

# River Oak Charter School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	River Oak Charter School
<b>Street</b>	555 Leslie St.
<b>City, State, Zip</b>	Ukiah, CA 95482-5507
<b>Phone Number</b>	707.467.1855
<b>Principal</b>	Jennifer Lockwood
<b>Email Address</b>	jlockwood@riveroakcharterschool.org
<b>School Website</b>	www.riveroakcharterschool.org
<b>County-District-School (CDS) Code</b>	23656150115055

## 2022-23 District Contact Information

<b>District Name</b>	River Oak Charter School
<b>Phone Number</b>	707.328.6813
<b>Superintendent</b>	Jennifer Lockwood
<b>Email Address</b>	jlockwood@riveroakcharterschool.org
<b>District Website Address</b>	www.riveroakcharterschool.org

## 2022-23 School Overview

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, working towards making a contribution to the community.

Vision: River Oak Charter School is a Steiner-methods 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-methods education nurtures a sense of wonder, and delight, and fosters the reverence for nature, and humanity inherent in the young child. Steiner-methods 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: River Oak Charter School 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. Children emerge with academic excellence, a commitment to the enhancement of their community, and the ability to succeed today, and tomorrow.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	23
Grade 2	24
Grade 3	26
Grade 4	26
Grade 5	21
Grade 6	27
Grade 7	24
Grade 8	25
Total Enrollment	238

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.7
Male	48.3
American Indian or Alaska Native	2.9
Asian	2.5
Black or African American	1.7
Filipino	1.7
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.4
White	63.0
English Learners	8.4
Foster Youth	0.0
Homeless	1.3
Migrant	0.0
Socioeconomically Disadvantaged	39.1
Students with Disabilities	7.1

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.90	87.28	245.80	70.79	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	9.71	10.40	2.99	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	3.01	66.60	19.20	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.50	3.61	12115.80	4.41
<b>Unknown</b>	0.00	0.00	11.80	3.41	18854.30	6.86
<b>Total Teaching Positions</b>	10.30	100.00	347.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.30	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2023 January	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	<p>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 physics, and involves storytelling, movement, art, biography, drama, writing, and 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.</p> <p>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.</p> <p>Each child has all the supplies they need.</p> <p>River Oak uses a variety of developmentally appropriate books for reading groups and independent reading. Teachers prepare lessons and students create artistic portfolios called Main Lesson Books as references for their learning. A variety of texts and technology sources are provided for research reports and learning projects to support the teachers lessons.</p>	No	0
<b>Mathematics</b>	<p>Building Bridges 1-4 Math program</p> <p>Common Core Big Ideas Math Course 1 (6th)</p> <p>Big Ideas Math Advanced Common Core Curriculum</p> <p>Midschool Math Common Core Curriculum (5th, 7th, 8th)</p> <p>Algebra I Today's Program for Tomorrow's Leaders</p>	Yes	0
<b>Science</b>	River Oak Charter School does not have textbooks for science. Their lessons are prepared by the teacher using the Next Generation Science Standards (NGSS) to design and implement science curriculum in grades 1-8.		0
<b>History-Social Science</b>	<p>Curriculum in grades 1-8 are designed and implemented by the teacher following the California Common Core Standards. This is a part of their main lessons throughout the year.</p> <p>Teaching tolerance is a common resource we use at River Oak as well.</p>		0
<b>Foreign Language</b>	<p>Spanish is introduced beginning in kindergarten and advances throughout the grades. Our advanced Spanish students are eligible for Spanish 2 when entering the local high school. Grades 6-8 using SOMOS, and the rest of the grades follow the World Language Standards of California.</p>		0
<b>Health</b>	Mental and Physical Health and Wellness are infused with the science classes and skills are taught and integrated throughout the day. Required courses for 5th- 8th grade are taught by teacher or a program.		0
<b>Visual and Performing Arts</b>	River Oak Charter School has 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.		0

	Choral music is offered to grades K-8		
<b>Science Laboratory Equipment (grades 9-12)</b>	Not Applicable	No	0

## School Facility Conditions and Planned Improvements

River Oak Charter School could be rated overall as in "good" condition.

**Year and month of the most recent FIT report**

10/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Painting, new rug in Large Common and Main Hallways, Adding a restroom and Renovation of current after school room and restrooms planned for 22-23 School year and Summer
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	42	N/A	31	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	31	N/A	20	N/A	33

## 2021-22 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
<b>All Students</b>	145	142	97.93	2.07	42.25
<b>Female</b>	78	76	97.44	2.56	53.95
<b>Male</b>	67	66	98.51	1.49	28.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	34	34	100.00	0.00	35.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	93	91	97.85	2.15	43.96
<b>English Learners</b>	12	12	100.00	0.00	16.67
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	53	52	98.11	1.89	42.31
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	12	11	91.67	8.33	27.27

## 2021-22 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
<b>All Students</b>	145	138	95.17	4.83	31.16
<b>Female</b>	78	72	92.31	7.69	34.72
<b>Male</b>	67	66	98.51	1.49	27.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	34	32	94.12	5.88	25.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	93	89	95.70	4.30	35.96
<b>English Learners</b>	12	12	100.00	0.00	8.33
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	53	50	94.34	5.66	22.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	12	11	91.67	8.33	9.09

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	27.91	NT	19.15	28.5	29.47

## 2021-22 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
<b>All Students</b>	45	43	95.56	4.44	27.91
<b>Female</b>	17	15	88.24	11.76	26.67
<b>Male</b>	28	28	100	0	28.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	30	28	93.33	6.67	28.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	18	100	0	5.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 5	0.85	0.85	0.85	0.70	0.85
Grade 7	0.96	0.79	0.88	0.88	0.88

## 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.

#### 2022-23 Opportunities for Parental Involvement

Family partnerships are an integral part of our school and their engagement is crucial to the success of the school. Our school welcomes family involvement, encouraging everyone to volunteer as often as possible throughout each year. Volunteer in the classrooms, on field trips, on school committees and to support fundraising efforts. Parents serve on the Charter Council, the Parent Council, Education Foundation 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 documents parent involvement through web based records.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	244	241	65	27.0
Female	126	125	25	20.0
Male	118	116	40	34.5
American Indian or Alaska Native	8	7	5	71.4
Asian	6	6	0	0.0
Black or African American	4	4	1	25.0
Filipino	4	4	1	25.0
Hispanic or Latino	61	59	19	32.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	2	25.0
White	152	152	36	23.7
English Learners	20	20	8	40.0
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	99	99	39	39.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	8	33.3

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.75	5.13	2.45
<b>Expulsions</b>	0.00	0.16	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	0.82	0.13	5.82	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.07	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.82	0.00
<b>Female</b>	0.79	0.00
<b>Male</b>	0.85	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.66	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	8.33	0.00



## 2022-23 School Safety Plan

The Safety Plan is reviewed each year in August. Our administrative assistant 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, earthquake and lock down. Each teacher and other staff members such as office, health assistant, after school employees have a red binder. The binder also contains the procedures of pick up and dismissals, updated rosters and medical conditions for each child.

## 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.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	21		2	
1	25		1	
2	26		1	
3	25		1	
4	27		1	
5	26		1	
6	25		1	

### 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
K	22		2	
1	25		1	
2	24		1	
3	26		1	
4	23		1	
5	27		1	
6	26		1	

## 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
K	21		2	
1	23		1	
2	24		1	
3	26		1	
4	26		1	
5	20	1		
6	17	1	1	

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	245	\$1,652.75	\$7,945.07	\$51,260
District	N/A	N/A	\$12,949.94	\$72,977
Percent Difference - School Site and District	N/A	N/A	-47.9	-35.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	18.6	-47.4

## 2021-22 Types of Services Funded

Increase title I Aide work with focal groups on ELA and Math, push in/pull out support with individuals and small groups, with Speech services over Zoom.  
EL Coordinator position, dedicated bilingual support for families.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,572	\$52,478
Mid-Range Teacher Salary	\$70,165	\$80,810
Highest Teacher Salary	\$96,069	\$101,276
Average Principal Salary (Elementary)	\$118,309	\$127,080
Average Principal Salary (Middle)	\$133,478	\$134,264
Average Principal Salary (High)	\$150,406	\$147,200
Superintendent Salary	\$205,282	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Annually teachers participate in professional development that integrates the Waldorf teaching approach into common core state standards for improving instruction and learning. This year, teachers attended an array of training for grade specific curriculum development, common core standards, and use of technology to better serve students.

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

Professional Development			
Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3