



# River Oaks Academy

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### River Oaks Academy Charter School

5189 Verdugo Way  
Camarillo, CA 93012-8603  
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www.vcoe.org

#### District Governing Board

Jennifer Berryhill  
Dr. John Horton  
Dr. Michael McCambridge  
Susan Willard  
Terri Childs

#### District Administration

Claudia Weintraub  
**Superintendent**  
Claudia Weintraub  
**Director**

### 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 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 CAASPP 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.

We are now offering over 50 a-g courses and are an approved SAT test center. ROA received a \$600,000 career pathway grant and continues to build and offer career pathway opportunities, and is working closely with the County's CEC program to continually grow the offerings of career pathways.

In 2016-17 school year, ROA opened a 2nd resource center in Oxnard at Seabridge. The center's location in Oxnard was chosen to make sure that we can serve our students in the West County better. At this time, we offer 2 days of workshops/classes; our SPED services as well as our tutoring services at the Oxnard site. We are looking at expanding the offerings as our student population grows.

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	22
Grade 1	14
Grade 2	11
Grade 3	15
Grade 4	22
Grade 5	13
Grade 6	20
Grade 7	29
Grade 8	19
Grade 9	22
Grade 10	23
Grade 11	21
Grade 12	16
<b>Total Enrollment</b>	<b>247</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	0.4
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0
White	72.9
Two or More Races	3.6
Socioeconomically Disadvantaged	25.1
English Learners	1.2
Students with Disabilities	10.9
Foster Youth	0

### 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			
River Oaks Academy	15-16	16-17	17-18
With Full Credential	12	13	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
River Oaks Academy Charter School	15-16	16-17	17-18
With Full Credential	◆	◆	13
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
River Oaks Academy	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: January, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Pearson Prentice-Hall, Glencoe, Spectrum, Writeshop, Triumph Learning,</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Prentice Hall, Teaching Textbooks, Math-U-See, Right Start Math, Perfection Learning, Life of Fred, Singapore Math, Saxon Math, Triumph Learning,</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Pearson Prentice-Hall, Real Science 4 Kids, Harcourt, Holt</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Prentice-Hall, Story of the World, A History of Us, America: The Story of Us, Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Pearson Prentice-Hall, Rosetta Stone, Glencoe</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Pearson Prentice-Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Cengage Learning</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

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

Non-Classroom Based--N/A

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>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				
<b>Interior:</b> Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation				
<b>Electrical:</b> Electrical				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
<b>External:</b> 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] 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	64	58	44	43	48	48
<b>Math</b>	37	34	35	31	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	52	68	10	47	60	56

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	31.2	6.2	12.5
<b>7</b>	25	25	25
<b>9</b>	16.7	33.3	

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	63	91.3	68.3
Male	34	29	85.3	75.9
Female	35	34	97.1	61.8
White	54	49	90.7	75.5
Socioeconomically Disadvantaged	17	15	88.2	46.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	152	146	96.05	58.22
Male	75	72	96	48.61
Female	77	74	96.1	67.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	33	94.29	51.52
White	106	104	98.11	60.58
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100	33.33
English Learners	--	--	--	--
Students with Disabilities	21	20	95.24	15

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	152	146	96.05	34.25
<b>Male</b>	75	72	96	36.11
<b>Female</b>	77	74	96.1	32.43
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	35	33	94.29	30.3
<b>White</b>	106	104	98.11	34.62
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	39	39	100	12.82
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	21	20	95.24	5

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.

### **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)**

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, 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. ROA also has its own phone application, which is used for a variety of communication with our families. We also have a parent supported yahoo group for parents to share information with each other. Parents join different committees, including the budget committee and other ad hoc committees when needed.

Parents are welcomed and encouraged to give input at a variety of forums. Our parents and students meet with teachers at least monthly or more frequently, during which they can also share any comments and input they may have.

#### **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.

### 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. Staff is trained in CPR and participates in annual drills, such as fire, and earthquake drills. Staff also participates in active shooter trainings.

We have 0% suspensions and expulsions to report. We also report 100% graduation rate.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.9	2.7	4.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

### 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.6
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	.4
Resource Specialist	.6
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	80

\* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	9	9	3	5	5	24						
Mathematics	5	5	3	14	14	27						
Science	6	6	4	6	6	7						
Social Science	4	4	3	12	12	20						

\* 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. We encourage staff to attend conferences and professional development in areas of passion and then share their knowledge with the entire staff. We attend regular professional development in the areas of math, ELA, science, technology, social welfare and charter related topics. We also have staff attend meetings related to our career pathway programs.

FY 2015-16 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	25.32	
Administrative Salaries	6.98	

\* 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/).

### Types of Services Funded

N/A

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
River Oaks Academy	2013-14	2014-15	2015-16
Dropout Rate	0	0	0
Graduation Rate	50	100	100
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	20
% of pupils completing a CTE program and earning a high school diploma	20
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	29.84
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	12.5

\* Where there are student course enrollments.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,914	\$1,248	\$7,667	\$55,114
District	♦	♦	N/A	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			16.6	N/A

\* Cells with ♦ do not require data.

2016-17 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	29.57	87.11
Black or African American	0	28.57	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	75	94.42
Filipino	0	0	93.76
Hispanic or Latino	0	26.55	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	40.74	90.99
Two or More Races	0	16	90.59
Socioeconomically Disadvantaged	0	27.08	63.9
English Learners	0	11.36	55.44
Students with Disabilities	100	27.89	85.45
Foster Youth	0	53.85	68.19



### **Career Technical Education Programs**

The end of the 2014-15 school year, we received a \$600,000 CCPT grant to build 3 different career pathways. ROA partnered with another charter school as the Gold Coast Consortium and submitted a proposal for a total of 6 pathways between the two schools. We started to build our CTE program during the 2015-16 school year, where we offered not only the College and Career Seminar (based on the Get Focused Stay Focused curriculum). We also started to implement a pathway in the legal and hospitality pathways. At that time, we did not have a networking pathway yet. We submitted course work for a-g approval that would then be used for the legal and hospitality pathways. During that same school year, we received board approval to make the College and Career Seminar (an articulated course) a mandatory graduation requirement.

The 2016-17 school year was the 2nd year of the pathway grant funds. In that school year, we had 3 of our teachers received CTE credentials in Education, hospitality, networking and business finance. We continued to work on adding business partners and collaborated with many experts from the various industry sectors. We invited speakers and organized field trips for our students. One of the most successful and impactful field trips was the Leadership seminar at Disneyland. We also started our Work Experience Program at ROA, which is led by our high school guidance counselor. Future plans include to offer a comprehensive networking pathway program and continuing to work on articulation of our pathways.

### **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 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.