

# River Oak Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.



### Rima Meechan, Administrator

Principal, River Oak Charter

#### About Our School

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

#### Contact

*River Oak Charter  
555 Leslie St.  
Ukiah, CA 95482-5507*

*Phone: 707-467-1855  
E-mail: [meechan@mcoe.us](mailto:meechan@mcoe.us)*

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Ukiah Unified
<b>Phone Number</b>	(707) 472-5002
<b>Superintendent</b>	Debra Kubin
<b>E-mail Address</b>	<a href="mailto:dkubin@uusd.net">dkubin@uusd.net</a>
<b>Web Site</b>	<a href="http://www.uusd.net">www.uusd.net</a>

School Contact Information - Most Recent Year	
<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>Web Site</b>	<a href="http://www.riveroakcharterschool.org">www.riveroakcharterschool.org</a>
<b>County-District-School (CDS) Code</b>	23656150115055

Last updated: 1/5/2016

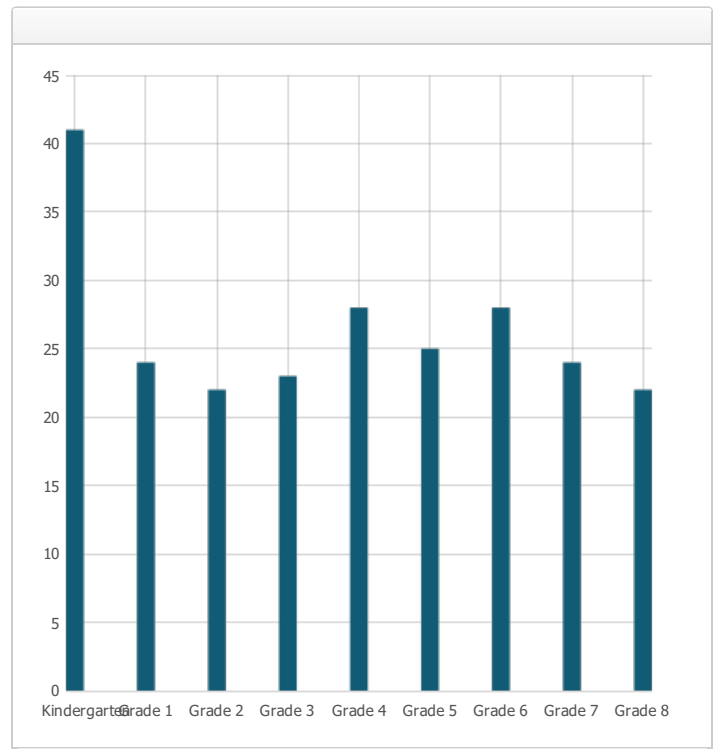
### School Description and Mission Statement - Most Recent Year

*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 live, and leadership in their community.*

Last updated: 1/5/2016

### Student Enrollment by Grade Level (School Year 2014-15)

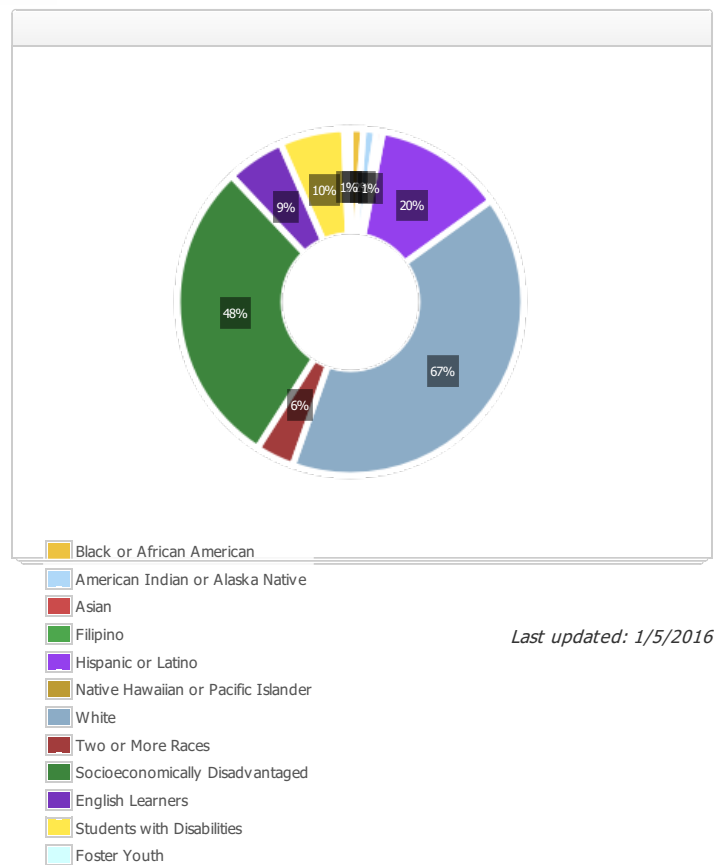
Grade Level	Number of Students
Kindergarten	41
Grade 1	24
Grade 2	22
Grade 3	23
Grade 4	28
Grade 5	25
Grade 6	28
Grade 7	24
Grade 8	22
<b>Total Enrollment</b>	<b>237</b>



Last updated: 1/5/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	2.1 %
Asian	1.3 %
Filipino	0.0 %
Hispanic or Latino	20.3 %
Native Hawaiian or Pacific Islander	0.4 %
White	67.1 %
Two or More Races	6.3 %
Socioeconomically Disadvantaged	48.9 %
English Learners	9.3 %
Students with Disabilities	10.1 %
Foster Youth	1.3 %



Last updated: 1/5/2016

## A. Conditions of Learning

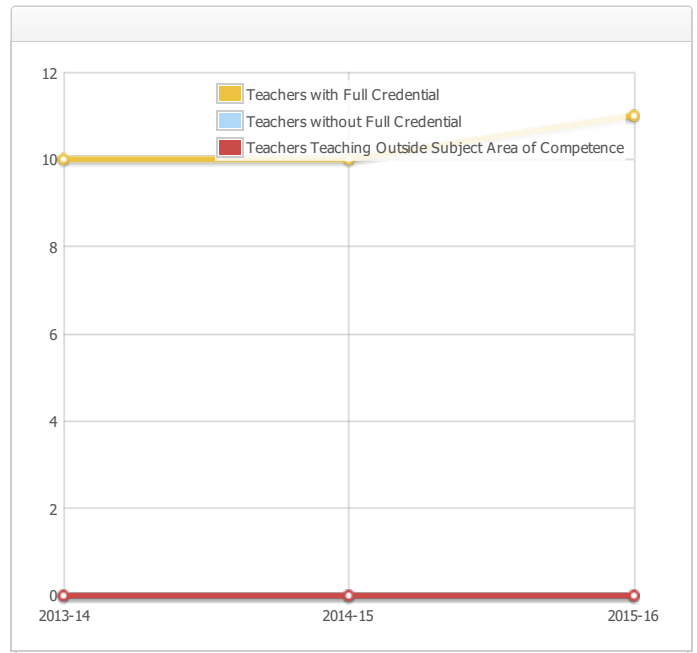
### State Priority: Basic

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

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

#### Teacher Credentials

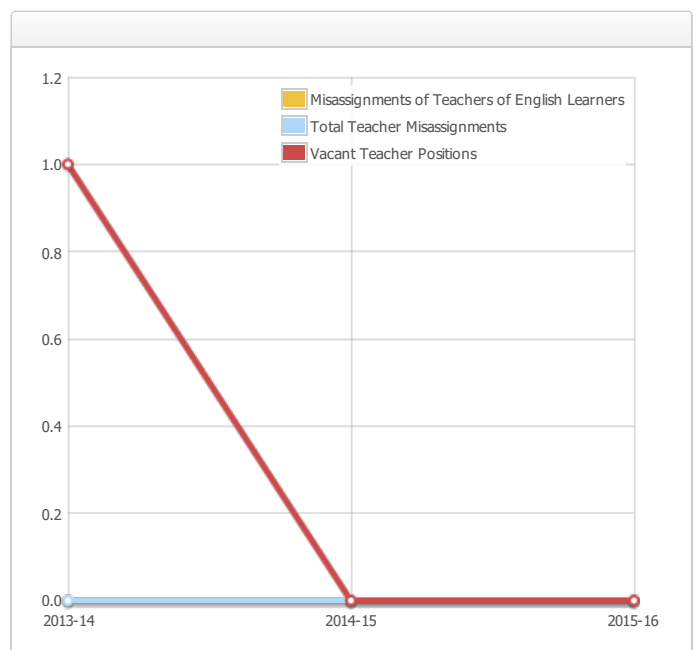
Teachers	School		District
	2013-14	2014-15	2015-16
With Full Credential	10	10	11
Without Full Credential	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 1/5/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/5/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	0.0%	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The students at River Oak Charter School develop their own Main Lesson books in lieu of a standard textbook in English Language Arts.		0.0 %
Mathematics	In 2014, grades 1-5 implemented the Bridges to Mathematics Program. Grades 6-9 implemented the McGraw Hill Glencoe CA Mathematics program with their leveled Math classes.		0.0 %
Science	The students at River Oak Charter School develop their own Main Lesson books in Science in lieu of a standard textbook.		0.0 %
History-Social Science	Houghton Mifflin - Across the Centuries More Perfect Union Message from Ancient Days		0.0 %
Foreign Language	Spanish Teacher created materials.		0.0 %
Health	Teacher created materials.		0.0 %
Visual and Performing Arts	Teacher created materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)	Not applicable. River Oak is a K-8 school.		0.0 %

Last updated: 1/7/2016

**School Facility Conditions and Planned Improvements - Most Recent Year**

*The overall condition of the school's grounds, buildings, and restrooms is very 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 2013-14 school year, our school was inspected by the local Fire Department and after minor repairs, River Oak met all safety requirements!*

*In the summer of 2014, the shade structure on the playground was reinforced against strong winds and possible earthquakes.*

*In the fall of 2014, new sod was planted on the field and the children now have a beautiful grassy play area; also the swings and play structure were reinforced for continued safe use.*

*In the summer of 2015, a new parking lot was completed; a new front garden was designed, with new fencing was built around the parking lot and the garden. In first, second, and third grade, sinks were installed in each classroom. Skylights were installed in the boys bathroom. And a new grass field was planted.*

*Last updated: 1/7/2016*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	30.0%	44.0%
Mathematics (grades 3-8 and 11)	27.0%	19.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/7/2016*

## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	67.0%	65.0%	44.0%	38.0%	41.0%	39.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39.0%
All Students at the School	44.0%
Male	25.0%
Female	63.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	41.0%
Two or More Races	--
Socioeconomically Disadvantaged	33.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/7/2016



# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.0%	20.0%	48.0%
7	26.1%	17.4%	30.4%

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

*Last updated: 1/20/2016*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

*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!*

### State Priority: Pupil Engagement

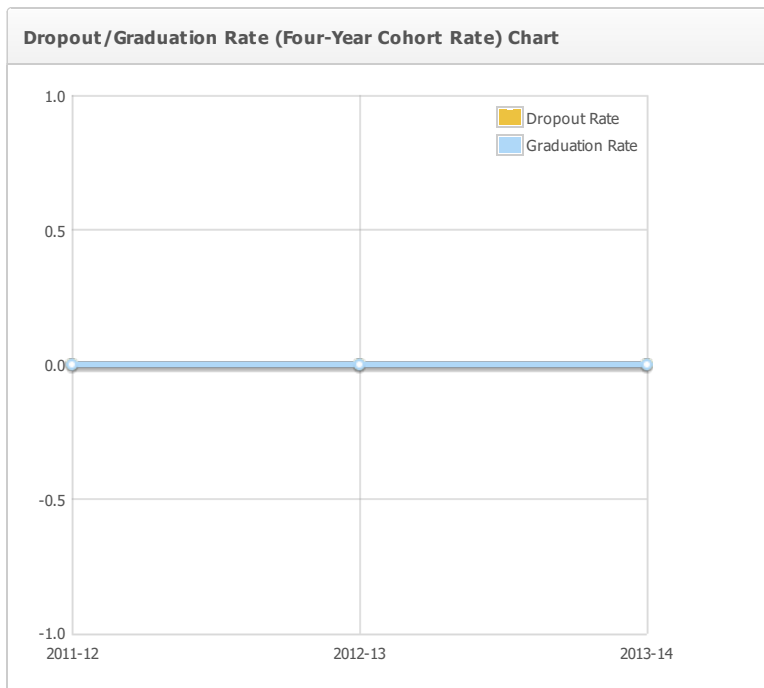
Last updated: 1/7/2016

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	0.00	77.90	78.87	80.44	80.95



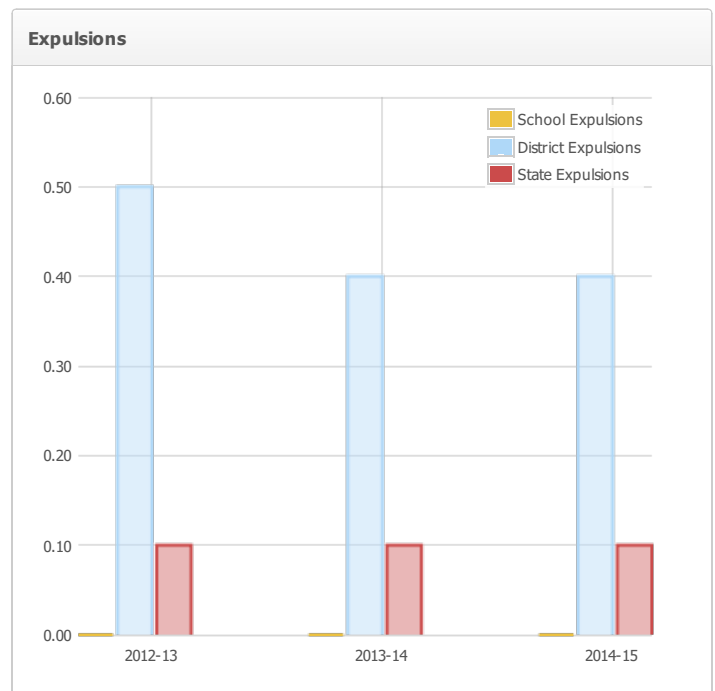
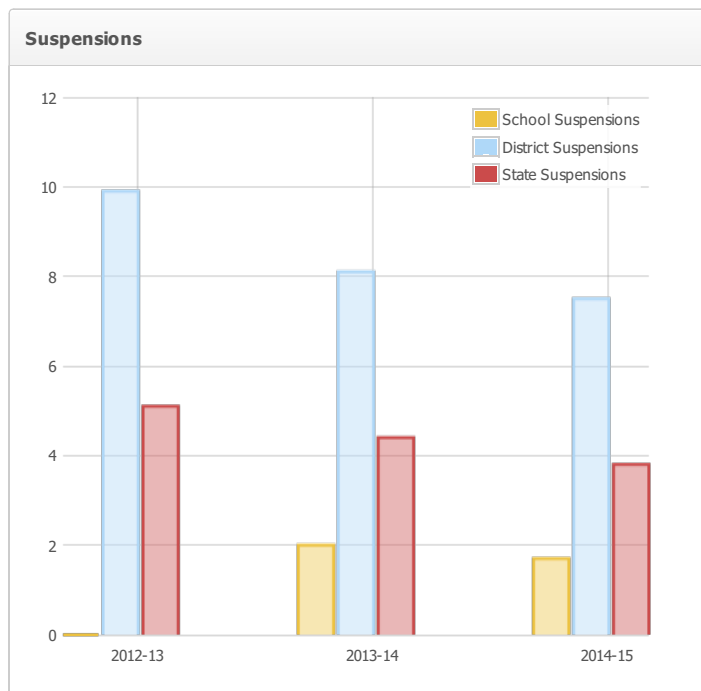
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	2.0	1.7	9.9	8.1	7.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.5	0.4	0.4	0.1	0.1	0.1



Last updated: 1/7/2016

## School Safety Plan - Most Recent Year

*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 2014-15 and discussed with all staff. Information was also sent to parents via our monthly newsletter.*

Last updated: 1/7/2016

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 1/7/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
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	11
Percent of Schools Currently in Program Improvement	N/A	78.6%

Note: Cells with NA values do not require data.

Last updated: 1/7/2016

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

Grade Level	2012-13			2013-14			2014-15					
	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	21.0		2		21.0		2		21.0	1		1
1	22.0		1		20.0		1		24.0			1
2	25.0		1		24.0		1		22.0			1
3	23.0		1		28.0		1		23.0			1
4	26.0		1		24.0		1		28.0			1
5	26.0		1		28.0		1		25.0			1
6	27.0		1		26.0		1		28.0			1
Other												

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

Last updated: 1/7/2016

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7624.0	\$898.0	\$6726.0	\$47397.0
District	N/A	N/A	\$0.0	\$62644.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$69257.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

*Last updated: 1/7/2016*

## Types of Services Funded (Fiscal Year 2014-15)

*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 6-8*
- *small group ELD support by CELDT Coordinator*
- *small group support provided by Title 1 instructional assistants*

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

*Bridges Math is used to support students in 1st-5th grade. McGraw-Hill Glencoe CA Math in grades 6-8.*

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

*Last updated: 1/7/2016*

## Professional Development – Most Recent Three Years

*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:*

- *Common Core Implementation*
- *ELD training*
- *Math training*
- *Differentiation*
- *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 2014-15 school year, the focus for professional development was on the implementation of the new Common Core State Standards and the implementation of the new CAASPP testing.*

*Last updated: 1/7/2016*