

River Oak Charter School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	River Oak Charter School
Phone Number	707.467.1855
Superintendent	Jennifer Lockwood
Email Address	jlockwood@riveroakcharterschool.org
District Website	www.riveroakcharterschool.org

2023-24 School Description and Mission Statement

River Oak Charter School, located in the beautiful Ukiah valley, is a community of educators and families committed to guiding children toward a life-long love of learning, creative thinking, and a responsible, sympathetic interest in the world. We serve approximately 240 students in grades TK-8 with art, music, drama, storytelling, poetry, and crafts, woven throughout the curriculum. Our students learn with their heads, hearts, and hands, building on a foundation of creativity that grows with the child to balance imagination, critical thinking and academic excellence.

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

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	40
Grade 1	24
Grade 2	24
Grade 3	26
Grade 4	26
Grade 5	26
Grade 6	21
Grade 7	24
Grade 8	25
Total Enrollment	236

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53%
Male	46.6%
American Indian or Alaska Native	2.5%
Asian	3.4%
Black or African American	0.8%
Filipino	1.3%
Hispanic or Latino	24.6%
Two or More Races	5.1%
White	61.4%
English Learners	10.2%
Homeless	0.4%
Socioeconomically Disadvantaged	42.4%
Students with Disabilities	7.6%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	87.28	245.80	70.79	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	9.71	10.40	2.99	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	3.01	66.60	19.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.50	3.61	12115.80	4.41
Unknown	0.00	0.00	11.80	3.41	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.50	77.74	238.90	67.55	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	17.80	5.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	15.49	47.30	13.39	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.60	3.02	11953.10	4.28
Unknown	0.60	6.77	38.90	11.01	15831.90	5.67
Total Teaching Positions	9.70	100.00	353.70	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.30	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	1.50

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13	0

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

Year and month in which the data were collected		2023 January	
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 physics, and involves storytelling,	No	0

	<p>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>		
Mathematics	<p>Building Bridges 1-4 Math program</p> <p>Common Core Big Ideas Math Course 2 (7th)</p> <p>Big Ideas Math Advanced Common Core Curriculum</p> <p>Midschool Math Common Core Curriculum (5th, 6th, 7th, 8th)</p> <p>Algebra I Today's Program for Tomorrow's Leaders</p>	Yes	0
Science	<p>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.</p>		0
History-Social Science	<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. Teaching tolerance is a common resource we use at River Oak as well.</p>		0
Foreign Language	<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. Unfortunately our 6th grade Spanish class had to be put on hold in the 23-24 school year due to staffing shortages.</p>		0
Health	<p>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.</p>		0
Visual and Performing Arts	<p>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 orchestra. Students in 6-8th grades either orchestra or band. Choral music is offered to grades TK-8.</p>		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

11/29/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		FIRST GRADE: Need GFCI on receptacle near source of water, or labeled if already protected. G.S. KINDERGARTEN: Daisy chain power strip needs to be removed SIXTH GRADE: Broken receptacle plate, breaker panel is obstructed and needs to be cleared, 3' in all directions.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	42	49	31	33	47	46
Mathematics (grades 3-8 and 11)	31	38	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	146	142	97.26	2.74	48.59
Female	77	74	96.10	3.90	64.86
Male	68	67	98.53	1.47	29.85
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	89	96.74	3.26	49.44
English Learners	12	12	100.00	0.00	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	67	95.71	4.29	44.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	18.18

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	146	143	97.95	2.05	38.46
Female	77	75	97.40	2.60	42.67
Male	68	67	98.53	1.47	32.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	36	97.30	2.70	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	92	90	97.83	2.17	43.33
English Learners	12	12	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	67	95.71	4.29	25.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	18.18

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.91	41.18	19.15	19.43	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	41.18
Female	33	33	100.00	0.00	39.39
Male	17	17	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	51.52
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	100	92	100
Grade 7	100	100	100	96	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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/Guardians serve on the Charter Council, the Parent Council, and the Education Foundation. The Parent Council is composed 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. We survey families through the LCAP Survey and invite parents to LCAP meetings to discuss the needs of the school, which are also discussed in the Parent Council and Charter Council meetings. The school administration also meets with families through Coffee with the Principal and meetings upon request. Parent/Guardian meetings are held in the classrooms monthly, and classes on topics such as "Positive Parenting" are held annually.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	240	239	74	31.0
Female	127	127	34	26.8
Male	112	111	40	36.0
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	6	6	4	66.7
Asian	8	8	3	37.5
Black or African American	2	2	0	0.0
Filipino	2	2	2	100.0
Hispanic or Latino	58	57	18	31.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	15	7	46.7
White	145	145	39	26.9
English Learners	24	24	11	45.8
Foster Youth	2	2	1	50.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	119	119	46	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	21	6	28.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.82	1.67	0.13	5.82	6.10	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.29	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.67	0
Female	0.79	0
Male	2.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.72	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.38	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.84	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Comprehensive School Safety Plan is reviewed each year in April. The School Safety Coordinator reviews and updates all emergency procedures and binders annually. The SSC attends annual trainings to keep up to date, and works with our plant manager to ensure safety procedures are being evaluated monthly. Our administrative assistant keeps the class list rosters up to date in each emergency binder. The Comprehensive School Safety Plan is reviewed at the annual back to school meetings held each August and again reviewed by all three councils: Charter Council, Faculty Council and Parent Council. The plan consists of Emergency contacts, evacuation plans, fire plan, earthquake and lock down plans and procedures. Each teacher and other staff members such as business manager, registrar, attendance secretary, office assistant, after school program director all have a red binder with specific instructions and roles in the case of an emergency. 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	0	0
1	24	0	1	0
2	24	0	1	0
3	26	0	1	0
4	26	0	1	0
5	26	0	1	0
6	21	0	1	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	238	2,674	7,485	73,507
District	N/A	N/A	\$12,949.94	\$75,059
Percent Difference - School Site and District	N/A	N/A	-53.5	-2.1
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-1.6	-17.2

Fiscal Year 2022-23 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 Testing Coordinator position, dedicated bilingual support for families. Small group counseling services are offered weekly.
 During an after school Tutoring supports
 Twice yearly MAP Assessments to determine present levels of performance

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,086	\$54,190
Mid-Range Teacher Salary	\$72,308	\$85,111
Highest Teacher Salary	\$98,980	\$104,999
Average Principal Salary (Elementary)	\$120,382	\$132,492
Average Principal Salary (Middle)	\$135,813	\$140,987
Average Principal Salary (High)	\$151,002	\$153,884
Superintendent Salary	\$210,979	\$255,503
Percent of Budget for Teacher Salaries	29.42%	32.09%
Percent of Budget for Administrative Salaries	5.06%	5.25%

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.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4