

# River Oak Charter



Mrs. Meechan, Superintendent/Principal.

## Data and Access

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](#).
- For additional information about the school, parents 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](#) 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	River Oak Charter
<b>Street</b>	555 Leslie St.
<b>City, State, Zip</b>	Ukiah, Ca, 95482-5507
<b>Phone Number</b>	707-467-1855
<b>Principal</b>	Rima Meechan, Administrator
<b>E-mail Address</b>	<a href="mailto:meechan@mcoe.us">meechan@mcoe.us</a>
<b>County-District-School (CDS) Code</b>	23656150115055

District	
<b>District Name</b>	Ukiah Unified
<b>Phone Number</b>	(707) 472-5000
<b>Web Site</b>	<a href="http://www.uusd.net">www.uusd.net</a>
<b>Superintendent First Name</b>	Debra
<b>Superintendent Last Name</b>	Kubin
<b>E-mail Address</b>	<a href="mailto:dkubin@uusd.net">dkubin@uusd.net</a>

Last updated: 1/9/2014

### School Description and Mission Statement (School Year 2012-13)

*River Oak Charter School is a Steiner-methods public charter 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.*

Last updated: 1/23/2014

### Opportunities for Parental Involvement (School Year 2012-13)

*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!*

Last updated: 1/9/2014

# 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.
- **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.

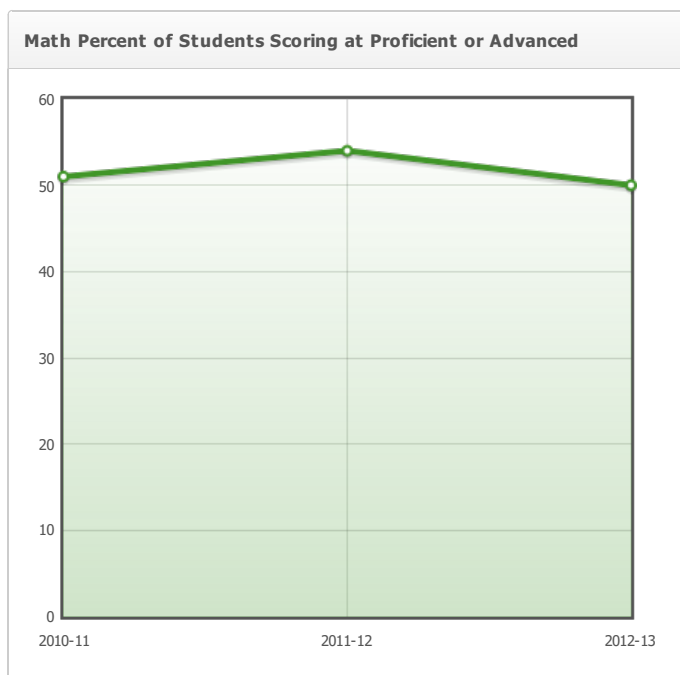
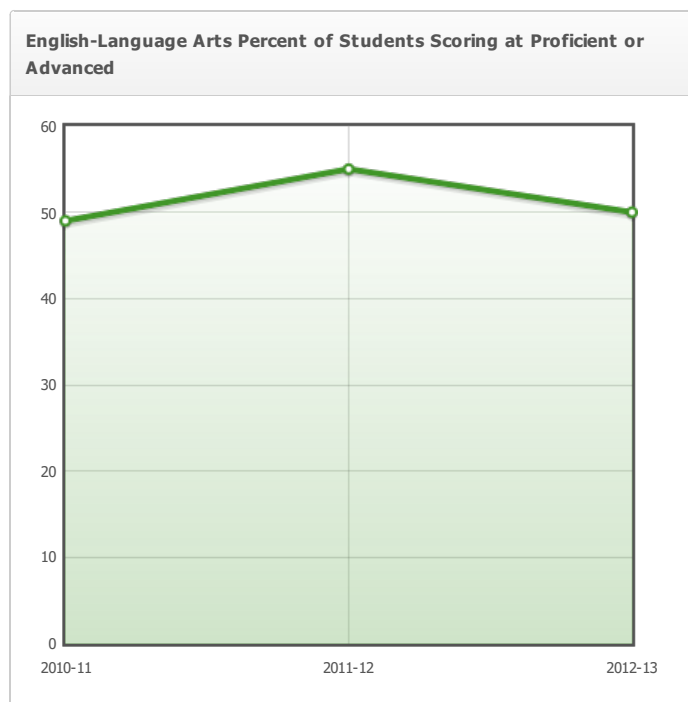
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

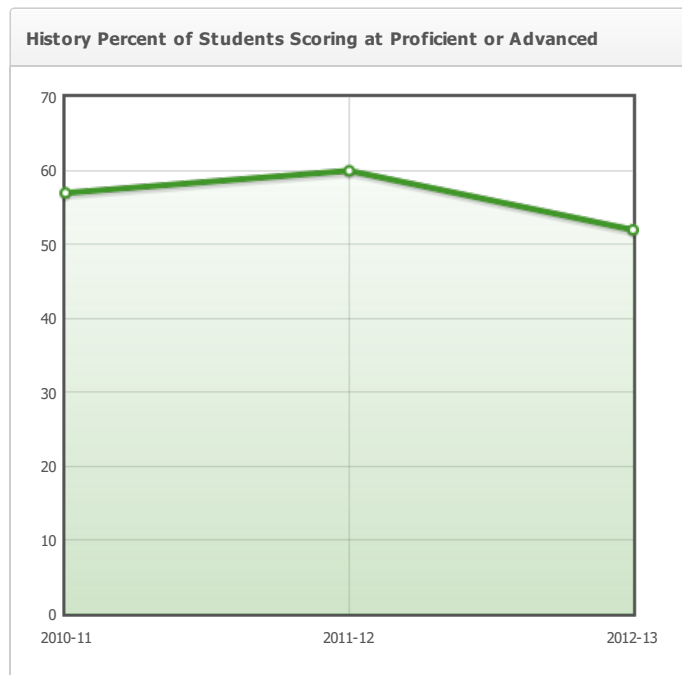
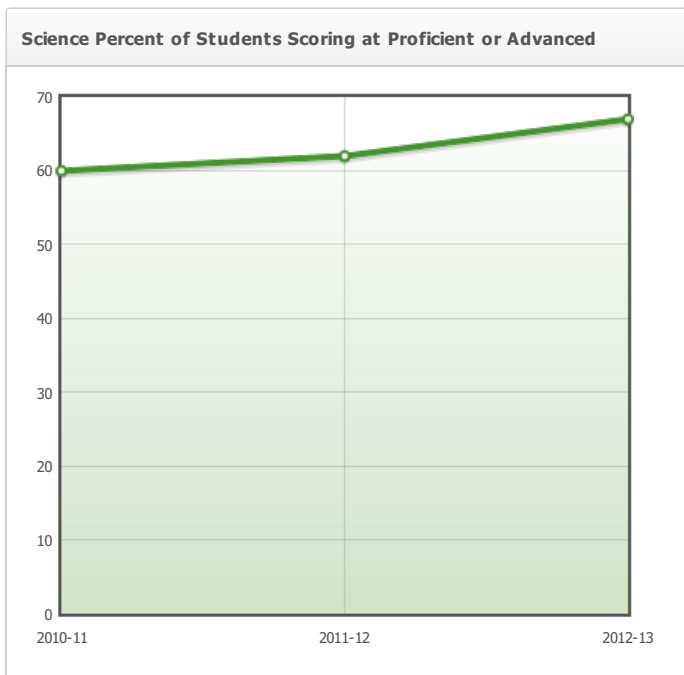
## Standardized Testing and Reporting Results for All Students - Three-Year

### Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	55%	50%	42%	46%	42%	54%	56%	55%
Mathematics	51%	54%	50%	36%	40%	38%	49%	50%	50%
Science	60%	62%	67%	41%	49%	42%	57%	60%	59%
History-Social Science	57%	60%	52%	45%	48%	40%	48%	49%	49%

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.





Last updated: 1/9/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42%	38%	43%	40%
All Students at the School	50%	50%	67%	52%
Male	40%	49%	71%	55%
Female	58%	51%	66%	50%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	35%	44%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	58%	54%	73%	56%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	43%	40%	67%	N/A
English Learners	N/A	31%	N/A	N/A
Students with Disabilities	31%	31%	N/A	N/A
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.

Last updated: 1/9/2014

## California Physical Fitness Test Results (School Year 2012-13)

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2%	26.9%	34.6%
7	36.4%	9.1%	40.9%

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.

*Last updated: 1/9/2014*

## 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](#).

### 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	2010-11	2011-12	2012-13
Statewide	3	3	4
Similar Schools	1	1	1

*Last updated: 1/9/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	1	28	-27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-6	36	-28
Two or More Races			
Socioeconomically Disadvantaged	24	12	-10
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/9/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	165	765	3,973		4,655,989	790
Black or African American	9		43	720	296,463	708
American Indian or Alaska Native	4		280	639	30,394	743
Asian	4		37	887	406,527	906
Filipino	1		23	876	121,054	867
Hispanic or Latino	33	745	1,941	670	2,438,951	744
Native Hawaiian or Pacific Islander	1		5		25,351	774
White	108	790	1,551	779	1,200,127	853
Two or More Races	5		93	704	125,025	824
Socioeconomically Disadvantaged	89	733	2,916	684	2,774,640	743
English Learners	23	755	1,437	636	1,482,316	721
Students with Disabilities	20	607	463	530	527,476	615

Last updated: 1/9/2014

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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](#).

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	No	
Met API Criteria	No	
Met Graduation Rate	N/A	

Last updated: 1/9/2014



## Federal Intervention Program (School Year 2013-14)

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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](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	92.3%

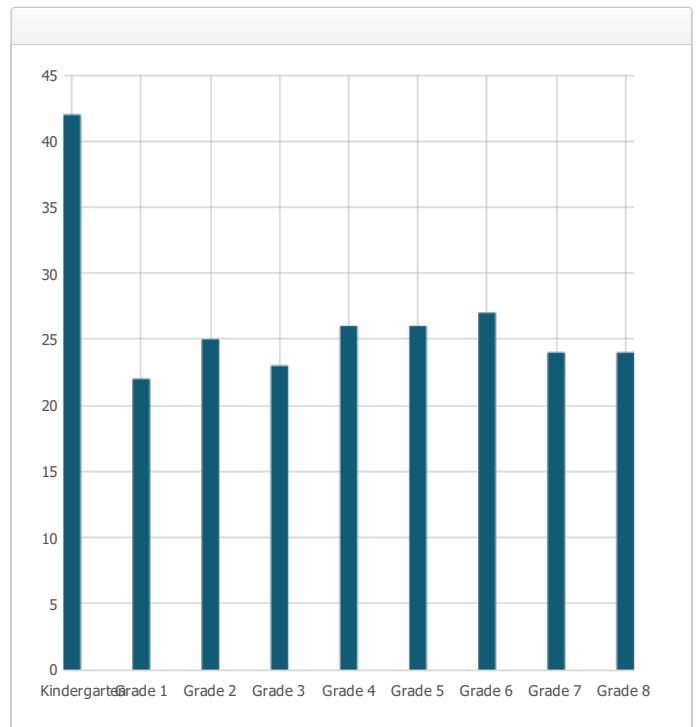
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 1/9/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

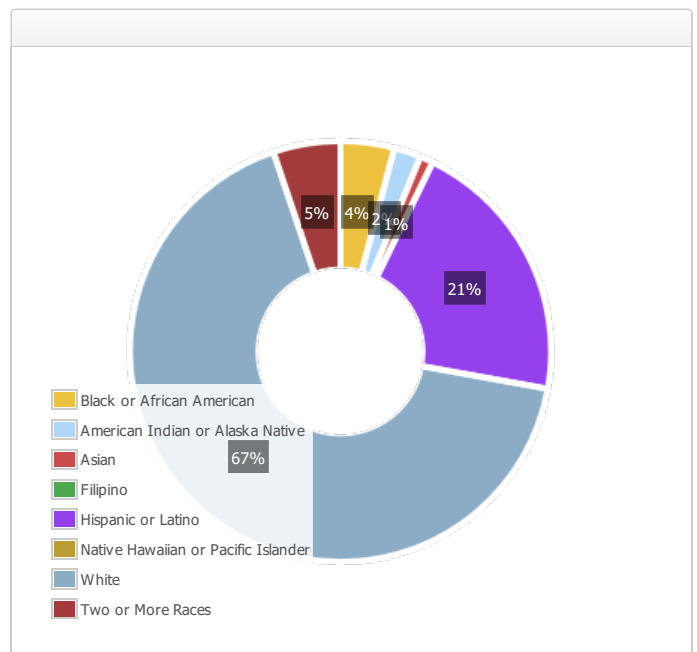
Grade Level	Number of Students
Kindergarten	42
Grade 1	22
Grade 2	25
Grade 3	23
Grade 4	26
Grade 5	26
Grade 6	27
Grade 7	24
Grade 8	24
<b>Total Enrollment</b>	<b>239</b>



Last updated: 1/9/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	2.5
Asian	1.7
Filipino	0.4
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.4
White	65.3
Two or More Races	5.0
Socioeconomically Disadvantaged	52.3
English Learners	13.0
Students with Disabilities	7.9



Last updated: 1/9/2014

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

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2	0	0	19.0	2	0	0	21.0		2	
1	20.0	1	0	0	22.0	1	0	0	22.0		1	
2	22.0	1	0	0	24.0	0	1	0	25.0		1	
3	25.0	0	1	0	26.0	0	1	0	23.0		1	
4	26.0	0	1	0	26.0	0	1	0	26.0		1	
5	26.0	0	1	0	26.0	0	1	0	26.0		1	
6	26.0	0	1	0	26.0	0	1	0	27.0		1	
Other												

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

Last updated: 1/9/2014

## School Safety Plan (School Year 2012-13)

*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.*

*Components of the Safety Plan include emergency procedures for earthquakes, fires, floods, and lockdowns. It also includes responsibilities of each staff member during an emergency, contact information to local agencies, resources for community support, evacuation maps, and schedules for trainings and drills.*

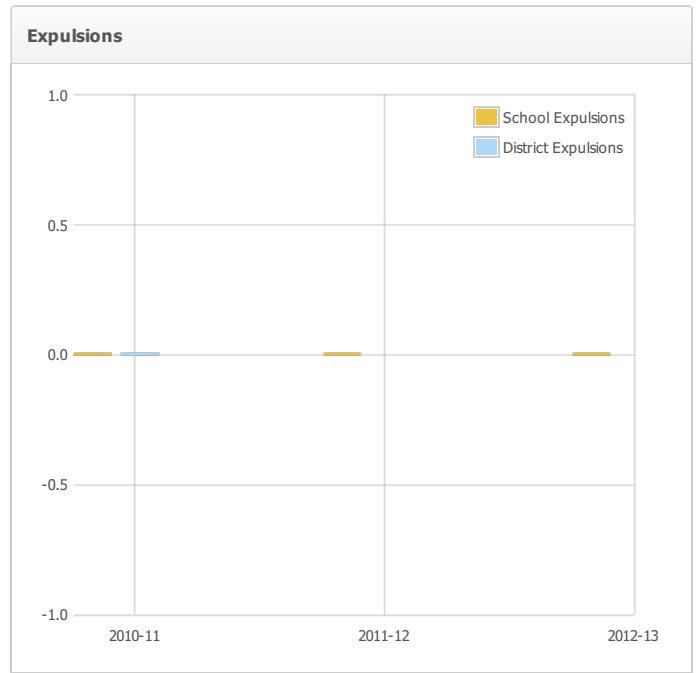
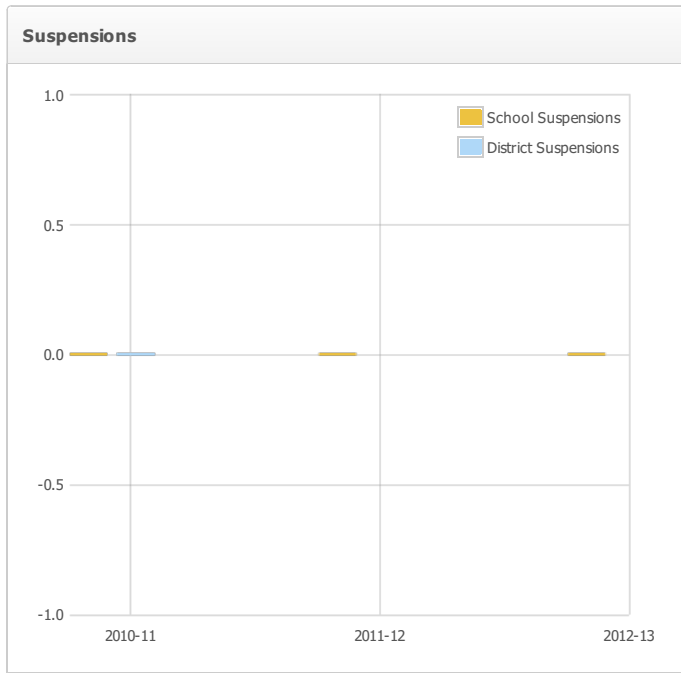
*The Safety Plan was reviewed and updated in the current school year (2013-14) and discussed with all staff. Information was also sent to parents via our monthly newsletter.*

Last updated: 1/9/2014

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.03	0.01	0.01			
Expulsions	0.00	0.00	0.00			

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



Last updated: 1/9/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

*The overall condition of the school's grounds, buildings, and restrooms is good. In the 2011-12 school year, a new awning was built for the side of the main building to provide shade and shelter for the children, the main building walls were painted with warm colors, wooden framed notice boards were placed on the walls to display student artwork, the fences around the school were repaired, and we added a kindergarten playground in the school's garden area - which we call our Peace Garden.*

*In the 2012-13 school year, our school was inspected by the local Fire Department and after minor repairs, River Oak met all safety requirements!*

*Last updated: 1/14/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<i>No repairs were needed.</i>
Interior: Interior Surfaces	Good	<i>The interior walls of the main building were recently painted in new colors.</i>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<i>Dedicated and very competent custodial staff. School facilities and grounds are very clean. No issues with pest infestation.</i>
Electrical: Electrical	Good	<i>Needed repairs are attended to immediately. No major issues in this area.</i>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<i>All bathrooms were recently painted over the summer. New stalls in the girls bathrooms - installed over the summer.</i>
Safety: Fire Safety, Hazardous Materials	Good	<i>Fire inspection over the summer. All minor issues were addressed and the Fire Department issued a certificate of completion of the safety requirements.</i>
Structural: Structural Damage, Roofs	Good	<i>Recent mold in the 7th and 8th grade classrooms completely removed. Walls were replaced in the summer and the air in both classrooms was retested and passed all tests.</i>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<i>Fence around the field was secured at all posts. The three portable classrooms were added to our security alarm system in August 2013. The playground area and grounds are beautiful and well maintained by our landscaper/maintenance coordinator.</i>

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## Overall Facility Rate (School Year 2012-13)

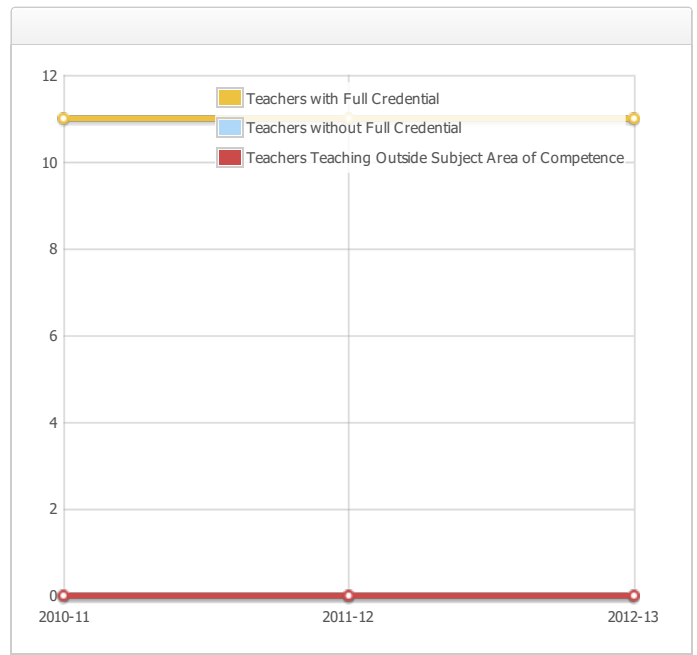
Overall Rating	Good
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*Last updated: 1/14/2014*

# Teachers

## Teacher Credentials

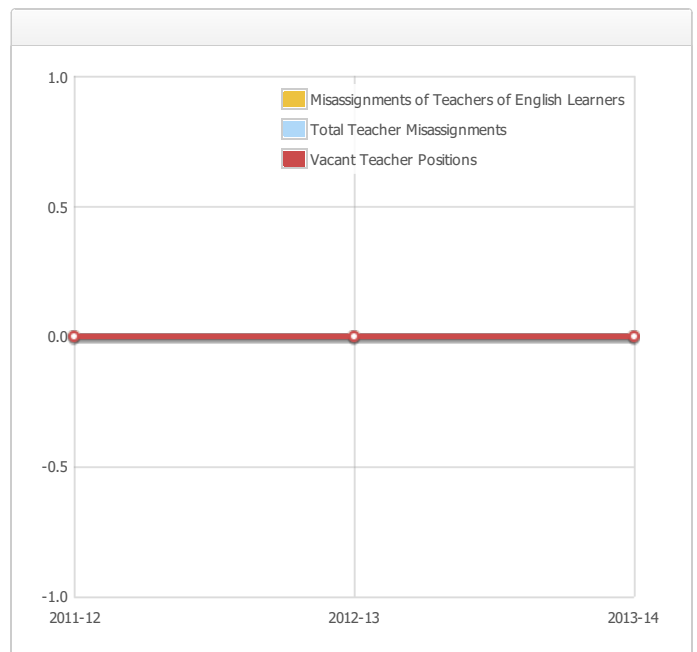
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	11	11	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/9/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/23/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as 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](#).

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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/9/2014*



## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or with N/A values 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.

*Last updated: 1/9/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

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 instructional 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: June 2012

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<i>The students at River Oak develop their own Main Lesson books in lieu of a standard textbook in ELA.</i>	No	0.0
Mathematics	<i>In 3rd and 4th grade the teachers have implemented the Bridges math program. In 5th grade the teacher uses Saxon Math, and in grade 6 we use CPM. The 7-8 teachers use Prentice Hall Pre-Algebra and Algebra text books.</i>	No	0.0
Science	<i>The students at River Oak develop their own Main Lesson books in lieu of a standard Science textbook.</i>	No	0.0
History-Social Science	<ul style="list-style-type: none"> <li>- HM - Across the Centuries</li> <li>- More Perfect Union</li> <li>- Message from Ancient Days</li> </ul>	No	0.0
Foreign Language	n/a		0.0
Health	n/a		0.0
Visual and Performing Arts	n/a		0.0
Science Laboratory Equipment (grades 9-12)	n/a		0.0

Last updated: 1/9/2014

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$16,540	\$2,486	\$14,054	\$54,813
District	N/A	N/A	\$14,054	\$54,813
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$5,537	\$67,106
Percent Difference – School Site and State	N/A	N/A	254.00%	82.00%

Note: Cells shaded in black or with N/A values 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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/10/2014

### Types of Services Funded (Fiscal Year 2012-13)

*Programs and services available to support and assist students include, but are not limited to:*

- *small group and 1:1 instruction by the teacher and support staff tutoring in class*
- *supervised homework support every Wednesday (minimum day) for two hours - Homework Club*
- *after school tutoring by classroom teachers in Math and Language Arts*
- *leveled Math program in grades 5-8*
- *small group ELD support by CELDT Coordinator*
- *small group support provided by Title 1 instructional assistants*

*Programs such as Read Naturally, Explode the Code, Anita Archer: Phonics for Reading, are used to target specific skill needs for the above interventions.*

*Bridges Math is used to support students in 3rd and 4th grade.*

*Supplemental educational services are offered to students who qualify.*

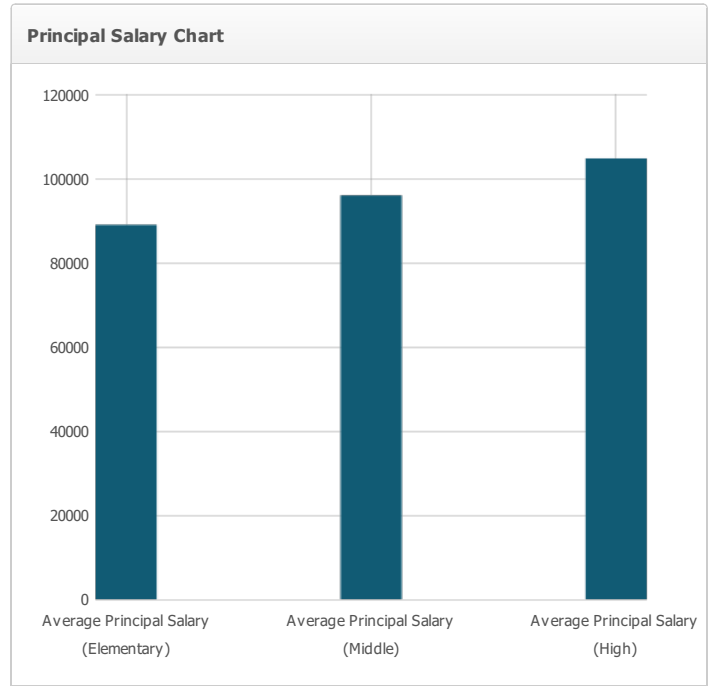
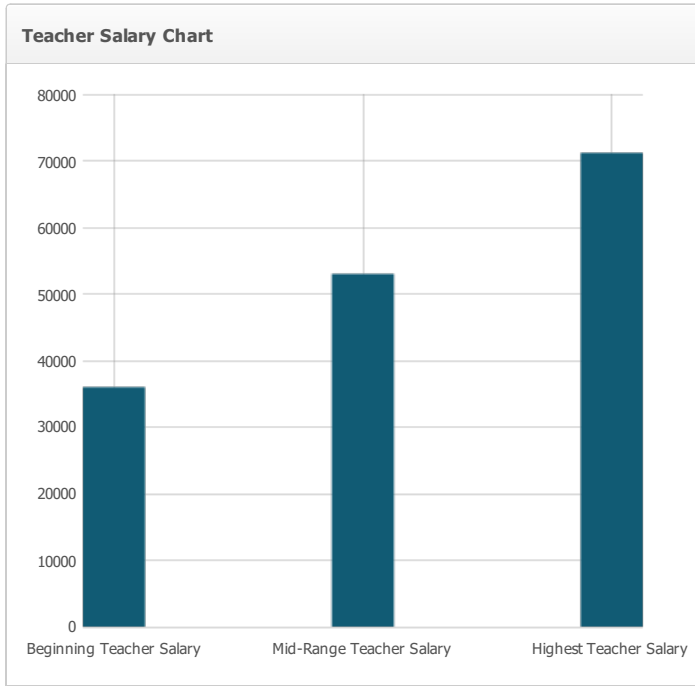
Last updated: 1/9/2014

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,001	\$40,928
Mid-Range Teacher Salary	\$53,001	\$64,449
Highest Teacher Salary	\$71,186	\$82,826

Average Principal Salary (Elementary)	\$88,960	\$102,640
Average Principal Salary (Middle)	\$95,969	\$109,253
Average Principal Salary (High)	\$104,736	\$118,527
Superintendent Salary	\$150,000	\$183,968
Percent of Budget for Teacher Salaries	38.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/9/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

# Instructional Planning and Scheduling

## Professional Development

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

*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*

*Storytelling and Imagery, and other Steiner-inspired instructional strategies*

*Assessment and Student Achievement*

*At weekly Faculty meetings, the Administrator and Classroom Teachers discuss student data and use that information to guide instruction. The 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. Teachers attend annual trainings and conferences at Rudolf Steiner College.*

*In the 2012-13 school year, much of the focus for professional development was on the implementation of the new Common Core State Standards.*

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