

**School Accountability Report Card Reported for School Year 2009-10  
Published during 2010-2011  
Executive Summary School Accountability Report Card, 2009–10**

*River Oak Charter School*

**Address:** 555 Leslie Street, Ukiah CA 95482  
**Principal:** Rima Meechan

**Phone:** (707) 467-1855  
**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

**About This School**

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*River Oak Charter School offers kindergarten through eighth grade, serving students in the greater Ukiah community. Our curriculum is aligned with the California State Standards and we strive to create self-motivated, competent lifelong learners.*

**Student Enrollment**

Group	Enrollment
Number of students	217
Black or African American	8
American Indian or Alaska Native	13
Asian	5
Filipino	3
Hispanic or Latino	41
Native Hawaiian/Pacific Islander	1
White (not of Hispanic origin)	146
Two or More Races	-
Socioeconomically Disadvantaged	102
English Learners	27
Students with Disabilities	23

**Teachers**

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	48.3%
Mathematics	51.0%
Science	63.6%
History-Social Science	71.4%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	-20
Statewide Rank (from 2009 Base API Report)	1
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 13
2010–11 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

*The local Fire Department annual inspection showed no repairs needed. The energy efficiency inspection from the local electricity company showed that River Oak's lighting system is energy efficient at this time. And the plumbing preventative maintenance plan gave the school a thorough cleanout of the sewer line in March 2010 and found no issues.*

### Repairs Needed

*Replacement of damaged/stained acoustic ceiling tiles throughout school. Resurfacing of the parking lot in the summer of 2011. Replacement of carpeting in 2 classrooms. Resurfacing of the playground blacktop area.*

### Corrective Actions Taken or Planned

*The corrective actions planned for the 2010-11 school year include resurfacing the playground and parking lot. The replacement of carpeting in 2 classrooms has been done. The replacement of damaged or stained acoustic ceiling tiles has been done.*

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,600.00
District	<b>We are our own LEA</b>
State	\$5,117.00

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

<b>Measure</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	River Oak Charter School	<b>District Name</b>	River Oak Charter School District
<b>Street</b>	555 Leslie Street	<b>Phone Number</b>	(707) 467-1855
<b>City, State, Zip</b>	Ukiah, CA 95482	<b>Web Site</b>	www.riveroakcharterschool.org
<b>Phone Number</b>	(707) 467-1855	<b>Superintendent</b>	Rima Meechan
<b>Principal</b>	Rima Meechan	<b>E-mail Address</b>	rmeechan@mcoe.us
<b>E-mail Address</b>	rmeechan@mcoe.us	<b>CDS Code</b>	23-65615-0115055

## School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

*River Oak Charter School is a Steiner-methods public school with a consistent philosophy, curriculum and teaching method that embraces the developmental nature 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. Children emerge as adolescents with the self-confidence, direction and purpose to their lives, and leadership in their community.*

## Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

*Parents are an integral part of the River Oak Charter School. Their involvement is crucial to the success of the school. The school welcomes parent involvement, encouraging all families to volunteer as often as possible throughout the school year. Parents are welcome to help in the classroom, on field trips, to serve on school committees, to work on school site needs, and to support fundraising efforts. Parents serve on the Charter Council, Parent Council, and the School Site Council. The Parent Council is comprised of parent representatives from each class room and this Council is instrumental in fundraising, supporting the faculty, and serving on important committees. For instance, the Annual May Day Faire is organized and manned entirely by parent volunteers from each class. Parents also volunteer their time and services for such committees as the Grounds Committee, which focuses on the continual beautification of our campus. Parents are truly valued at River Oak!*

## Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten (2 classes)	38	Grade 8	21
Grade 1	22	Ungraded Elementary	
Grade 2	20	Grade 9	
Grade 3	22	Grade 10	
Grade 4	25	Grade 11	
Grade 5	26	Grade 12	
Grade 6	21	Ungraded Secondary	
Grade 7	22	Total Enrollment	

## Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.8%	White	66.7%
American Indian or Alaska Native	5.3%	Two or More Races	0%
Asian	2.2%	Socioeconomically Disadvantaged	47%
Filipino	0.4%	English Learners	12.4%
Hispanic or Latino	20.2%	Students with Disabilities	10.6%
Native Hawaiian/Pacific Islander	0.4%		

## Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	19.5	2		0	18.0	2		0	38	2		0
<b>1</b>	20.0	1		0	19.0	1		0	22		1	0
<b>2</b>	20.0	1		0	21.0		1	0	20	1		0
<b>3</b>	24.0		1	0	22.0		1	0	22		1	0
<b>4</b>	24.0		1	0	24.0		1	0	25		1	0
<b>5</b>	24.0		1	0	23.0		1	0	26		1	0
<b>6</b>	16	1		0	22.0		1	0	21		1	0
<b>K-3</b>	20.87	4	1	0	20	3	2	0	20.4	3	2	0
<b>3-4</b>	24		2	0	23		2	0	23.5		2	0
<b>4-8</b>	19.8	3	2	0	21.8	1	4	0	23		5	0
<b>Other</b>												

## III. School Climate

### School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

*River Oak Charter School has developed a comprehensive school-wide Safety Plan that identifies safety concerns, as well as, specific prevention and action strategies involving community and local law enforcement and emergency service agencies. Our school maintains a safe and secure campus by fostering a positive learning environment that uses prevention strategies such as "Social Inclusion", and that emphasizes high expectations for student conduct.*

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Suspensions</b>	0.05	0.09	0.03	We are our own LEA	We are our own LEA	We are our own LEA
<b>Expulsions</b>	0	0	0	---	---	---

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

*The overall condition of the school's grounds, buildings, and restrooms is good. In the 2010-11 school year, the playground blacktop area and the parking lot will be resurfaced. The school is researching a new awning for the side of the main building that will provide shade and shelter for the school community. Also, the Administrator's office will be expanded and the front office area will be updated.*

## School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			None found.
<b>Interior:</b> Interior Surfaces	n/a	x			None needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	x			None found.
<b>Electrical:</b> Electrical	n/a	x			No repairs needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a	x			Playground drinking fountain was blocked and then repaired in September 2010.
<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	x			Fire safety inspection all clear.
<b>Structural:</b> Structural Damage, Roofs	n/a	x			1 portable roof repaired (small leak)
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	x			Blacktop playground area and parking lot need to be resurfaced. Playground was resurfaced in Fall 2010 and parking lot will be resurfaced in Summer of 2011.
<b>Overall Rating</b>		x			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
<b>With Full Credential</b>	12	11	11	<b>We are our own LEA</b>
<b>Without Full Credential</b>	0	0	0	---
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	We are our own LEA	----
High-Poverty Schools in District	----	----
Low-Poverty Schools in District	----	----

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0.15	n/a
Social Worker	0	n/a
Nurse	0.10	n/a
Speech/Language/Hearing Specialist	0.125	n/a
Resource Specialist (non-teaching)	1	n/a
Other	---	n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.



<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials</b>	<b>Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Great condition; 211 total, plus 57 sets of readers	0%	n/a
<b>Mathematics</b>	Very good condition; 225 total, plus 25 for 7 <sup>th</sup> -8 <sup>th</sup>	0%	Prentice Hall, CPM
<b>Science</b>	The children at River Oak develop their own Main Lesson Books in lieu of a standard textbook.	0%	n/a
<b>History-Social Science</b>	Good-very good condition; 106 total, plus workbooks, handouts, demonstrative materials, fieldtrips	0%	HM – Across the Centuries, More Perfect Union, Message from Ancient Days
<b>Foreign Language</b>	20 Spanish readers	0%	n/a
<b>Health</b>	Very good condition; posters, pamphlets, anatomical models, handouts	0%	n/a
<b>Visual and Performing Arts</b>	Very good condition; 40 string instruments (violins, cellos); 30 band instruments (flutes, trumpets, saxophones, bass, clarinets, drums, piano. Music Library; 22 recorders; 140 sets colored pencils, water colors and oils. Art sketch and paint paper and canvases; 25 sets of artist-quality pastels. Costume closet, numerous scripts.	0%	n/a
<b>Science Laboratory Equipment (grades 6-8)</b>	Very good condition; 2 large, 3 small microscopes, beakers, slides, misc. glasswork and laboratory accessories; Bunsen burners, physics supplies and equipment.	0%	n/a

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school

expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	n/a	n/a	\$6,222.5	\$41,090
District	n/a	n/a	We are our own LEA	We are our own LEA
Percent Difference – School Site and District	n/a	n/a	---	---
State	n/a	n/a	\$6,207.94	\$64,246
Percent Difference – School Site and State	n/a	n/a	+0.2%	-36.0%

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

*As a Steiner-methods school, River Oak Charter School offers a variety of specialty programs, including Spanish in all grades, Handwork, Strings, Band, Woodwork, Drawing, and Art.*

### Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district (USD) salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	36,001	\$40,917
Mid-Range Teacher Salary	\$53,001	\$64,688
Highest Teacher Salary	\$71,186	\$82,849
Average Principal Salary (Elementary)	\$91,656	\$102,130
Average Principal Salary (Middle)	\$94,691	\$108,050
Average Principal Salary (High)	\$104,736	\$117,845
Superintendent Salary	\$145,000	\$176,547
Percent of Budget for Teacher Salaries	40.4%	40.3%
Percent of Budget for Administrative Salaries	4.7%	5.9%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and

mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		
	2007–08	2008–09	2009–10
English-Language Arts	46%	53%	48.3%
Mathematics	35%	46%	50.3%
Science	41%	63%	63.6%
History-Social Science	45%	78%	71.4%

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41%	43%	49%	43%
All Students at the School	47%	48%	63%	53%
Male	46%	46%	*	*
Female	44%	34%	60%	64%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	*	*	*	*
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	48%	37%	62%	73%
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

<b>Students with Disabilities</b>	*	*	*	*
<b>Students Receiving Migrant Education Services</b>	n/a	n/a	n/a	n/a

### California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	91.3%	78.3%	52.2%
7	81%	66.7%	47.6%
9	n/a	n/a	n/a

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	4	5
Similar Schools	1	1	1

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	5	5	-20
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a

Asian	n/a	n/a	n/a
Filipino	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a
Native Hawaiian/Pacific Islander	n/a	n/a	n/a
White	775	802	757
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

**Academic Performance Index Growth by Student Group – 2010 Growth API Comparison**  
**This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.**

Group	2010 Growth API		
	School	LEA	State
All Students at the School	<b>-20</b>	We are our own LEA	<b>13</b>
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian/Pacific Islander	*	*	*
White	<b>782</b>	*	<b>855</b>
Two or More Races	*	*	*
Socioeconomically Disadvantaged	<b>699</b>	*	<b>725</b>
English Learners	*	*	*
Students with Disabilities	*	*	*

**Adequate Yearly Progress**

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	No	We are our own LEA
<b>Participation Rate - English-Language Arts</b>	Yes	---
<b>Participation Rate - Mathematics</b>	Yes	---

<b>Percent Proficient - English-Language Arts</b>	No	---
<b>Percent Proficient - Mathematics</b>	Yes	---
<b>API</b>	Yes	---
<b>Graduation Rate</b>	n/a	n/a

### **Federal Intervention Program (School Year 2010–11)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	<b>We are our own LEA</b>
<b>First Year of Program Improvement</b>	n/a	---
<b>Year in Program Improvement</b>	n/a	---
<b>Number of Schools Currently in Program Improvement</b>	n/a	---
<b>Percent of Schools Currently in Program Improvement</b>	n/a	---

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

*Professional development for both new and experienced teachers is a priority at River Oak Charter School. New teachers participate in all aspects of the North Coast Beginning Teacher Program (NCBTP), the local California Beginning Teacher Support and Assessment Program (BTSA). New teachers are paired with a support provider who is an experienced teacher. They have ongoing meeting at least once a week to examine and improve the teaching practices of the new teacher. New teachers and their support providers attend monthly seminars presented by the NCBTP. New teachers may also be paired with an experienced Steiner-inspired educator and have weekly ongoing mentoring sessions.*

*All teachers at River Oak Charter School have frequent opportunities for meaningful professional development. Teachers may attend seminars presented by the Mendocino County Office of Education or the Sonoma County Office of Education ("SCOE"), such as "Starting Out Right" and RTI workshops. Several River Oak Charter School teachers have attended the California Charter Schools Association Conference. When a teacher attends a conference or seminar, it is regular practice to have a time reserved at faculty meetings where ideas and innovations can be shared with the faculty.*

*Teachers also regularly attend Steiner-inspired Teacher Training Courses, consisting of, at a minimum, one week in the summer and one week in February. Many of our teachers are also participating in ongoing Steiner-inspired training at the Center For Educational Renewal in Santa Rosa, CA.*