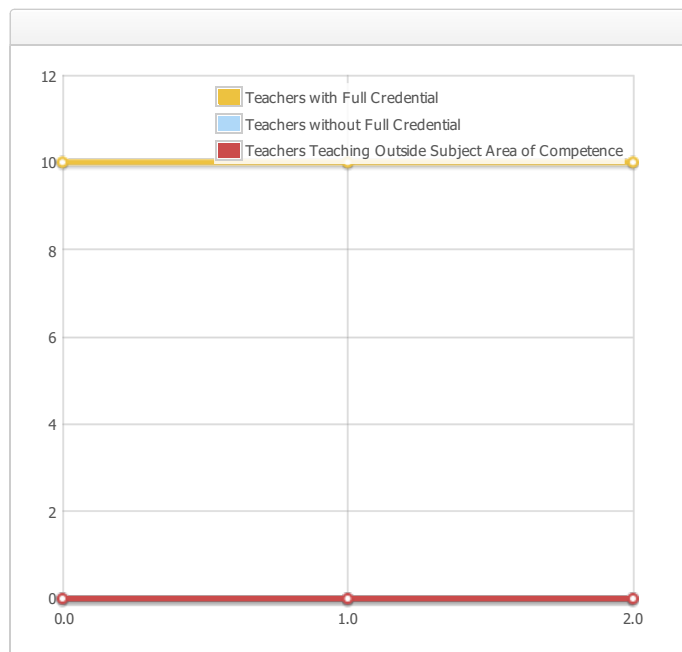
Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
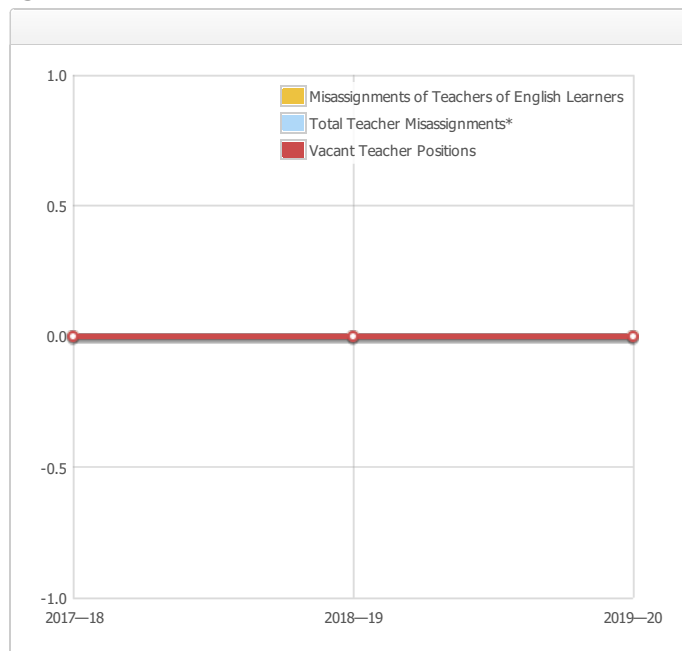
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	A fully integrated two-hour period of instructional activities begins each school day, in which the core curriculum is presented. The main lesson can be, for example, algebra, Greek History, botany, or acoustics, and involves storytelling, movement, art, biography, drama, writing, and any any activity that might help bring the topic to life. The main lesson is taught for 3-4 week block and then ended, often to be continued in later years.This format is used in first through eighth grade. Main Lesson Books- The students in the elementary grades do not typically use textbooks. Instead, the teacher, using textbooks, primary and other sources, utilizes these to create the lessons and their presentation. The children make their own lesson books for each subject taught. Each child has all the supplies they need.	No	0.00 %
Mathematics	Building Bridges 1-5 Math program Common Core Big Ideas Math Course 2 (7th) Big Ideas Math Advanced 2 Common Core Curriculum Algebra I Today's Program for Tomorrow's Leaders	Yes	0.00 %
Science	River Oak Charter School does not have textbooks for science. Their lessons are prepared by the teacher or speciality teacher using the Next Generation Science Standards(NGSS) to design and implement science curriucum in grades 1-8.		0.00 %
History-Social Science	Curriculum in grades 1-8 are designed and implemented by the teacher following the Standards fof history and social sciences. This is a part of their main lessons throughout the year.		0.00 %
Foreign Language	Spanish is introduced beginning in kindergarten and advances throuhout the grades. Our advanced Spanish students are eligible for Spanish I when entering the local high school. There are no text books but the guidelines are followed by the State of California Common Core guidelines.		0.00 %
Health	Health is infused with the science classes and have parent permission for the required courses for 7th and 8th grade.		0.00 %
Visual and Performing Arts	River Oak Charter School had amazing programs in the area of visual and performing arts. Students are exposed to music beginning in first grade, string instruments are introduced in 4th grade. By 5th grade students may chose band or orchestera.Students in 6-8th grades either orchestra or band instructions. Choral music is offered to every elementry -primary grades K-3.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2020

School Facility Conditions and Planned Improvements

River Oak Charter School could be rated overall as in "good" condition. The systems, gas leasks, mechanical/HVAC and sewer are good. The interiior of the school is in need of new carpet, rated as "fair".

We are proud to have an overall cleanliness,pest/vermin infestation in nil and rates "Good." There are no problems with the electrical,, Rate "Good"

Restrooms/Fountains are adequate and in good shape. As always, we could use a remodel for the upper grades, however there are no problems. Rate "Good."

There are no hazardous materials and fire safety issues. All are stored appropraxiely and labeled. Rated "Good"

Roofs have been repaired in the last two years. Rated "Good."

External school grounds are safe, warm and inviting. There are no structual damages to the external area.

Our Maintenance personnel is on top of our school.

Last updated: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpet needs to be replaced in front office and in the common areas. It is on a list to be priortized.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good

Last updated: 1/15/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	42.0%	36.0%	39.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	36.0%	24.0%	26.0%	38.0%	39.0%

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

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

Last updated: 1/15/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	150	98.04%	1.96%	42.00%
Male	71	68	95.77%	4.23%	35.29%
Female	82	82	100.00%	0.00%	47.56%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	33	33	100.00%	0.00%	30.30%
Native Hawaiian or Pacific Islander					
White	101	98	97.03%	2.97%	46.94%
Two or More Races	11	11	100.00%	0.00%	27.27%
Socioeconomically Disadvantaged	71	68	95.77%	4.23%	32.35%
English Learners	16	16	100.00%	0.00%	18.75%
Students with Disabilities	21	19	90.48%	9.52%	15.79%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

Last updated: 1/15/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	146	95.42%	4.58%	35.62%
Male	71	65	91.55%	8.45%	33.85%
Female	82	81	98.78%	1.22%	37.04%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	33	31	93.94%	6.06%	22.58%
Native Hawaiian or Pacific Islander					
White	101	96	95.05%	4.95%	40.63%
Two or More Races	11	11	100.00%	0.00%	27.27%
Socioeconomically Disadvantaged	71	65	91.55%	8.45%	24.62%
English Learners	16	14	87.50%	12.50%	14.29%
Students with Disabilities	21	16	76.19%	23.81%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	0	0	0%	0%	
Homeless	11	8	73%	27%	0.12%

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

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

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

Last updated: 1/15/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/15/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	--

Last updated: 1/15/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--

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

Last updated: 1/15/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parents are an integral part of our school and thier involvementis crucial to the success of the school. Our school welcomes parent involvement, encouraging all families to volunteer as often as possible throughout each year. Parent volunteer in the classrooms, on field trips, serve on school committees, work on school site needs and support fundraising efforts. Parents serve onthe Charter Council, the Parent Council and the School Site Council. The Parent Council is comprised of one parent representative from each classroom. The council recommends parent members to the Charter Council, and is instrumental in fundraising, supporting the faculty, and serving on important committees.Our school keeps track of parent involvement through a "Parent Volunteer Log" and online using our website. In the 2018-2019 a total of 4,000 hours were logged by our parents.

State Priority: Pupil Engagement
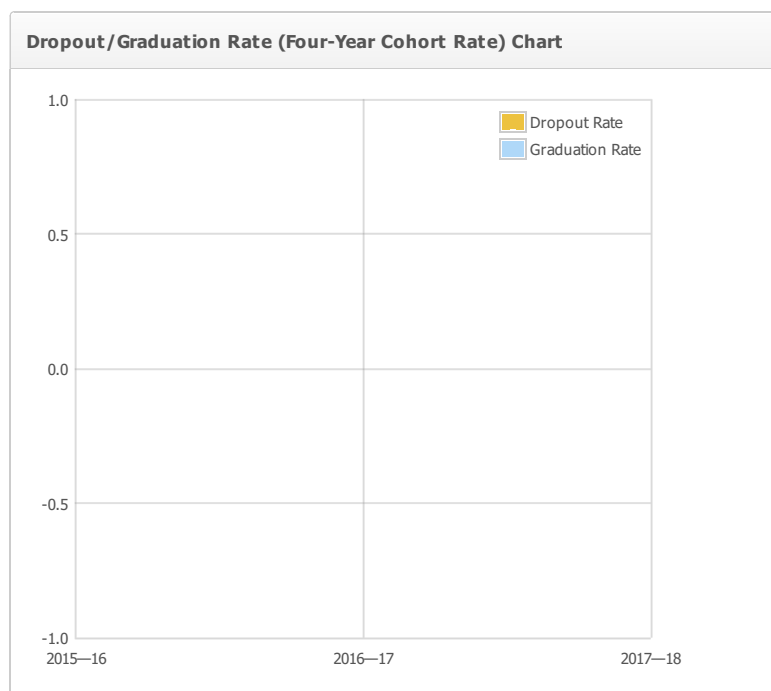
Last updated: 1/15/2020

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

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	4.30%	9.70%
Graduation Rate	--	91.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	4.80%	3.60%	9.10%	9.60%
Graduation Rate	--	--	85.90%	87.90%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/15/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.40%	2.00%	4.00%	8.70%	8.70%	7.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.40%	0.40%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

The Safety Plan is reviewed each year in August. Our registrar keeps the class list rosters up to date. It is reviewed at the annual back to school meetings held each August for the entire plan. The plan consists of Emergency Contacts, evacuation plan,fire plan, earthquakeand lockdown. Each teacher and other staff members such as office, health assistant, afterschool employees have a red binder.

The binder also contains the procedures of pick up and dismissals, updated rosters and medical conditions for each child.

Last updated: 1/15/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	1	1	
1	25.00		1	
2	24.00		1	
3	26.00		1	
4	26.00		1	
5	24.00		1	
6	26.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		2	
1	24.00		1	
2	26.00		1	
3	25.00		1	
4	27.00		1	
5	25.00		1	
6	25.00		2	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		2	
1	26.00		1	
2	24.00		1	
3	27.00		1	
4	26.00		1	
5	26.00		1	
6	26.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	2	2	
Mathematics	1.00	1		
Science	23.00	2	1	
Social Science	22.00	1		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00		2	
Mathematics	9.00	8		
Science	24.00	1	1	
Social Science	22.00	1		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00		2	
Mathematics	10.00	6	1	
Science	24.00		1	
Social Science				

* 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.

Last updated: 1/15/2020

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

Title	Ratio**
Counselors*	0.00

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

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

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

*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.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5349.00	--	--	$58863.84
District	N/A	N/A	--	$65139.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/15/2020

Types of Services Funded (Fiscal Year 2018—19)

In the upper grades, students will continue daily editing and math exercises, reading comprehension worksheets, weekkly discussion question aand active reading guides with class readers, and weekly vocabulary/spelling exercises. We increased Title I aide services in classrooms, wth push-in and pull-out support for small groups, as well as providing accommodations with IEP students, forsghadowing vocabulalry, leveled math groups , graphic organizers and test-taking strategies.

Outline of Intervention Plan:

5th grade math intervention (small group) after school tutorial

dedicated assistants to math classes.

Digital Literacny Program 6-8 gradesWeekly integrated science lessons in grades 1/2

Teachers continue to use "best practices" in direct instruction to all students. Teachers use interventioin program materials (e.g. Key Curriculum)

Daily targeted invention in 2nd-8th classrooms.

Title I Aide work with focal groups on ELA and Math

Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,812	$49,084
Mid-Range Teacher Salary	$63,427	$76,091
Highest Teacher Salary	$86,916	$95,728
Average Principal Salary (Elementary)	$106,946	$118,990
Average Principal Salary (Middle)	$121,678	$125,674
Average Principal Salary (High)	$129,484	$137,589
Superintendent Salary	$180,112	$230,096
Percent of Budget for Teacher Salaries	33.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

Teacher Salary Chart

Principal Salary Chart
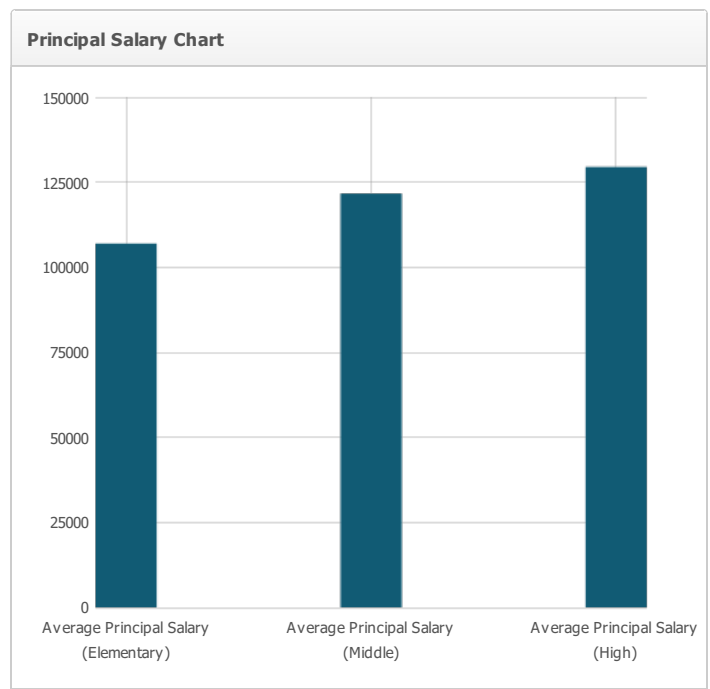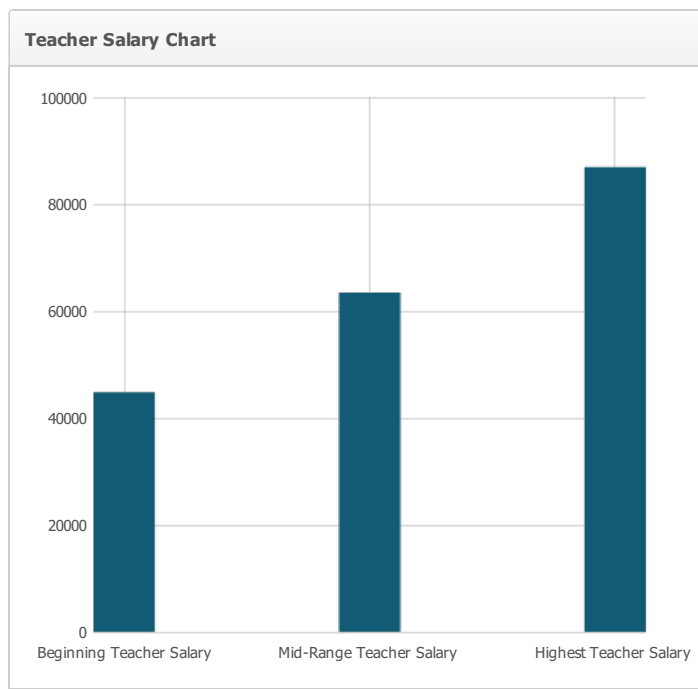
Last updated: 1/15/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/15/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		4	4

Last updated: 1/15/2020