

Executive Summary School Accountability Report Card, 2010–11

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. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

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	230
Black or African American	4.8%
American Indian or Alaska Native	5.2%
Asian	2.6%
Filipino	0.5%
Hispanic or Latino	21.9%
Native Hawaiian or Pacific Islander	0.4%
White	64.9%
Two or More Races	-
Socioeconomically Disadvantaged	45%
English Learners	8.68%
Students with Disabilities	10.3%

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 ¹ Program Results
English-Language Arts	50.3%
Mathematics	52.2%
Science	59.6%
History-Social Science	57.1%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	+1
Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 13
2011–12 Program Improvement Status (PI Year)	PI – Year 1

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. Replacement of carpeting in 2 classrooms. Resurfacing of the playground blacktop area was completed in 2011. Fencing around the school needs minor repairs.

Corrective Actions Taken or Planned

The corrective actions planned for the 2011-12 school year include updating the student bathrooms, building storage cabinets in all classrooms 1-8, and a new kitchen area in Class 3. The replacement of carpeting in 3 classrooms has been done and the cleaning of all carpets school-wide.

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	\$5,302
District	We are our own LEA
State	\$8,452

School Completion

Indicator	Result
Graduation Rate (if applicable)	n/a

Postsecondary Preparation

Measure	Percent
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

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

¹ The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see 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

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 2011–12)

This section provides the school's contact information.

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

School Description and Mission Statement (School Year 2010–11)

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 2010–11)

This section provides information about opportunities for parents to become involved with school activities, 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!

For opportunities to become involved in our school community, please visit our website at riveroakcharterschool.org.

Student Enrollment by Grade Level (School Year 2010–11)

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)	40	Grade 8	23
Grade 1	20	Ungraded Elementary	
Grade 2	22	Grade 9	
Grade 3	26	Grade 10	
Grade 4	26	Grade 11	
Grade 5	26	Grade 12	
Grade 6	26	Ungraded Secondary	
Grade 7	24	Total Enrollment	

Student Enrollment by Subgroup (School Year 2010–11)

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	64.9%
American Indian or Alaska Native	5.2%	Two or More Races	0%
Asian	2.6%	Socioeconomically Disadvantaged	45%
Filipino	0.5%	English Learners	8.68%
Hispanic or Latino	21.9%	Students with Disabilities	10.3%
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	2008–09				2009–10				2010–2011			
	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+
K	18.0	2		0	18	2		0	19.9	2		0
1	19.0	1		0	22		1	0	19.9	1		0
2	21.0		1	0	20	1		0	22		1	0
3	22.0		1	0	22		1	0	25.2		1	0
4	24.0		1	0	25		1	0	25.7		1	0
5	23.0		1	0	26		1	0	26		1	0
6	22.0		1	0	21		1	0	26		1	0
K-3	20	3	2	0	20.4	3	2	0	21.4	3	2	0
3-4	23		2	0	23.5		2	0	25.5		2	0
4-8	21.8	1	4	0	23		5	0	24.3		5	0
Other												

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

III. School Climate

School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0.05	0.09	0.03	We are our own LEA	We are our own LEA	We are our own LEA
Expulsions	0	0	0	---	---	---

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The overall condition of the school's grounds, buildings, and restrooms is good. In the 2010-11 school year, the playground blacktop area was 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 was expanded and cabinets were built into classroom 1-8 for added storage. Planned improvements include repairing the fences around the school, adding a kindergarten playground in the school's garden area, and repairing/updating playground equipment.

School Facility Good Repair Status (School Year 2011–12)

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	■	x			None found.
Interior: Interior Surfaces	■	x			None needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	■	x			None found.
Electrical: Electrical	■	x			No repairs needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	■	x			Student bathrooms were painted and floors professionally cleaned.
Safety: Fire Safety, Hazardous Materials	■	x			Fire safety inspection all clear.
Structural: Structural Damage, Roofs	■	x			Side window leak – repaired.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	■	x			Playground was resurfaced in Fall 2010 and parking lot will be resurfaced when funds permit. Fences to be repaired in 2011-12.
Overall Rating		x			-----

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	11	11	11	We are our own LEA
Without Full Credential	0	0	0	---
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	2	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see 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	Percent of Classes In Core Academic Subjects 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	----	----

Note: 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.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

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

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2010-2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	n/a	n/a	0%
Mathematics	2007	Prentice Hall, CPM	0%
Science	The children at River Oak develop their own Main Lesson Books in lieu of a standard textbook.	n/a	0%
History-Social Science	2000	HM – Across the Centuries, More Perfect Union, Message from Ancient Days	0%
Foreign Language	n/a	n/a	0%
Health	-----	n/a	0%
Science Laboratory Equipment (grades 6-8)	-----	n/a	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,455	\$1,153	\$5,302	\$43,950
District			We are our own LEA	We are our own LEA
Percent Difference – School Site and District			---	---
State			\$8,452	\$55,509
Percent Difference – School Site and State			37%	21%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

River Oak Charter School offers a Steiner-inspired curriculum along with a variety of specialty programs, including Spanish in all grades, Handwork, Strings, Band, Choir, Woodwork, Drawing, and Art. We are a public school that also provides CA standards-based instruction.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

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%

Note: For detailed information on salaries, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade 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.
- **California Alternate Performance Assessment (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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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		
	2008–09	2009–10	2010–11
English-Language Arts	53%	48.3%	50.3%
Mathematics	46%	50.3%	52.2%
Science	63%	63.6%	59.6%
History-Social Science	78%	71.4%	57.1%

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.

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 at the School	48%	50%	60%	57%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	34%	37%	*	*
Native Hawaiian or Pacific Islander	*	*	*	*
White	54%	55%	71%	57%
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	39%	44%	*	*
English Learners	37%	52%	*	*
Students with Disabilities	20%	21%	*	*
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	80%	64%	56%
7	91.7%	62.5%	37.5%
9	n/a	n/a	n/a

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.

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. For detailed information about the API, see the CDE *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	2008	2009	2010
Statewide	4	5	3
Similar Schools	1	1	1

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	+29	-20	+1
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	+28	-13	-6
Two or More Races	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	+24
English Learners	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a

Note: "N/A" means that the student group is not numerically significant or data were not available.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	1	We are our own LEA	10
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian/Pacific Islander	*	*	*
White	-6	*	*
Two or More Races	*	*	*
Socioeconomically Disadvantaged	+24	*	*
English Learners	*	*	*
Students with Disabilities	*	*	*

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Overall	No	We are our own LEA
Participation Rate - English-Language Arts	Yes	
Participation Rate - Mathematics	Yes	
Percent Proficient - English-Language Arts	No	
Percent Proficient - Mathematics	No	
API	Yes	
Graduation Rate	n/a	

Federal Intervention Program (School Year 2011–12)

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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	We are our own LEA
First Year of Program Improvement	Year 1	---
Year in Program Improvement	2011-12	---
Number of Schools Currently in Program Improvement		---
Percent of Schools Currently in Program Improvement		---

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

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

Narrative provided by the LEA

Use this space to share information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The faculty at River Oak participate in three full days of professional development annually. Areas that we focus on include, but are not limited to, the following:

- ELD training
- Social Inclusion training
- SLOP training
- Storytelling and Imagery
- Data Analysis
- Assessment and Student Achievement

At weekly Faculty meetings, the Administrator and Classroom Teachers discuss student data and use that information to guide instruction. Then teachers are supported through peer observations and feedback. A portion of the school's finances is used on professional development and teachers attend workshops and purchase resources to implement best practices in their daily instruction.

In 2012, the faculty will be trained on how to use a data analysis system called *Data Director* to support them in focusing on student assessments and data. This will help inform their instruction toward meeting our school-wide goal of increased student achievement.