

River Oaks Academy

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	River Oaks Academy
Street	920 Hampshire Rd., Ste. X
City, State, Zip	Westlake Village, CA, 91361-2865
Phone Number	(805) 777-7999
Principal	Claudia Weintraub
Email Address	claudia.weintraub@roavc.com
School Website	www.roavc.com
County-District-School (CDS) Code	56-10561-0122713

2021-22 District Contact Information

District Name	River Oaks Academy Charter School
Phone Number	(805) 383-1902
Superintendent	Dr. Cesar Morales
Email Address	CeMorales@vcoe.org
District Website Address	www.vcoe.org

2021-22 School Overview

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.

2021-22 School Overview

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.

River Oaks Academy's charter was renewed by the Ventura County Board of Education for 5 years and is now good through June 2027 (that includes the 2 year extension that we received by the State).

River Oaks also just had its WASC team visit, however, as of the writing of this narrative, we do not have the extension results yet.

River Oaks Academy has two facilities to serve our students. One is located in Westlake Village and the other one in Oxnard. We offer academic support at our facilities as well as enrichment classes. Due to COVID, we also have an entire online offering of academic support, workshops and office hours.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	25
Grade 2	12
Grade 3	19
Grade 4	28
Grade 5	27
Grade 6	24
Grade 7	28
Grade 8	41
Grade 9	31
Grade 10	33
Grade 11	31
Grade 12	23
Total Enrollment	335

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	0.6
Black or African American	0.9
Filipino	1.5
Hispanic or Latino	29
Two or More Races	7.5
White	56.1
English Learners	2.7
Foster Youth	0.3
Socioeconomically Disadvantaged	34.3
Students with Disabilities	13.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected January, 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice-Hall, Glencoe, Spectrum, Writeshop, Triumph Learning, Edgenuity,	Yes	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	Yes	0
Science	Pearson Prentice-Hall, Real Science 4 Kids, Harcourt, Holt	Yes	0
History-Social Science	Pearson Prentice-Hall, Story of the World, A History of Us, America: The Story of Us, Scott Foresman	Yes	0

Foreign Language	Pearson Prentice-Hall, Rosetta Stone, Glencoe	Yes	0
Health	Pearson Prentice-Hall	Yes	0
Visual and Performing Arts	Cengage Learning	Yes	0
Science Laboratory Equipment (grades 9-12)	Oak Meadow Home-Study Kits	Yes	0

School Facility Conditions and Planned Improvements

Non-Classroom Based--N/A

Year and month of the most recent FIT report: N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	178	93.19	6.81	66.29
Female	89	82	92.13	7.87	69.51
Male	102	96	94.12	5.88	63.54
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100	0	79.17
White	117	106	90.6	9.4	68.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	53.49

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	25

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	179	93.72	6.28	49.16
Female	89	83	93.26	6.74	49.40
Male	102	96	94.12	5.88	48.96
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	28.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	54.17
White	117	106	90.60	9.40	56.60
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	37.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	20.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a
Military	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a
Black or African American	n/a	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a	n/a
Hispanic or Latino	n/a	n/a	n/a	n/a	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a	n/a
Homeless	n/a	n/a	n/a	n/a	n/a
Military	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	n/a	n/a	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	51.58	N/A	9.30	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	95	90.48	9.52	51.58
Female	48	45	93.75	6.25	51.11
Male	57	50	87.72	12.28	52.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	15	93.75	6.25	66.67
White	66	58	87.88	12.12	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	30	93.75	6.25	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

2020-21 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.

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.

ROA has been successful in articulating our career pathways, including the College and Career Seminar.

Due to COVID, most of our CTE classes have been offered virtually. Due to the nature of our program, our students can also attend CTE classes at the community colleges and earn not only high school credit towards graduation, but use the CTE courses for concurrent enrollment and college credit.

Our College and Career seminar has been recognized with as a "Career Choices" Silver Medal school two years in a row.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	28
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	93.22
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	23.81

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 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. 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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.8	8.3	10.3	22.6	23.5	21.9	9.0	8.9	9.4
Graduation Rate	92.3	83.3	82.8	24.7	17.1	18.0	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	29	24	82.8
Female	19	15	78.9
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00

Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	15	88.2
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	17	16	94.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	341	335	3	0.9
Female	165	162	3	1.9
Male	176	173	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	3	3	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	100	97	2	2.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	25	0	0.0
White	190	188	1	0.5
English Learners	10	10	2	20.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	117	117	2	1.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	48	0	0.0

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.38	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.47	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 update our School Safety Plan as per AB1747 annually.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	15		
1	1	7		
2	1	9		
3	2	13		
4	2	9		
5	1	19		
6	2	27		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
1	2	1		
2	1	1		
3	1	1		
4	1	1		
5	1	1		
6	1	21		
Other	8	18		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	24		
Mathematics	2	69		
Science	4	18		
Social Science	3	28		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	51		
Mathematics	2	92		
Science	2	37		
Social Science	2	52		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	73		
Mathematics	1	125		
Science	1	61		
Social Science	2	74		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	335

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,703	920	8,783	58,265
District	N/A	N/A	8,783	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	3.9	156.8

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
Total AP Courses Offered	2

Professional Development

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. We continued to offer staff most professional development virtually, due to the ongoing COVID pandemic. Staff attended a wide variety of professional development in such areas like math; English Learner and Cultural Diversity; ELA; social emotional development; NGSS; legal updates in education and more.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7