

# River Oak Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 Common Core 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@riveroakcharterschool.org](mailto:meechan@riveroakcharterschool.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<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 (School Year 2017-18)	
<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@riveroakcharterschool.org">meechan@riveroakcharterschool.org</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: 11/16/2017*

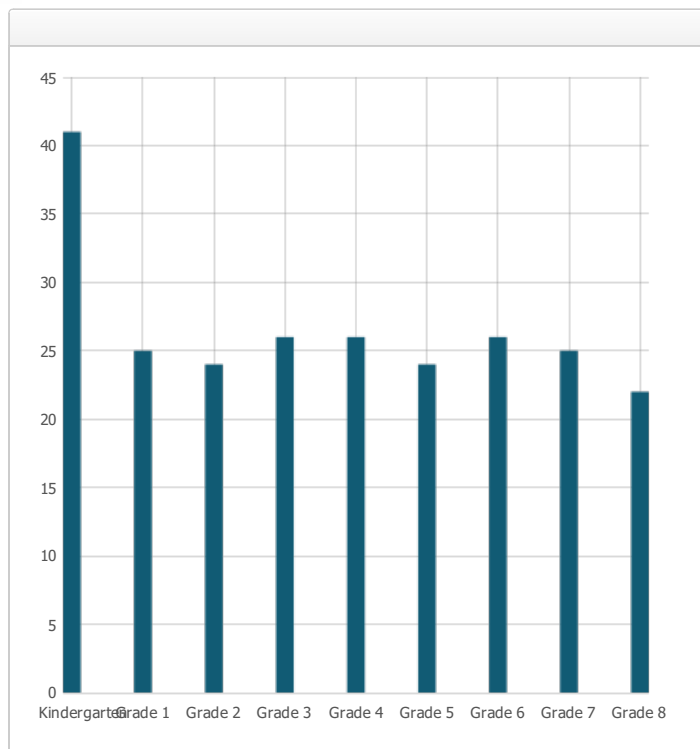
### School Description and Mission Statement (School Year 2017-18)

*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: 11/16/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	41
Grade 1	25
Grade 2	24
Grade 3	26
Grade 4	26
Grade 5	24
Grade 6	26
Grade 7	25
Grade 8	22
<b>Total Enrollment</b>	<b>239</b>



Last updated: 11/16/2017

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	2.9 %
Asian	0.4 %
Filipino	0.8 %
Hispanic or Latino	20.1 %
Native Hawaiian or Pacific Islander	0.8 %
White	66.1 %
Two or More Races	6.7 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	43.5 %
English Learners	7.5 %
Students with Disabilities	8.8 %
Foster Youth	0.4 %

Last updated: 11/16/2017

## A. Conditions of Learning

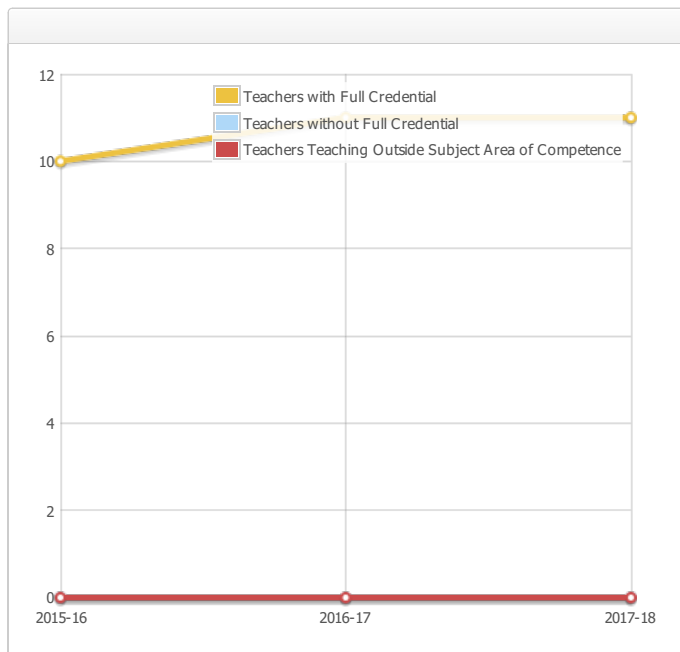
### State Priority: Basic

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

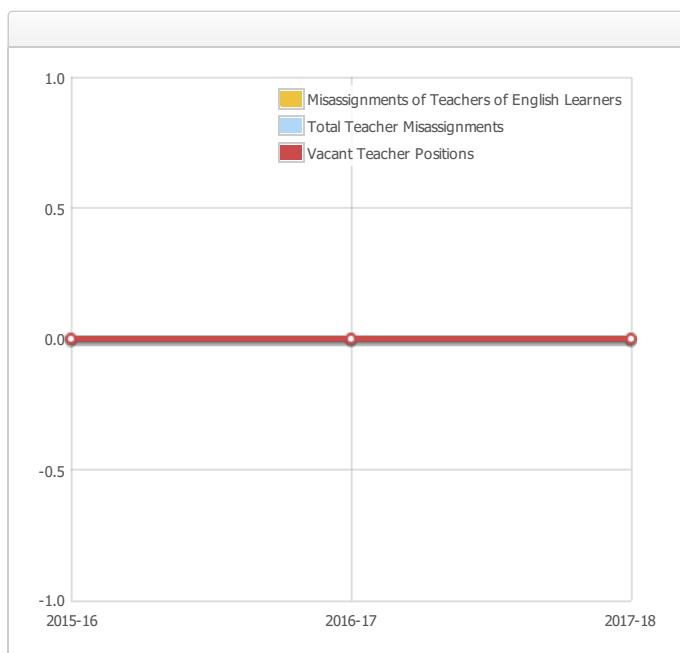
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	11	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 11/16/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/20/2018

## School Facility Conditions and Planned Improvements

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*The overall condition of the school's grounds, buildings, and restrooms is very good.*

*In the summer of 2015, a new parking lot was completed; a new front garden was designed, with new fencing 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.*

*In the summer of 2016, the front office was renovated, the boys and girls bathrooms were professionally cleaned and painted. The front garden area was redesigned and provides a lovely entrance into our school.*

*In the summer of 2017, we remodeled our playground area with a new climbing structure, new swings, climbing wall, and rings. We also built a beautiful fence around our playground. We installed a new school sign in our front garden and painted the exterior of all buildings a beautiful blue.*

*In the 2016-17 school year, our school was inspected by the local Fire Department and River Oak met all safety requirements!*

*Last updated: 1/20/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	50%	45%	36%	35%	48%	48%
Mathematics (grades 3-8 and 11)	36%	33%	23%	24%	36%	37%

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: 11/16/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	150	147	98%	45%
Male	72	70	97%	30%
Female	78	77	99%	58%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	26	25	96%	32%
Native Hawaiian or Pacific Islander	--	--	--	
White	104	102	98%	48%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	68	67	99%	49%
English Learners	17	16	94%	19%
Students with Disabilities	23	21	91%	14%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 11/16/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	150	147	98%	33%
Male	72	70	97%	29%
Female	78	77	99%	36%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	26	25	96%	24%
Native Hawaiian or Pacific Islander	--	--	--	
White	104	102	98%	39%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	68	67	99%	28%
English Learners	17	16	94%	25%
Students with Disabilities	23	21	91%	19%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

*Last updated: 11/16/2017*



**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44%	70%	39%	43%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 11/16/2017*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	9.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	11.5%	26.9%	38.5%
7	20.8%	20.8%	29.2%

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: 11/17/2017

## 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 (School Year 2017-18)

*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: 11/16/2017*

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

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

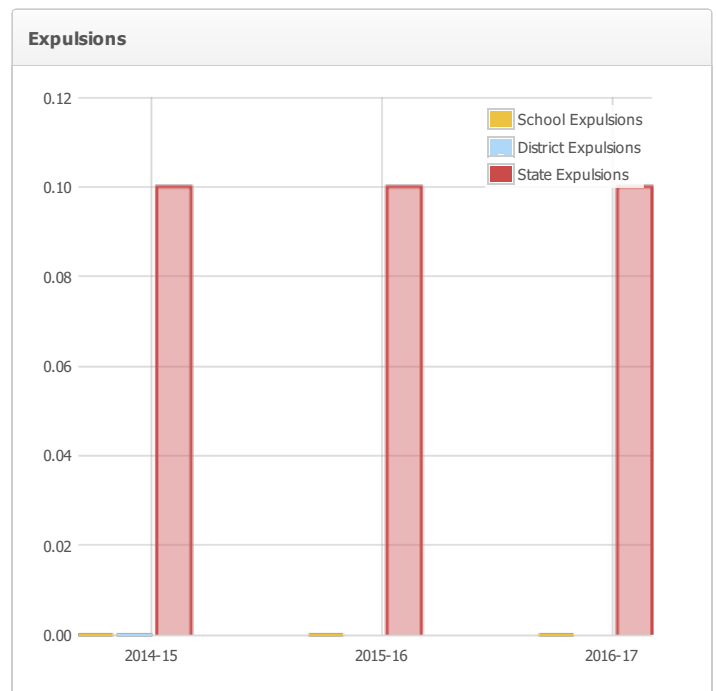
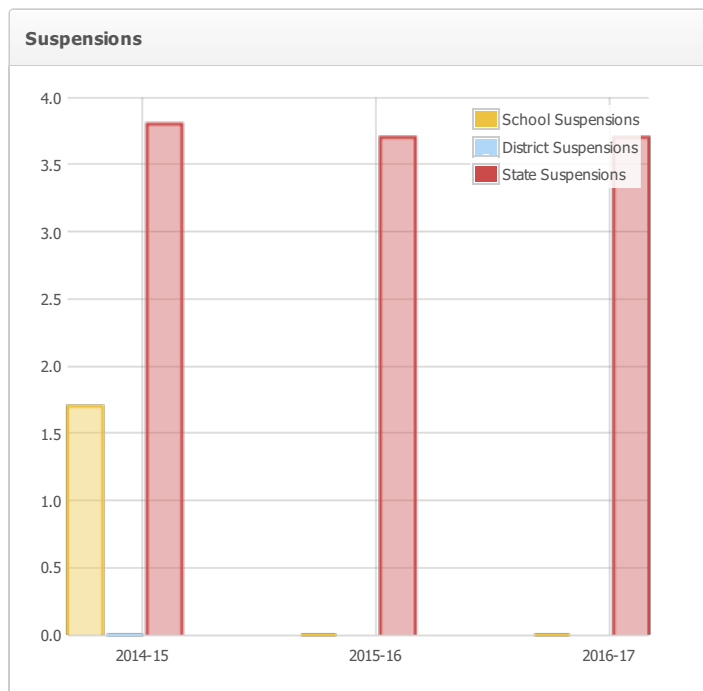
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7%	0.0%	0.0%	--	--	--	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 11/16/2017

## School Safety Plan (School Year 2017-18)

*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 the 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 training and drills.*

*The Safety Plan was reviewed and updated in 2016-17 and discussed with all staff. Information was also sent to parents via our monthly newsletter.*

Last updated: 11/16/2017

## 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.

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

Grade Level	2014-15			2015-16			2016-17					
	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	1	1	0	21.0	0	2	0	21.0	1	1	0
1	24.0	0	1	0	24.0	0	1	0	25.0	0	1	0
2	22.0	0	1	0	24.0	0	1	0	24.0	0	1	0
3	23.0	0	1	0	25.0	0	1	0	26.0	0	1	0
4	28.0	0	1	0	26.0	0	1	0	26.0	0	1	0
5	25.0	0	1	0	26.0	0	1	0	24.0	0	1	0
6	28.0	0	1	0	24.0	0	1	0	26.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

*Last updated: 11/16/2017*

**Types of Services Funded (Fiscal Year 2016-17)**

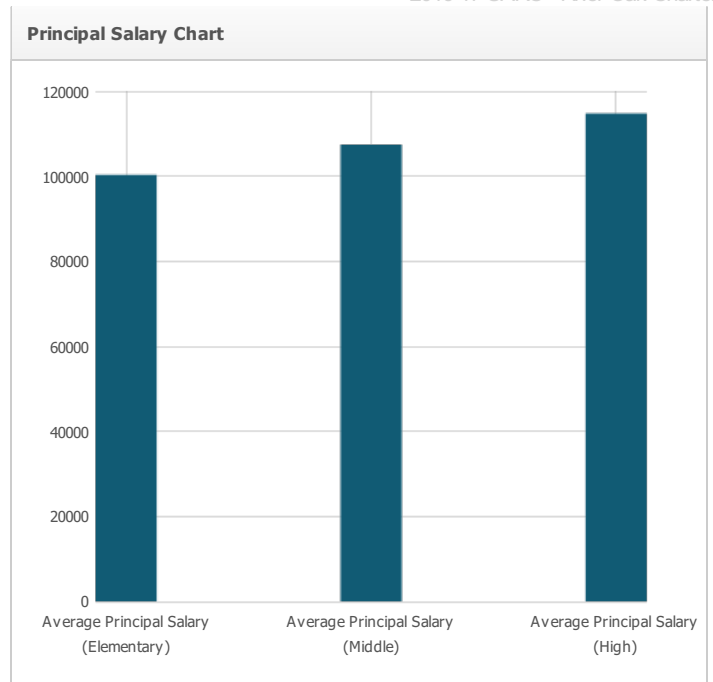
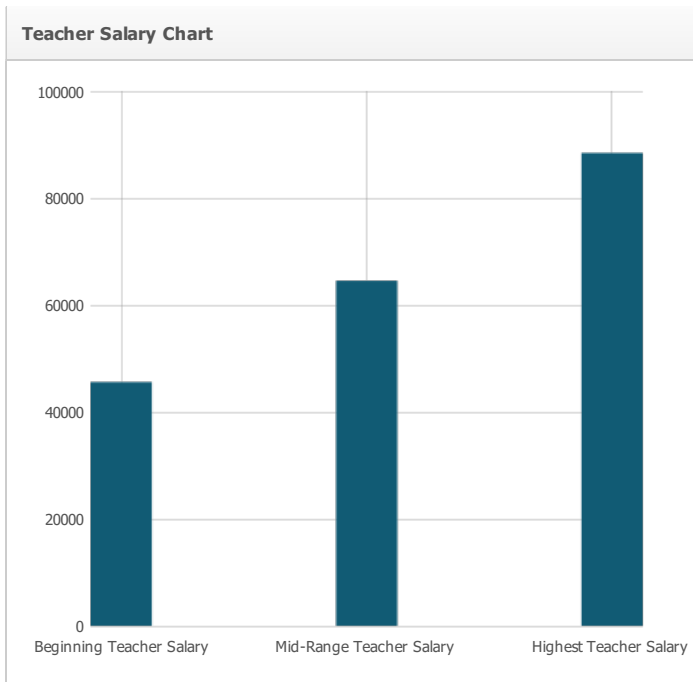
- Peer Mediation/Social inclusion training - student leadership
- 5th grade math intervention (small group)
- Newly adopted LA assessment for grades 1-3
- Dedicated assistants for 6th/7th/8th grade Math classes
- Digital Literacy Program for grades 6-8
- Weekly integrated science lessons in grades 1/2
- Annual school Science Fair
- Teachers continue to use "best practices" in direct instruction to all students
- Teachers use intervention program materials (e.g. Key Curriculum)
- Daily targeted intervention in 2nd-8th classrooms.
- Title I Aides work with focal groups on ELA and Math.
- Faculty meeting grade level focal groups for language arts, math, and best practices
- Key standards will be emphasized in Math and ELA instruction
- Explicit instruction of academic vocabulary and key standards in 2nd-8th
- In 2nd grade, small group phonics practice, pair writing, use of educational materials such as phonics, math facts, times tables
- In 3rd grade, parent-led reading groups, Math workbooks used in class and for homework.
- In 4th grade, individual student goals, workbooks, journal writing.
- In 5th grade, teacher-focused instruction on measurement and geometry. One block dedicated to test preparation for Science, Math and ELA.
- Use of Math journals, graphic organizers for writing.
- Leveled Math continues in 6-8th grades
- In 6th, 7th, and 8th grade, targeted intervention support in Math is provided by teachers
- Title I Teacher support in Math, Reading, and Writing in grades 5-8 - Read Naturally Program
- Title I Teacher support in Reading and Writing in 3rd & 4th grades - Read Naturally Program

Last updated: 11/16/2017

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (Elementary)	\$100,315	\$113,263
Average Principal Salary (Middle)	\$107,423	\$120,172
Average Principal Salary (High)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



*Last updated: 11/16/2017*

## Professional Development

*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*
- *Designing Authentic Assessment*
- *Effective Communication*

*At weekly Faculty meetings, the Administrator and Classroom Teachers discuss student data and use that information to guide instruction. The teachers are supported by 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 training and conferences at Rudolf Steiner College.*

*In the 2016-17 school year, the focus for professional development was on the implementation of the new NGSS Science Standards, and continuing education around Common Core alignment and implementation. We also focused on our Math program, Writing, and on Social Emotional Learning. Curative Education training with all staff.*

*Last updated: 11/16/2017*