

River Oak Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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: rmeechan@mcoe.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Debra Kubin
E-mail Address	dkubin@uusd.net
Web Site	www.uusd.net

School Contact Information (School Year 2016-17)	
School Name	River Oak Charter
Street	555 Leslie St.
City, State, Zip	Ukiah, Ca, 95482-5507
Phone Number	707-467-1855
Principal	Rima Meechan, Administrator
E-mail Address	meechan@mcoe.us
Web Site	www.riveroakcharterschool.org
County-District-School (CDS) Code	23656150115055

Last updated: 1/8/2017

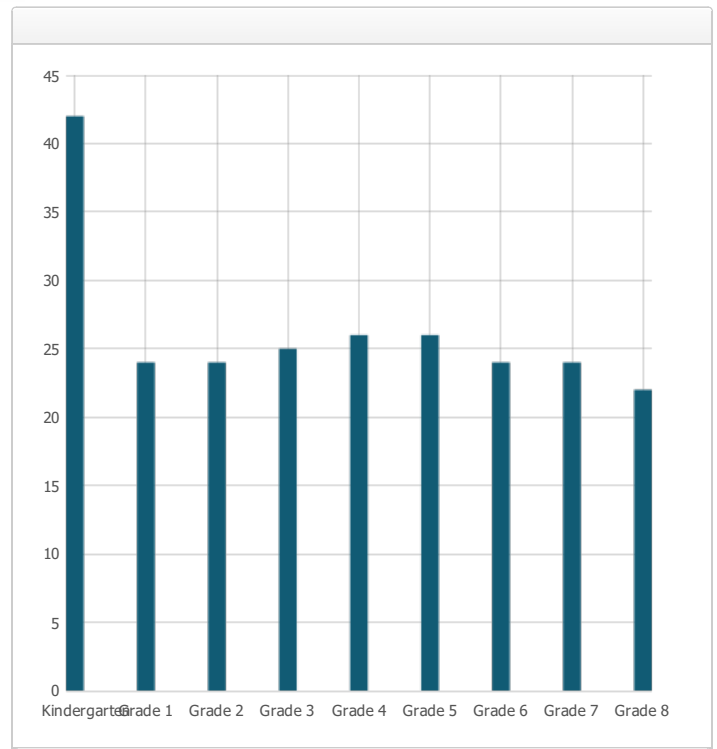
School Description and Mission Statement (School Year 2016-17)

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: 1/11/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	42
Grade 1	24
Grade 2	24
Grade 3	25
Grade 4	26
Grade 5	26
Grade 6	24
Grade 7	24
Grade 8	22
Total Enrollment	237



Last updated: 1/8/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.4 %
American Indian or Alaska Native	1.7 %
Asian	0.8 %
Filipino	0.4 %
Hispanic or Latino	19.4 %
Native Hawaiian or Pacific Islander	0.4 %
White	66.7 %
Two or More Races	7.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.4 %
English Learners	8.0 %
Students with Disabilities	8.4 %
Foster Youth	0.4 %

Last updated: 1/8/2017

A. Conditions of Learning

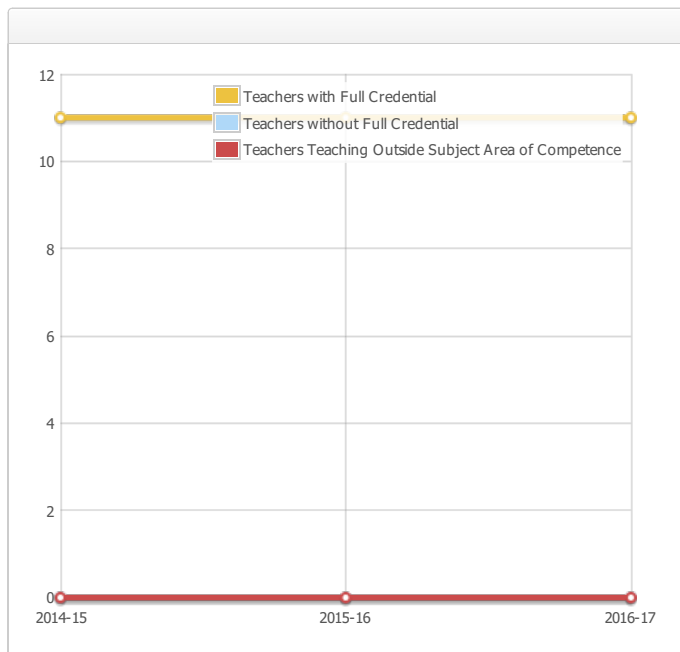
State Priority: Basic

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

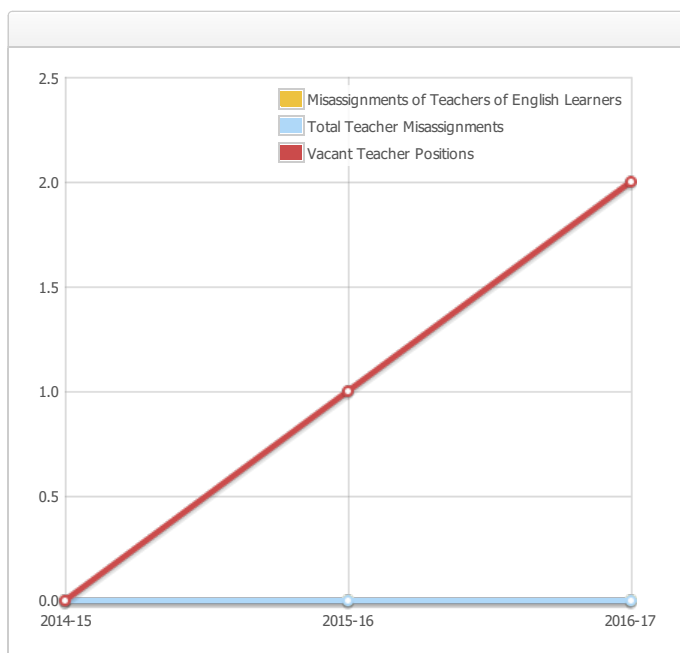
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	11	11	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/8/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	2



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: 1/8/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
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.

Last updated: 1/8/2017

School Facility Conditions and Planned Improvements

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 2015-16 school year, our school was inspected by the local Fire Department and River Oak met all safety requirements!

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.

In the summer of 2017, we will be remodeling our playground area with a new climbing structure and new swings!

Last updated: 1/18/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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.

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2%	23.1%	38.5%
7	21.7%	21.7%	43.5%

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: 1/18/2017

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 2016-17)

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

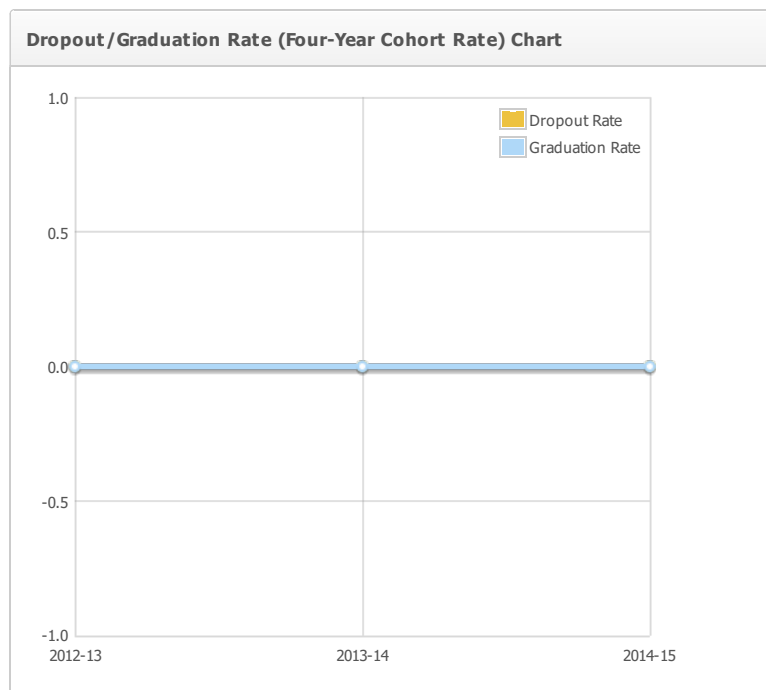
Last updated: 1/9/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00						



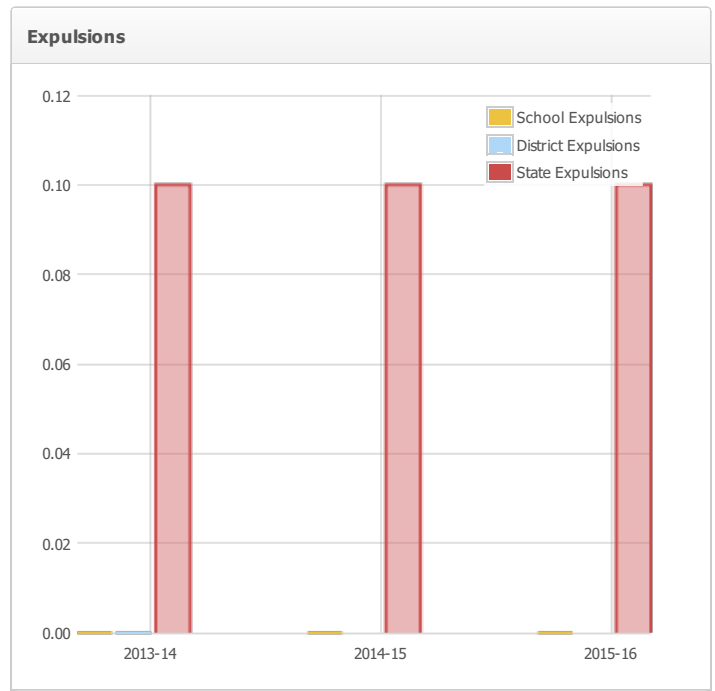
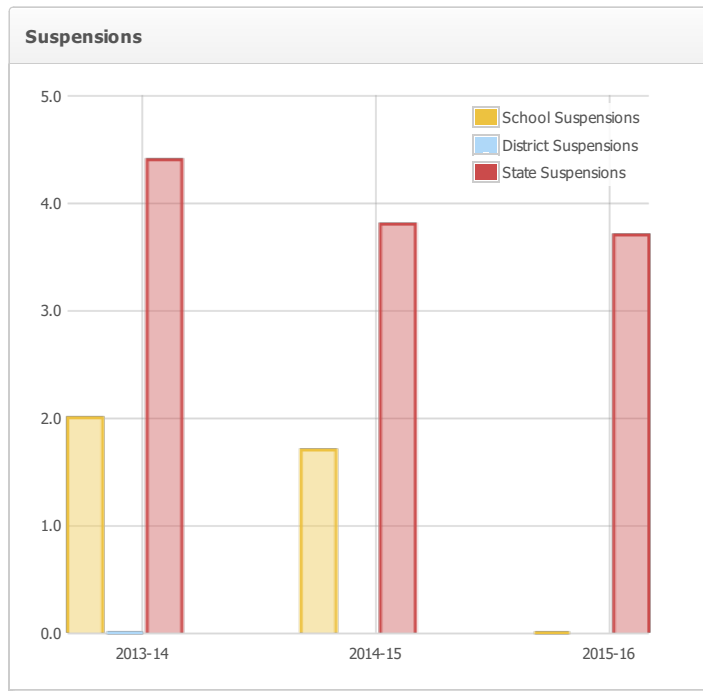
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.7	0.0				4.4	3.8	3.7
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 1/9/2017

School Safety Plan (School Year 2016-17)

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 2015-16 and discussed with all staff. Information was also sent to parents via our monthly newsletter.

Last updated: 1/9/2017

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7307.5	\$727.4	\$6580.0	\$57624.6
District	N/A	N/A	\$0.0	\$62327.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$71517.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/18/2017

Types of Services Funded (Fiscal Year 2015-16)

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.

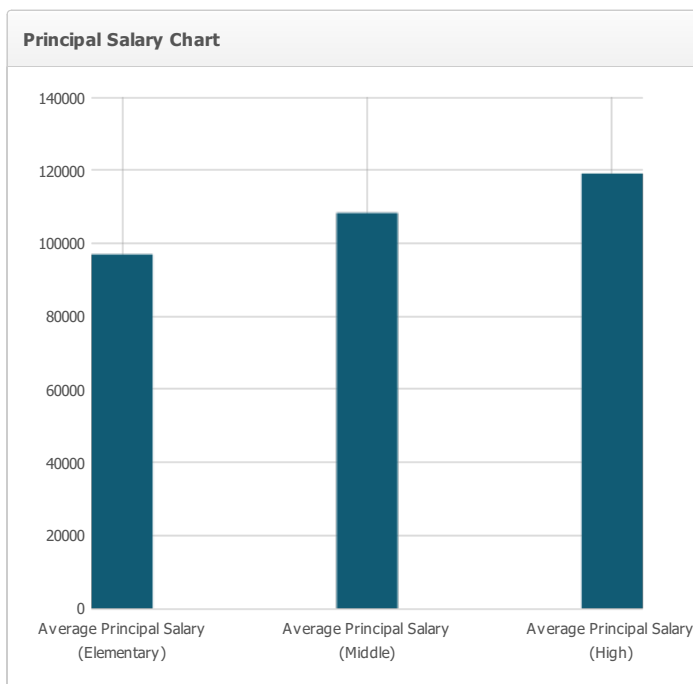
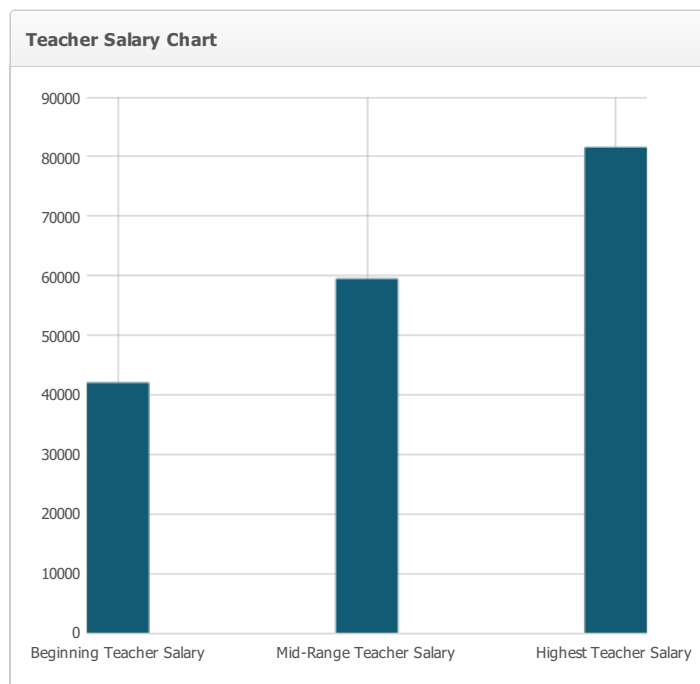
Supplemental educational services are offered to students who qualify.

Last updated: 1/9/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,036	\$43,821
Mid-Range Teacher Salary	\$59,497	\$69,131
Highest Teacher Salary	\$81,577	\$89,259
Average Principal Salary (Elementary)	\$96,939	\$108,566
Average Principal Salary (Middle)	\$108,297	\$115,375
Average Principal Salary (High)	\$119,068	\$125,650
Superintendent Salary	\$166,400	\$198,772
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



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*

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 2015-16 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.