



River Oaks Academy

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

River Oaks Academy Charter School

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District Governing Board

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Stan Mantoath
Superintendent

Claudia Weintraub
Director/Principal

School Description

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 personalized learning 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 personalized learning 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 Coaching Teacher. The parent provides or facilitates the day-to-day instruction. The Coaching 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 academic support, 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. Our high school students also have the opportunity to take the PSAT 10, PSAT 11 and SAT at our facility, since we are a College Board test approved site. Through our close collaboration with the County's CEC, we also have the opportunity to offer any career pathways that are available within the County of Ventura. In addition to the County's pathways, ROA has been offering 3 pathways on campus, due to a \$600,000 career pathway grant which we received 3 years ago. We now offer 2 pathways in Hospitality, Networking and Legal as well as the College and Career Seminar to all of our students at our resource center.

We also continue to add UC approved a-g courses each year as the demand increases and our high school populations continues to grow.

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. ROA is also NCAA accredited, so we can serve our athletes properly.

River Oaks is preparing to submit another charter renewal to our authorizer in February of 2020 for another 5 year renewal.

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 are offering 4 days/week of academic support, classes and workshops for our students, as well as SPED services and tutoring. River Oaks Oxnard has grown so rapidly that we are relocating to another facility in the summer of 2020 to accommodate our growth.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	11
Grade 2	21
Grade 3	18
Grade 4	16
Grade 5	17
Grade 6	29
Grade 7	24
Grade 8	34
Grade 9	31
Grade 10	27
Grade 11	21
Grade 12	23
Total Enrollment	285

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	1.1
Hispanic or Latino	27.7
White	62.5
Two or More Races	5.3
Socioeconomically Disadvantaged	25.6
English Learners	1.4
Students with Disabilities	8.8

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 for River Oaks Academy	17-18	18-19	19-20
With Full Credential	13	16	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for River Oaks Academy	17-18	18-19	19-20
With Full Credential	♦	♦	20
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at River Oaks Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We offer a wide variety of different curriculum in all areas of study, due to the personalized learning program we are. We therefore, have an extensive choice of books, online and blended materials available for our students. Our teachers discuss with our families what is best suited for the student, matching his/her learning style and the parent's teaching style.

When necessary, we also purchase materials specifically for certain students, since we do not have to adopt one curriculum only, but can meet our students' individual needs.

Textbooks and Instructional Materials

Year and month in which data were collected: January, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Prentice-Hall, Glencoe, Spectrum, Writeshop, Triumph Learning, Edgenuity, The textbooks listed are from most recent adoption: Yes 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, Triumph Learning, Edgenuity The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Prentice-Hall, Real Science 4 Kids, Harcourt, Holt The textbooks listed are from most recent adoption: Yes 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Pearson Prentice-Hall, Rosetta Stone, Glencoe The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Pearson Prentice-Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Cengage Learning The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Oak Meadow Home-Study Kits The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	66	54	54	50	50
Math	38	39	41	40	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	38.5	15.4	23.1
7	16.7	20.8	8.3
9	25.0	28.6	10.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	175	170	97.14	66.47
Male	97	93	95.88	64.52
Female	78	77	98.72	68.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	50	98.04	66.00
White	101	97	96.04	61.86
Two or More Races	13	13	100.00	100.00
Socioeconomically Disadvantaged	51	50	98.04	60.00
English Learners	--	--	--	--
Students with Disabilities	17	17	100.00	35.29

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	170	97.14	39.41
Male	97	93	95.88	45.16
Female	78	77	98.72	32.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	50	98.04	36.00
White	101	97	96.04	38.14
Two or More Races	13	13	100.00	53.85
Socioeconomically Disadvantaged	51	50	98.04	22.00
English Learners	--	--	--	--
Students with Disabilities	17	17	100.00	0.00

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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. ROA teachers meet with students and parents regularly, which means at least every 20 days but in many cases much more frequently.

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 a comprehensive Emergency Handbook, Policies and Procedures. The Handbook is available in each room at both resource centers and staff is continuously trained in emergencies, such as fire drills, earthquake drills, active shooter training, CPR, and more. The Handbooks and a variety of Policies are also available on our website for review and information.

We are currently working on updating our School Safety Plan as per AB1747.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.2	3.3	2.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	285.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

* 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	2016-17			2017-18			2018-19		
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32
English	4	21		3	28		4	24	
Mathematics	3	31		2	57		2	69	
Science	5	11		2	29		4	18	
Social Science	3	26		3	32		3	28	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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. Staff members also train each year in school safety, CPR, and other annual training requirements.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,189	946	8,243	\$61,929
District	N/A	N/A	\$8,243	
State	N/A	N/A		

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	9.4	156.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for River Oaks Academy	2015-16	2016-17	2017-18
Dropout Rate	0	16.7	0
Graduation Rate	100	83.3	91.7

Rate for River Oaks Academy Charter	2015-16	2016-17	2017-18
Dropout Rate	40.2	26.9	24.9
Graduation Rate	27.3	20.7	25.6

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	36.01
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	15.38

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	0.4

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

*Where there are student course enrollments of at least one student.

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 and formed the Gold Coast Consortium. As such, we 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 (CCS) (based on the Get Focused Stay Focused curriculum), but also added our career pathways. We made the CCS a mandatory graduation requirement, since we felt the benefits were far reaching and helping in getting students college and career ready.

We are now offering two classes in each pathway: Networking, Hospitality and Legal. All our CTE pathways are a-g approved and taught by CTE credentialed teachers. They are open to all high school students and teachers encourage all students to participate in these offerings. Teachers make accommodations and personalize the pathway offerings, as we do with all of our classes. Two of the teachers are our own teachers who received their CTE credentialing, and one teacher we share with the local CEC program. Several of our students take advantage of career pathway classes which are offered through the Ventura County CEC as well.

ROA has been successful in articulating one of the Networking classes as well as the College and Career Seminar. We are now working on articulating the Hospitality pathway classes. The legal pathway has been articulated through the CEC already. We have representatives of all of our pathways in our advisory committee and meet with the representatives regularly to discuss industry developments. We also work closely with the County's CEC staff and are apprised of any new opportunities within the CTE field that are arising, as well as included in any new opportunities that present themselves within the County of Ventura.

The 2017-18 school year was the 3rd year of the pathway grant funds. We continue to work on adding business partners and collaborate with many experts from the various industry sectors. We invite speakers and organize field trips for our students. One of the most successful and impactful field trips for the last couple of years has been the Leadership seminar at Disneyland. We also continue to offer a Work Experience Program, which is led by our high school guidance counselor.

Students are successful, if they complete 2 classes within the same pathway. We by now have several completers.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.