



# River Oaks Academy

920 Hampshire Rd., Ste. X • Westlake Village, CA, 91361-2865 • (805) 777-7999 • Grades K-12

Claudia Weintraub, Principal  
claudia.weintraub@roavc.com  
www.roavc.com

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Ventura County Office of Education

5189 Verdugo Way  
Camarillo, CA 93012-8603  
(805) 383-1902  
www.vcoe.org

### District Governing Board

Michelle Barry  
Kay DeGennaro  
Bryan Piterman  
Denise Filz  
Theresa Haynes  
Brenda Harari  
Heather David

### District Administration

Stanley Mantooh  
Superintendent

### Mission Statement

To find each child's interests, gifts and talents through personalized learning and parent partnership.

Too many children get lost in a one-size-fits-all educational system where a standardized classroom cannot meet their highly differentiated needs. Most of the students in the River Oaks Academy (ROA) program do not follow the traditional grade level benchmarks for development and learn best in an independent study environment of individualized direction and pacing. These children thrive in an exploratory environment where they can develop their gifts, use their interests as a vehicle for addressing California content standards and demonstrate what they have learned. They display a wide range of interests and learning styles, excelling in everything from philosophy to engineering, art to the sciences, and mathematics to music ad infinitum. ROA focuses on providing a wide range of experiential and curricular opportunities that will enhance personal learning, pacing, and direction while nurturing interests, gifts and talents.

ROA is primarily a non-classroom-based program, with some site-based learning activities. These activities are designed to provide opportunities for socialization, additional academic support, and academic and non-academic enrichment to help students find their interests and gifts.

What this means is that we strive to allow the maximum flexibility in creating a student's individualized learning plan, so that the needs of that student can be fully met and his or her potential can be fully realized. To that end, our students receive a rigorous, standards-based education, combined with flexibility in delivery of content, materials and pacing.

The main point of contact between the school and the student is the credentialed teacher. The parent provides or facilitates the day-to-day instruction. The teacher meets at least once every twenty school days with each student. During this meeting, the teacher reviews the student's work, assesses and evaluates the work, interviews the student and parent, collects work samples and may provide the assignments, assists with the directions and/or planning for the next learning period. The teacher also helps the family complete required paperwork and provides guidance and counsel with regards to instructional strategies, curriculum, materials and other resources. In between meetings, there are frequent communications between the teacher and family, via email or telephones.

Our students participate in a variety of activities, at home, at our facility and in the community. The school provides classes and workshops.

Students participate in all state-mandated assessments, including the CST, the California High School Exit Exam and the Physical Fitness testing for students in grades 5, 7, and 9.

In May 2015, River Oaks Academy Charter School was awarded the distinction of a 6-year accreditation renewal by the Schools Commission of the Western Association of Schools and Colleges (WASC). WASC accreditation provides a certification to the public that our school is a trustworthy institution of learning, validates the integrity of our school's program and student transcripts, and assures the greater school community that our school's purposes are appropriate and being accomplished through a viable educational program.

In the spring of 2015, River Oaks Academy Charter School also successfully renewed its charter petition with the Ventura County Board of Education for another 5 years.

### About the SARC

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 at (805) 777-7999 or the district office.

| 2014-15 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 11                 |
| Grade 1                                   | 11                 |
| Grade 2                                   | 15                 |
| Grade 3                                   | 15                 |
| Grade 4                                   | 19                 |
| Grade 5                                   | 13                 |
| Grade 6                                   | 12                 |
| Grade 7                                   | 20                 |
| Grade 8                                   | 10                 |
| Grade 9                                   | 15                 |
| Grade 10                                  | 13                 |
| Grade 11                                  | 10                 |
| Grade 12                                  | 7                  |
| <b>Total Enrollment</b>                   | <b>171</b>         |

| 2014-15 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.5                         |
| American Indian or Alaska Native    | 0.6                         |
| Asian                               | 1.8                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 11.7                        |
| White                               | 81.9                        |
| Socioeconomically Disadvantaged     | 21.6                        |
| Students with Disabilities          | 7.6                         |

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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                                |       |       |       |
|--|-------|-------|-------|
| River Oaks Academy                                 | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | 8     | 10    |       |
| <b>Without Full Credential</b>                     | 0     | 0     |       |
| <b>Teaching Outside Subject Area of Competence</b> | 0     | 0     |       |
| Ventura County Office of Education                 | 13-14 | 14-15 | 15-16 |
| <b>With Full Credential</b>                        | ♦     | ♦     |       |
| <b>Without Full Credential</b>                     | ♦     | ♦     |       |
| <b>Teaching Outside Subject Area of Competence</b> | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| River Oaks Academy   | 13-14 | 14-15 | 15-16 |
| <b>Teachers of English Learners</b>                                | 0     | 0     |       |
| <b>Total Teacher Misassignments</b>                                | 0     | 0     |       |
| <b>Vacant Teacher Positions</b>                                    | 0     | 0     |       |

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects<br>Core Academic Classes Taught by Highly Qualified Teachers |                                     |   |
|---|-------------------------------------|---|
| Location of Classes   | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| <b>This School</b>  | 67.4                                | 32.6                                    |
| Districtwide  |                                     |   |
| <b>All Schools</b>  | 92.6                                | 7.4                                     |
| <b>High-Poverty Schools</b>   | 98.2                                | 1.8                                     |
| <b>Low-Poverty Schools</b>  | 80.9                                | 19.1                                    |

\* 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 (School Year 2015-16)**

| Textbooks and Instructional Materials<br>Year and month in which data were collected: January, 2014 |   |
|---|---|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption  |
| Reading/Language Arts   | Pearson Prentice-Hall, Glencoe, Spectrum, Writeshop<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Mathematics   | Pearson Prentice Hall, Teaching Textbooks, Math-U-See, Right Start Math, Perfection Learning, Life of Fred, Singapore Math, Saxon Math<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0 |
| Science   | Pearson Prentice-Hall, Real Science 4 Kids, Harcourt, Holt<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |
| History-Social Science  | Pearson Prentice-Hall, Story of the World, A History of Us, America: The Story of Us, Scott Foresman<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0                                   |
| Foreign Language  | Pearson Prentice-Hall, Rosetta Stone, Glencoe<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Health  | Pearson Prentice-Hall<br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0  |
| Visual and Performing Arts  | Cengage Learning  |
| Science Laboratory Equipment  | Oak Meadow Home-Study Kits<br><br>The textbooks listed are from most recent adoption: Yes<br>Percent of students lacking their own assigned textbook: 0   |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Non-Classroom Based

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: N/A |               |      |      |   |
|---|---------------|------|------|---|
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  |               |      |      |   |
| <b>Interior:</b><br>Interior Surfaces   |               |      |      |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation                                      |               |      |      |   |
| <b>Electrical:</b><br>Electrical  |               |      |      |   |

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: N/A

| System Inspected   | Repair Status    |             |             |             | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
|  | Good             | Fair        | Poor        |             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 |                  |             |             |             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         |                  |             |             |             |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             |                  |             |             |             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences |                  |             |             |             |   |
| <b>Overall Rating</b>  | <b>Exemplary</b> | <b>Good</b> | <b>Fair</b> | <b>Poor</b> |   |
|  | X                |             |             |             |   |

**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

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| <b>5</b>    | 33.30   | 8.30   | 16.70  |
| <b>7</b>    | 35.30   | 5.90   | 11.80  |
| <b>9</b>    | 33.30   | 8.30   | 8.30   |

\* 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.

| 2014-15 CAASPP Results for All Students |  |          |       |
|---|--|----------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |          |       |
|   | School   | District | State |
| <b>ELA</b>                              | 50   | 4        | 44    |
| <b>Math</b>                             | 26   | 0        | 33    |

\* 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.

| 2014-15 CAASPP Results by Student Group |   |
|---|---|
| Group                                   | Percent of Students Scoring at Proficient or Advanced |
|   | Science (grades 5, 8, and 10)                         |
| <b>All Students in the LEA</b>          | 10  |
| <b>All Student at the School</b>        | 52  |
| <b>Male</b>                             | --  |
| <b>Female</b>                           | --  |
| <b>Black or African American</b>        | --  |
| <b>Hispanic or Latino</b>               | --  |
| <b>White</b>                            | 45  |
| <b>Socioeconomically Disadvantaged</b>  | --  |
| <b>Students with Disabilities</b>       | --  |
| <b>Foster Youth</b>                     | --  |

\* 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.

| CAASPP 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 |       |       |
|   | 12-13  | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| <b>Science</b>  | 66   | 64    | 52    | 7        | 12    | 10    | 59    | 60    | 56    |

\* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                           | Grade     | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---|-----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|   |           | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| <b>All Students</b>                     | <b>3</b>  | 14                 | 12     | 85.7                | 33               | 17                  | 25           | 25                |
|   | <b>4</b>  | 23                 | 21     | 91.3                | 43               | 29                  | 0            | 29                |
|   | <b>5</b>  | 16                 | 12     | 75.0                | 42               | 8                   | 17           | 25                |
|   | <b>6</b>  | 18                 | 15     | 83.3                | 20               | 33                  | 40           | 7                 |
|   | <b>7</b>  | 24                 | 21     | 87.5                | 29               | 14                  | 38           | 19                |
|   | <b>8</b>  | 16                 | 14     | 87.5                | 29               | 21                  | 36           | 14                |
|   | <b>11</b> | 13                 | 11     | 84.6                | 0                | 9                   | 64           | 27                |
| <b>Male</b>                             | <b>3</b>  |                    | 5      | 35.7                | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 10     | 43.5                | --               | --                  | --           | --                |
|   | <b>5</b>  |                    | 8      | 50.0                | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 8      | 44.4                | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 10     | 41.7                | --               | --                  | --           | --                |
|   | <b>8</b>  |                    | 8      | 50.0                | --               | --                  | --           | --                |
|   | <b>11</b> |                    | 4      | 30.8                | --               | --                  | --           | --                |
| <b>Female</b>                           | <b>3</b>  |                    | 7      | 50.0                | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 11     | 47.8                | 36               | 18                  | 0            | 45                |
|   | <b>5</b>  |                    | 4      | 25.0                | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 7      | 38.9                | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 11     | 45.8                | 9                | 18                  | 45           | 27                |
|   | <b>8</b>  |                    | 6      | 37.5                | --               | --                  | --           | --                |
|   | <b>11</b> |                    | 7      | 53.8                | --               | --                  | --           | --                |
| <b>Black or African American</b>        | <b>3</b>  |                    | 1      | 7.1                 | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 1      | 4.3                 | --               | --                  | --           | --                |
|   | <b>5</b>  |                    | 2      | 12.5                | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 1      | 4.2                 | --               | --                  | --           | --                |
|   | <b>8</b>  |                    | 1      | 6.3                 | --               | --                  | --           | --                |
| <b>American Indian or Alaska Native</b> | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
| <b>Asian</b>                            | <b>3</b>  |                    | 1      | 7.1                 | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
| <b>Filipino</b>                         | <b>3</b>  |                    | 0      | 0.0                 | --               | --                  | --           | --                |
| <b>Hispanic or Latino</b>               | <b>3</b>  |                    | 1      | 7.1                 | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 7      | 30.4                | --               | --                  | --           | --                |
|   | <b>5</b>  |                    | 1      | 6.3                 | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 1      | 4.2                 | --               | --                  | --           | --                |
|   | <b>8</b>  |                    | 2      | 12.5                | --               | --                  | --           | --                |
|   | <b>11</b> |                    | 1      | 7.7                 | --               | --                  | --           | --                |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                          | Grade     | Number of Students |        | Percent of Students |                  |                     |              |                   |
|--|-----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|  |           | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| <b>White</b>                           | <b>3</b>  |                    | 9      | 64.3                | --               | --                  | --           | --                |
|  | <b>4</b>  |                    | 13     | 56.5                | 31               | 31                  | 0            | 38                |
|  | <b>5</b>  |                    | 9      | 56.3                | --               | --                  | --           | --                |
|  | <b>6</b>  |                    | 12     | 66.7                | 25               | 25                  | 42           | 8                 |
|  | <b>7</b>  |                    | 19     | 79.2                | 21               | 16                  | 42           | 21                |
|  | <b>8</b>  |                    | 11     | 68.8                | 18               | 27                  | 36           | 18                |
|  | <b>11</b> |                    | 10     | 76.9                | --               | --                  | --           | --                |
| <b>Socioeconomically Disadvantaged</b> | <b>3</b>  |                    | 4      | 28.6                | --               | --                  | --           | --                |
|  | <b>4</b>  |                    | 4      | 17.4                | --               | --                  | --           | --                |
|  | <b>5</b>  |                    | 4      | 25.0                | --               | --                  | --           | --                |
|  | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
|  | <b>7</b>  |                    | 5      | 20.8                | --               | --                  | --           | --                |
|  | <b>8</b>  |                    | 2      | 12.5                | --               | --                  | --           | --                |
|  | <b>11</b> |                    | 6      | 46.2                | --               | --                  | --           | --                |
| <b>English Learners</b>                | <b>4</b>  |                    | 1      | 4.3                 | --               | --                  | --           | --                |
| <b>Students with Disabilities</b>      | <b>4</b>  |                    | 2      | 8.7                 | --               | --                  | --           | --                |
|  | <b>5</b>  |                    | 2      | 12.5                | --               | --                  | --           | --                |
|  | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
|  | <b>7</b>  |                    | 0      | 0.0                 | --               | --                  | --           | --                |
|  | <b>8</b>  |                    | 1      | 6.3                 | --               | --                  | --           | --                |
| <b>Foster Youth</b>                    | <b>3</b>  |                    | --     | --                  | --               | --                  | --           | --                |
|  | <b>4</b>  |                    | --     | --                  | --               | --                  | --           | --                |
|  | <b>5</b>  |                    | --     | --                  | --               | --                  | --           | --                |
|  | <b>6</b>  |                    | --     | --                  | --               | --                  | --           | --                |
|  | <b>7</b>  |                    | --     | --                  | --               | --                  | --           | --                |
|  | <b>8</b>  |                    | --     | --                  | --               | --                  | --           | --                |
|  | <b>11</b> |                    | --     | --                  | --               | --                  | --           | --                |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                           | Grade     | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---|-----------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|   |           | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| <b>All Students</b>                     | <b>3</b>  | 14                 | 12     | 85.7                | 25               | 25                  | 17           | 33                |
|   | <b>4</b>  | 23                 | 21     | 91.3                | 57               | 19                  | 19           | 5                 |
|   | <b>5</b>  | 16                 | 12     | 75.0                | 67               | 8                   | 8            | 8                 |
|   | <b>6</b>  | 18                 | 15     | 83.3                | 53               | 7                   | 27           | 13                |
|   | <b>7</b>  | 24                 | 21     | 87.5                | 33               | 38                  | 19           | 10                |
|   | <b>8</b>  | 16                 | 14     | 87.5                | 64               | 21                  | 0            | 14                |
|   | <b>11</b> | 13                 | 11     | 84.6                | 45               | 45                  | 9            | 0                 |
| <b>Male</b>                             | <b>3</b>  |                    | 5      | 35.7                | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 10     | 43.5                | --               | --                  | --           | --                |
|   | <b>5</b>  |                    | 8      | 50.0                | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 8      | 44.4                | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 10     | 41.7                | --               | --                  | --           | --                |
|   | <b>8</b>  |                    | 8      | 50.0                | --               | --                  | --           | --                |
|   | <b>11</b> |                    | 4      | 30.8                | --               | --                  | --           | --                |
| <b>Female</b>                           | <b>3</b>  |                    | 7      | 50.0                | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 11     | 47.8                | 45               | 18                  | 36           | 0                 |
|   | <b>5</b>  |                    | 4      | 25.0                | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 7      | 38.9                | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 11     | 45.8                | 27               | 45                  | 18           | 9                 |
|   | <b>8</b>  |                    | 6      | 37.5                | --               | --                  | --           | --                |
|   | <b>11</b> |                    | 7      | 53.8                | --               | --                  | --           | --                |
| <b>Black or African American</b>        | <b>3</b>  |                    | 1      | 7.1                 | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 1      | 4.3                 | --               | --                  | --           | --                |
|   | <b>5</b>  |                    | 2      | 12.5                | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 1      | 4.2                 | --               | --                  | --           | --                |
|   | <b>8</b>  |                    | 1      | 6.3                 | --               | --                  | --           | --                |
| <b>American Indian or Alaska Native</b> | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
| <b>Asian</b>                            | <b>3</b>  |                    | 1      | 7.1                 | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
| <b>Filipino</b>                         | <b>3</b>  |                    | 0      | 0.0                 | --               | --                  | --           | --                |
| <b>Hispanic or Latino</b>               | <b>3</b>  |                    | 1      | 7.1                 | --               | --                  | --           | --                |
|   | <b>4</b>  |                    | 7      | 30.4                | --               | --                  | --           | --                |
|   | <b>5</b>  |                    | 1      | 6.3                 | --               | --                  | --           | --                |
|   | <b>6</b>  |                    | 1      | 5.6                 | --               | --                  | --           | --                |
|   | <b>7</b>  |                    | 1      | 4.2                 | --               | --                  | --           | --                |
|   | <b>8</b>  |                    | 2      | 12.5                | --               | --                  | --           | --                |
|   | <b>11</b> |                    | 1      | 7.7                 | --               | --                  | --           | --                |

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group                   | Grade | Number of Students |        | Percent of Students |                  |                     |              |                   |
|---------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
|                                 |       | Enrolled           | Tested | Tested              | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| White                           | 3     |                    | 9      | 64.3                | --               | --                  | --           | --                |
|                                 | 4     |                    | 13     | 56.5                | 54               | 15                  | 23           | 8                 |
|                                 | 5     |                    | 9      | 56.3                | --               | --                  | --           | --                |
|                                 | 6     |                    | 12     | 66.7                | 50               | 8                   | 25           | 17                |
|                                 | 7     |                    | 19     | 79.2                | 26               | 42                  | 21           | 11                |
|                                 | 8     |                    | 11     | 68.8                | 64               | 18                  | 0            | 18                |
|                                 | 11    |                    | 10     | 76.9                | --               | --                  | --           | --                |
| Socioeconomically Disadvantaged | 3     |                    | 4      | 28.6                | --               | --                  | --           | --                |
|                                 | 4     |                    | 4      | 17.4                | --               | --                  | --           | --                |
|                                 | 5     |                    | 4      | 25.0                | --               | --                  | --           | --                |
|                                 | 6     |                    | 1      | 5.6                 | --               | --                  | --           | --                |
|                                 | 7     |                    | 5      | 20.8                | --               | --                  | --           | --                |
|                                 | 8     |                    | 2      | 12.5                | --               | --                  | --           | --                |
|                                 | 11    |                    | 6      | 46.2                | --               | --                  | --           | --                |
| English Learners                | 4     |                    | 1      | 4.3                 | --               | --                  | --           | --                |
| Students with Disabilities      | 4     |                    | 2      | 8.7                 | --               | --                  | --           | --                |
|                                 | 5     |                    | 2      | 12.5                | --               | --                  | --           | --                |
|                                 | 6     |                    | 1      | 5.6                 | --               | --                  | --           | --                |
|                                 | 7     |                    | 0      | 0.0                 | --               | --                  | --           | --                |
|                                 | 8     |                    | 1      | 6.3                 | --               | --                  | --           | --                |
| Foster Youth                    | 3     |                    | --     | --                  | --               | --                  | --           | --                |
|                                 | 4     |                    | --     | --                  | --               | --                  | --           | --                |
|                                 | 5     |                    | --     | --                  | --               | --                  | --           | --                |
|                                 | 6     |                    | --     | --                  | --               | --                  | --           | --                |
|                                 | 7     |                    | --     | --                  | --               | --                  | --           | --                |
|                                 | 8     |                    | --     | --                  | --               | --                  | --           | --                |
|                                 | 11    |                    | --     | --                  | --               | --                  | --           | --                |

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (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**

Our most significant collaboration, by the very nature of our design, is with our parents, who partner with us to be fully involved in their children's education. ROA offers parents the support and options necessary to teach their children in the ways their children learn best. ROA provides parent workshops, coaching and support by credentialed teachers.

Parents join the PAC (Parent Advisory Committee) and help form the direction of both curricular and extra-curricular activities: field-trips, supplementary curriculum, workshops, park-days, parties, fundraising, and school-wide events.



Parents are invited to give input by participating in surveys, on a variety of panels and committees and by an open door policy. Stakeholders are informed weekly through director's emails, teacher emails and bulletin board updates.

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

River Oaks Academy, a non-classroom based school, has an Emergency Handbook, Policies and Procedures that include at a minimum: Emergency phone numbers, fire drill and earthquake procedures, bomb threats, disaster drill and plan, shooting on campus, hazardous materials spill and after disaster school-wide strategies.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 0.00    | 0.00    | 0.00    |
| Expulsions Rate            | 0.00    | 0.00    | 0.00    |
| District                   | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 3.87    | 3.05    | 3.70    |
| Expulsions Rate            | 0.00    | 0.00    | 0.00    |
| State                      | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate           | 5.07    | 4.36    | 3.80    |
| Expulsions Rate            | 0.13    | 0.10    | 0.09    |

**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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria |        |          |       |
|--|--------|----------|-------|
| AYP Criteria   | School | District | State |
| <b>English Language Arts</b>                             |        |          |       |
| Met Participation Rate                                   | Yes    | No       | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| <b>Mathematics</b>                                       |        |          |       |
| Met Participation Rate                                   | Yes    | No       | Yes   |
| Met Percent Proficient                                   | N/A    | N/A      | N/A   |
| Made AYP Overall   | Yes    | No       | Yes   |
| Met Attendance Rate                                      | Yes    | No       | Yes   |
| Met Graduation Rate                                      | N/A    | Yes      | Yes   |

| 2015-16 Federal Intervention Program                |        |           |
|---|--------|-----------|
| Indicator   | School | District  |
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2015-2016 |
| Year in Program Improvement                         |        | Year 1    |
| Number of Schools Currently in Program Improvement  |        | 1         |
| Percent of Schools Currently in Program Improvement |        | 100.0     |

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

| Average Class Size |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                    |         |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
| Grade              | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |
| 1                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |
| 2                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |
| 3                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |
| 4                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |
| 5                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |
| 6                  | N/A     | N/A     |         | N/A                   | N/A     |         | N/A     | N/A     |         | N/A     | N/A     |         |

**Average Class Size and Class Size Distribution (Secondary)**

| Average Class Size |         |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                    |         |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
| Subject            | 2012-13 | 2013-14 | 2014-15 | 2012-13               | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English            |         | 7       | 9       |                       | 4       | 5       |         |         |         |         |         |         |
| Math               |         | 8       | 5       |                       | 7       | 14      |         |         |         |         |         |         |
| Science            |         | 2       | 6       |                       | 15      | 6       |         |         |         |         |         |         |
| SS                 |         | 1       | 4       |                       | 17      | 12      |         |         |         |         |         |         |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Staff participates in a variety of conferences and staff development throughout the year and has weekly staff collaboration time scheduled.

**Academic Counselors and Other Support Staff at this School**

| Number of Full-Time Equivalent (FTE)                |     |
|---|-----|
| Academic Counselor                                  | .4  |
| Counselor (Social/Behavioral or Career Development) | .4  |
| Library Media Teacher (Librarian)                   | N/A |
| Library Media Services Staff (Paraprofessional)     | N/A |
| Psychologist  | N/A |
| Social Worker                                       | N/A |
| Nurse   | N/A |
| Speech/Language/Hearing Specialist                  | .2  |
| Resource Specialist                                 | .4  |
| Other   | N/A |
| Average Number of Students per Staff Member         |     |
| Academic Counselor                                  | 60  |

\* 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.

| FY 2013-14 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       |                 |  |
| Mid-Range Teacher Salary                       |                 |  |
| Highest Teacher Salary                         |                 |  |
| Average Principal Salary (ES)                  |                 |  |
| Average Principal Salary (MS)                  |                 |  |
| Average Principal Salary (HS)                  |                 |  |
| Superintendent Salary                          |                 |  |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | %               | %  |
| Administrative Salaries                        | %               | %  |

#### Types of Services Funded

N/A

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$6,724                | \$615      | \$6,109      | \$51,652               |
| District   | ♦                      | ♦          | N/A          |                        |
| State  | ♦                      | ♦          | \$5,348      |                        |
| Percent Difference: School Site/District                           |                        |            | N/A          | N/A                    |
| Percent Difference: School Site/ State                             |                        |            | 14.2         | N/A                    |

\* Cells with ♦ do not require data.

| 2014-15 California High School Exit Examination Grade Ten Results by Student Group |                       |            |          |                |            |          |
|--|-----------------------|------------|----------|----------------|------------|----------|
| Group  | English-Language Arts |            |          | Mathematics    |            |          |
|  | Not Proficient        | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA  | 73                    | 16         | 10       | 83             | 13         | 4        |
| All Students at the School   | 29                    | 36         | 36       | 54             | 23         | 23       |

\* 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.

| CAHSEE Results for All Students - Three-Year Comparison<br>Percent of Students Scoring at Proficient or Advanced |         |         |         |
|--|---------|---------|---------|
| River Oaks Academy   | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts  |         |         | 71      |
| Mathematics  |         |         | 46      |
| Ventura County Office of Education   | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts  | 29      | 24      | 27      |
| Mathematics  | 24      | 22      | 17      |
| California   | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts  | 57      | 56      | 58      |
| Mathematics  | 60      | 62      | 59      |

\* 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.

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |         |         |         |
|--|---------|---------|---------|
| River Oaks Academy                                       | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate   | 0.00    | 7.70    | 0.00    |
| Graduation Rate  | 100.00  | 92.31   | 50.00   |
| Ventura County Office of Education                       | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate   | 10.70   | 10.60   | 9.30    |
| Graduation Rate  | 82.70   | 82.46   | 83.20   |
| California   | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate   | 13.10   | 11.40   | 11.50   |
| Graduation Rate  | 78.87   | 80.44   | 80.95   |

| Career Technical Education Participation   |                           |
|--|---------------------------|
| Measure  | CTE Program Participation |
| Number of pupils participating in CTE  | 0                         |
| % of pupils completing a CTE program and earning a high school diploma                                   | 0.00                      |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0.00                      |

| Completion of High School Graduation Requirements |                          |          |       |
|---|--------------------------|----------|-------|
| Group   | Graduating Class of 2014 |          |       |
|   | School                   | District | State |
| All Students                                      | 33.33                    | 26.16    | 84.6  |
| Black or African American                         |                          | 7.14     | 76    |
| American Indian or Alaska Native                  |                          | 50       | 78.07 |
| Asian   |                          |          | 92.62 |
| Filipino  |                          |          | 96.49 |
| Hispanic or Latino                                |                          | 23.24    | 81.28 |
| Native Hawaiian/Pacific Islander                  |                          |          | 83.58 |
| White   | 50                       | 35.97    | 89.93 |
| Two or More Races                                 |                          |          | 82.8  |
| Socioeconomically Disadvantaged                   |                          | 28.74    | 61.28 |
| English Learners                                  |                          | 11.72    | 50.76 |
| Students with Disabilities                        |                          | 23.86    | 81.36 |
| Foster Youth                                      | --                       | --       | --    |

| Courses for University of California (UC) and/or California State University (CSU) Admission |         |
|--|---------|
| UC/CSU Course Measure  | Percent |
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission                           | 0       |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission                    | 0       |

| 2014-15 Advanced Placement Courses |                               |                                   |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject                            | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science                   |                               | ♦                                 |
| English                            |                               | ♦                                 |
| Fine and Performing Arts           |                               | ♦                                 |
| Foreign Language                   |                               | ♦                                 |
| Mathematics                        |                               | ♦                                 |
| Science                            |                               | ♦                                 |
| Social Science                     |                               | ♦                                 |
| All courses                        |                               |                                   |

\* Where there are student course enrollments.

### Career Technical Education Programs

Not offered

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.