Charter Petition Renewal

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For the term: July 1, 2020-June 30, 2025
TABLE OF CONTENTS
EDUCATIONAL PHILOSOPHY

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

HOW LEARNING BEST OCCURS

STUDENTS SERVED

ENROLLMENT PROJECTIONS THROUGH 2025

ROA SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS FROM 2016-2019

GRADUATES

CURRICULUM AND INSTRUCTIONAL DESIGN OVERVIEW

HIGH SCHOOL

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

PLAN FOR ENGLISH LEARNERS

PLAN FOR FOSTER YOUTH AND HOMELESS

FOSTER YOUTH

HOMELESS STUDENTS

PLAN FOR SPECIAL EDUCATION

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

ELEMENT B. MEASURABLE PUPIL OUTCOMES

TABLE 1: ASSESSMENTS AND OUTCOMES

SCHOOL OUTCOME GOALS

ELEMENT C. METHODS OF ASSESSMENT

STATE MANDATED ASSESSMENTS
SCHOOL-BASED ASSESSMENTS 141
DATA MANAGEMENT, ANALYSIS, AND CONTINUOUS IMPROVEMENT 144
REPORTING STUDENT ACHIEVEMENT DATA 145

ELEMENT D. FACILITIES 146

ELEMENT E. GOVERNANCE STRUCTURE 148
BOARD OF DIRECTORS MEETINGS AND RESPONSIBILITIES 149
CONFLICT OF INTEREST CODE 150
COMPOSITION OF THE BOARD OF DIRECTORS 151
BOARD TRAINING 153
DIRECTOR 154
PARENT INVOLVEMENT 156

ELEMENT F. QUALIFICATIONS OF SCHOOL EMPLOYEES 158
TEACHER QUALIFICATIONS 158
DIRECTOR 159
SUPPORT STAFF 159
GENERAL REQUIREMENTS, HIRING AND PERFORMANCE REVIEWS 160
PROFESSIONAL DEVELOPMENT 161

ELEMENT G. HEALTH AND SAFETY PROCEDURES 163
PROCEDURES FOR BACKGROUND CHECKS 163
ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS 164
TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION 164
IMMUNIZATIONS 164
MEDICATION IN SCHOOL 165
VISION, HEARING, AND SCOLIOSIS 165
DIABETES 165
SUICIDE PREVENTION POLICY 165
PREVENTION OF HUMAN TRAFFICKING 166
FEMININE HYGIENE PRODUCTS 166
NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL 166
CALIFORNIA HEALTHY YOUTH ACT 166
SCHOOL SAFETY PLAN 166
EMERGENCY PREPAREDNESS 167
BLOOD BORNE PATHOGENS 167
DRUG, ALCOHOL, AND SMOKE-FREE ENVIRONMENT 168
FACILITY SAFETY 168
COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT PROCEDURES 168
BULLYING PREVENTION 169
ELEMENT H. RACIAL AND ETHNIC BALANCE 170
ELEMENT I. ANNUAL INDEPENDENT FINANCIAL AUDITS 172
ELEMENT J. SUSPENSION AND EXPULSION PROCEDURES 174
ELEMENT K. EMPLOYEE RETIREMENT SYSTEMS 206
ELEMENT L. DISPUTE RESOLUTION PROCEDURES 207
ELEMENT M. STUDENT ADMISSION POLICY AND PROCEDURES 210
ELEMENT N. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 215
<table>
<thead>
<tr>
<th>ELEMENT O. EMPLOYEE RETURN RIGHTS</th>
<th>216</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENT P. CLOSURE PROTOCOL</td>
<td>217</td>
</tr>
<tr>
<td>MISCELLANEOUS CHARTER PROVISIONS</td>
<td>221</td>
</tr>
<tr>
<td>BUDGET</td>
<td>221</td>
</tr>
<tr>
<td>FINANCIAL AND PROGRAMMATIC REPORTING</td>
<td>221</td>
</tr>
<tr>
<td>PROGRAMMATIC AUDIT</td>
<td>222</td>
</tr>
<tr>
<td>OTHER FINANCIAL REPORTS</td>
<td>222</td>
</tr>
<tr>
<td>INSURANCE AND INDEMNIFICATION</td>
<td>223</td>
</tr>
<tr>
<td>INDEMNIFICATION</td>
<td>224</td>
</tr>
<tr>
<td>ADMINISTRATIVE SERVICES</td>
<td>225</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>227</td>
</tr>
<tr>
<td>POTENTIAL CIVIL LIABILITY EFFECTS</td>
<td>227</td>
</tr>
<tr>
<td>MATERIAL REVISIONS</td>
<td>229</td>
</tr>
</tbody>
</table>
AFFIRMATIONS AND DECLARATIONS

As the authorized lead petitioner, I, Claudia Weintraub, hereby certify that the information submitted in this petition for the renewal of the countywide benefit charter for River Oaks Academy (“ROA” or the “Charter School”), authorized by the Ventura County Board of Education and with supervisory oversight from the Ventura County Office of Education (“VCOE”) (collectively referred to as the “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- River Oaks Academy Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School will not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless
the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605.6(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized
in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Section 47605.6(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

• The Charter School shall on a regular basis consult with its parents and Coaching Teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605.6(d)(2)]

• The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

• The Charter School shall comply with the Political Reform Act.
• The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

• The Charter School shall comply with all laws applicable to its operation of a non-classroom based program, including but not limited to Education Code Sections 51745 et seq., 47612.5 and applicable regulations.

_________________________________________ __________  
Claudia Weintraub, Director  Date
INTRODUCTION

This charter petition for River Oaks Academy is respectfully submitted to the Board of Education of Ventura County for the renewal of our charter for another five years. River Oaks Academy Charter School is a nonprofit public benefit corporation that operates ROA at two resource centers (Westlake Village and Oxnard) within the County of Ventura.

We have a long, solid history of providing an excellent education to the families we serve. Our goal continues to be to support families who choose the educational model of “Personalized Learning.”

PERSONALIZED LEARNING

On July 12, 2004, the Personalized Learning Educational Model was officially recognized by a Resolution of the California State Senate:

Resolved by the Senate of the State of California, that the Senate of the State of California commends personalized learning and calls upon Californians to recognize personalized learning as a distinct learning model in California public education and to further recognize the benefits and contributions of personalized learning as a promising choice in the California public education system for the growing number of pupils who need an alternative choice to learn successfully.

(California Senate Resolution No. SB 36)

The personalized learning model is uniquely tailored to fit each individual student's style of learning. This model offers a choice within the California public education system for those students who need an alternative learning model to succeed.
At ROA we provide each student with a personalized learning plan ("PLP") that is tailored to each student's needs, goals, interests, and learning style. We value the importance of collaborative relationships between our students, parents, Coaching Teachers, and school community.

THE PROGRAM AND THE SUCCESSES OF THE PREVIOUS TERM

River Oaks Academy is a TK-12 independent study charter school option designed to draw out the brilliance in each individual student by developing his or her interests, gifts, talents and passions. The program is fully accredited by the Schools Commission of the Western Association of Schools and Colleges ("WASC"), as well as by the National Collegiate Athletic Association ("NCAA"). ROA is the only Personalized Learning/Independent study charter school in Ventura County that has received NCAA accreditation. ROA is also a College Board approved test center, which means that SAT/PSAT/PSAT 11 tests and AP tests are administered on site.

ROA provides the option of a predominantly personalized learning program with the benefits of on-site academic and enrichment classes, focus rooms, tutoring and academic support. Site-based classes and learning activities provide opportunities for socialization, academic enrichment and additional Coaching Teacher support not usually available in a standard personalized learning program. ROA’s school calendar is based on 175 student days and 182 (additional 7) Coaching Teacher days. The school calendar is attached as Appendix #1.

ROA also provides more support for parents than similar independent study programs. Through parent workshops and one-on-one parent instruction, ROA staff trains and supports parents to be effective coaches of their children’s education and guides them in how to draw out their children’s individual interests, gifts, talents and passions. The program personalizes the learning experience to each student’s needs and interests so that they learn right at the edge of challenge, minimizing boredom and frustration. Thus, students typically excel. ROA embraces the opportunity to provide a dynamic, personalized learning experience to a student population...
which continues to be increasingly more diverse linguistically, culturally and socio-economically.

The founding group of ROA was committed to making this innovative program available to families throughout the greater Ventura County/Los Angeles area. River Oaks Academy Charter was formerly the Las Virgenes Academy program. At the time, due to an announced permit policy restricting interdistrict transfers, and the Las Virgenes Academy’s predominately interdistrict transfer student population, Las Virgenes Academy chose to apply to become River Oaks Academy Charter. With the establishment of ROA as a charter school, students are not required to obtain inter-district permits; they will be able to attend through a school-of-choice option and continue their education uninterrupted. ROA established a “countywide benefit” charter school so that it can continue to establish additional sites throughout Ventura County, to accommodate and support students in those areas. If and when ROA considers establishing any additional sites, it will work with and notify the VCOE and collaborate closely with the VCOE to meet all applicable legal criteria and requirements, including Education Code Section 47605.1(c), as may be amended in the future.

Whereas the Education Code only allows district-authorized charter schools to establish one facility outside of the authorizing district’s boundaries, it authorizes countywide charter schools to operate facilities throughout the authorizing county. Students at ROA travel frequently, sometimes an hour or more, multiple days a week, to one of the school sites for tutoring, enrichment classes, group projects, book clubs and other learning opportunities and events. Future satellite facilities will be close to families whose geographic locations may limit students from accessing a more supported, well-rounded learning experience. In the spring of 2014, ROA relocated its Westlake Village resource center to a newly renovated, larger suite in the same business complex as before. This new set-up allows us to offer workshops in four classrooms. We also have a teacher workroom, a reception area, a parent lounge, and offices for the director and for the administrative assistant. In January of 2019, we added yet another 1470 square feet adjacent to the existing suite at the Westlake Village resource center. That addition allows us to
offer our daily focus rooms (study halls), our special education ("SPED") services and our daily tutoring services. The spaces are inviting and friendly, and are located in a safe neighborhood in Westlake Village, convenient to freeway access (see also our LCAP Goal #2, State priority 1 and 6).

In the spring of 2016, ROA looked into expanding to the West County to be able to serve the students from the Ventura/Oxnard areas better. We received permission from the Ventura County Board of Education to open up a second resource center at Seabridge in Oxnard in the fall of 2016. The 2500 square foot resource center opened with 37 students enrolled, and quickly expanded to serve 105 students by the end of the 2018-19 school year. The Oxnard resource center offers 4 days of workshops and classes for our TK-12 students and daily focus room availability, including one-on-one tutoring; group tutoring; career pathway classes and all SPED services. The facility is staffed 5 days/week. Due to the incredible demand, ROA is looking into finding a larger facility for the 2020-2021 school year within the Oxnard/Ventura area.

ROA’s program aligns well with the legislative intent in establishing charter schools, as outlined in Education Code Section 47601 by, most notably, offering expanded choices to families, encouraging different and innovative teaching methods, creating personalized learning plans, giving Coaching Teachers new professional growth opportunities that allow them to assume responsibility for the learning program, providing parents and students with expanded choices within the public school system, providing a venue for performance-based accountability and improving the learning experience for all students. ROA offers a unique type of learning environment and a personalized learning experience. Our Charter School is a great support for those students who need a different educational plan or whose parents find that they prefer to choose the type of education their students will receive. We want to continue to partner with our local school districts to support those families who are looking for a different educational model. We continually reach out to collaborate with and extend our best practices to the local school districts.
ROA has been very successful with its educational program as well as with the administration and operations of the Charter School. This success is well documented not only within the academic performance test results, tracking our high school graduates’ destination and successes past their high school years, looking at our students’ SAT and PSAT scores, documenting our high school students’ concurrent enrollment grades at the local community colleges, course grades and enrollment at the Ventura County’s Career Education Center, but also by ROA’s healthy balance sheet and continuously growing enrollment requests. During the 2018-19 school year, ROA’s enrollment hit a record of 307 students at CBEDS day and the demand did not stop.

ROA staff bring a vast amount of experience and expertise to the Charter School, which is documented in individual resumes attached as Appendix #2. Our staff have professional experiences and expertise among others, in the following areas:

- Curriculum, instruction, and assessment
- Finance, facilities, and business management
- Organization, governance, and administration
- Social-emotional learning
- Teaching culturally diverse students

The educational team and administration that operates ROA currently has a very diverse background. The Coaching Teachers all hold appropriate Commission on Teacher Credentialing issued credential, certificate, permit or other document for his/her teaching assignment. Three of ROA’s Coaching Teachers also hold Career Technical Education (“CTE”) teaching credentials to meet the demands of our CTE courses (Hospitality, Networking and Education). All staff has the necessary qualifications, skills, and experience to fulfill their job descriptions and they have an extensive background in working with independent study families. Thirteen of our staff members hold master’s degrees and two of them are working on their doctoral degrees. We have multiple bi-lingual and tri-lingual staff members and overall can communicate in over seven languages with our families.
SUMMARY OF THE SUCCESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2015-2020

- 6-year Western Association of Schools and Colleges (WASC) accreditation
- National Collegiate Athletic Association (NCAA) accreditation
- Granted 100% state funding by the State Board of Education for 3 years on the SB740 Funding Determination
- Clean financial audits
- 98.5% Attendance Rate
- 20 Coaching Teachers
- 3 fully bilingual Spanish speaking Teachers; multiple other languages spoken
- 3 administrative team members
- 2 bilingual Spanish front office team members
- Over 90 workshops/week
- Over 150 A-G courses for our high school students to choose from
- $600,000 Career Pathway Grant
- 3 Career Pathways (legal, hospitality, networking)
- Concurrent enrollment options at our local junior colleges
- Work Experience Program
- 2nd resource center in Oxnard, with over 100 students in its 3rd year
- Additional facilities added at our Westlake Center for SPED services, tutoring and focus rooms
- Over 300 students in total at both centers
- Over 100 high school students in total at both centers
- No expulsions/no suspensions
- 92.9% graduation rate of our 4-year cohort as per the 2019 Dashboard
- High School Guidance Counselor
- Full-time credentialed science instructor teaching all science labs on campus
• Tutors on Wheels supporting all of our students, especially the identified unduplicated students at home; 8 math specialists and ELA tutors
• Laptop loaner program to our students in need
• iPad program for all of our high school students
• SAT prep for all of our high school students
• ROA is a College board approved test center
• ROA is an AP approved test center
• PSAT/SAT tests free of charge for all of our high school students
• During 2017-18, ROA students took over 65 concurrent enrollment classes at the junior colleges with 71% earning an “A” in their classes; in 2018-19 students took a total of 52 classes with 70% earning an “A” and 16% earning a “B”
• Implementation of all applicable State Standards across all grades, including Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”)
• Implementation of Personalized Learning Plans
• Developing comprehensive Safety Plan with the guidance of local first responders, Fire Marshal and stakeholders
• Great collaboration with County staff in areas such as: Math workshops, Career Education opportunities, charter related questions, social-emotional learning taskforce
• Implementation of a National School Breakfast Program
• Collaboration with Conejo Valley Unified School District (“CVUSD”) regarding our National School Breakfast/lunch program
• Sharing of best practices in personalized learning with CVUSD
• Collaboration with other charter schools on best practices, curriculum, instruction, procedures, etc.
• 3 SMART boards in Westlake and 1 SMART board in Oxnard
• Apple TVs at both sites
• Continuously upgraded laptop program with laptop charging carts at both sites
• IT/technology staff
• Parent Advisory Committee
• ROA phone application
• Wellness Expo
• Development of a comprehensive Social-Emotional Learning program
• 2-3 annual surveys to parents/open door policy/weekly Director Updates
• Continuous professional development opportunities in all areas and areas of interest for staff with an emphasis on math
• Implementation of the Local Control and Accountability Plan ("LCAP") and Local Control Funding Formula ("LCFF")
CHAIRTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(c)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND
4. Title 5, California Code of Regulations Section 11966.5(c)(1) states: “When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

**SUBGROUP DATA**

Education Code 52052 states the following pursuant to numerically significant pupil subgroups:

52052.

(a) (1) The single multiple measures public school accountability system authorized by Article 4.5 (commencing with Section 52059.5) shall measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education.

(2) For purposes of this section, numerically significant pupil subgroups include all of the following:

(A) Ethnic subgroups.

(B) Socioeconomically disadvantaged pupils.

(C) English learners.

(D) Pupils with disabilities.

(E) Foster youth.

(F) Homeless youth.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.
**ROA’s Subgroups:** It is important to note that ROA has very few subgroups that meet the criteria listed above. During the 2018-19 CAASP, only the following groups qualify:

a) Socio-Economically disadvantaged pupils: #34 tested  
b) Hispanic pupils: #37 tested

**ROA’s Mobility:** ROA, as most personalized learning programs also has a tremendous amount of student mobility annually. The graph below indicates the overall mobility rate for the last several years. Despite the fact that our mobility rate has dropped significantly in the last several years, we still show a 50% mobility rate for the 2018-19 school year.

The chart below shows the number of students each year who “rolled over”, meaning who stayed with River Oaks from one school year to the next, the new entries each year, the withdrawals as well as the students who chose to re-enter River Oaks (meaning, they were with River Oaks during some time before).
Both the overall mobility rate, as well as the number of new students entering ROA annually, need to be kept in mind when analyzing the data. Factoring this information into the analysis as well as the small number of students per grade that are taking the CAASPP testing (though we do test about 98% of our students). For example, when analyzing the 11th grade results at our Oxnard site, there are only 2 students who were in that grade level and tested during the 2018-19 school year.

In light of the fact that ROA’s student population is very different from that of a seat-based charter school, and due to the fact that we are a countywide benefit charter, we attract students from throughout Ventura and adjacent counties. Many of our students come from other independent study programs. In our latest survey, we discovered that a large percentage of our students suffer from severe anxiety and depression and leave the traditional seat-based system for these reasons. We also serve many athletes due to our NCAA accreditation. The bulk of our student population does not seem to “fit” into the traditional classroom programs.

**ROA’s Academic Performance Measures**: To chart academic progress, our students not only take the California Assessment of Student Performance and Progress (“CAASPP”) each spring, but they also take multiple other assessments throughout the year.
Our high school students take the PSAT, SAT 10 and SAT. Many of our high school students also take classes at the Ventura County Career Education Center in Camarillo and at various community colleges. Our elementary and middle school students take an entry assessment at the beginning of the year called *MobyMax*, which also offers self-paced instructional options throughout the year. They then take another assessment mid-year (November) and in the spring to chart progress. Our regular turn-in meetings also serve as “soft” assessments, in addition to quizzes and chapter tests that our parents administer to their students.

All students who score at Level 2 or below on the CAASPP tests are automatically required to attend additional support classes. Such classes are offered on site at both sites, Westlake and Oxnard twice/weekly. They also are required to attend our “math or ELA labs,” where they get additional help by a credentialed Coaching Teacher or subject matter specialist. If further support is needed, the student will receive group or individual tutoring. We offer parent training by asking the parent to attend the tutoring sessions, parent bootcamps and other supports and trainings, so the academic support by the parents can be continued at home as well.

Despite the unique student demographic that we serve, ROA remains committed to the academic growth and progress of our students. As the data presented below shows, ROA meets the applicable charter renewal criteria. The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (*Also see Appendix #3: CAASPP Reports*).

River Oaks not only has a relatively large mobility, as described above, but our students come from almost 100 different schools throughout Ventura and Los Angeles Counties. Therefore, an accurate comparison of ROA students cannot be made against students in one specific school, district, or county. Thus, to provide a more comprehensive comparison, we took one elementary,
one middle and one high school in the Oxnard and the Conejo areas, which had the highest representation of our students. The following were chosen:

**OXNARD:**
- Oxnard High School
- Curren Elementary School
- Freemont Academy

**CONEJO:**
- Westlake High School
- Redwood Middle School
- Conejo Elementary

**LIKE SCHOOLS:**
- Golden Valley Charter (K-12), Ventura County
- Century Academy (Conejo Unified) (6-12)
**SPRING 2019 CAASPP RESULTS** (all ROA)

(The entire analysis can be found in Appendix #3)

**The following graphs are for all River Oaks Academy students:**

**OVERALL**

**ENGLISH & LANGUAGE ARTS**

- 66% Met or Exceeded
- 11% Nearly Met
- 24% Met
- 1% Not Met

**MATHMATICS**

- 39% Met or Exceeded
- 16% Nearly Met
- 29% Met
- 3% Not Met

In 2018-19, River Oaks Academy’s test scores increased by 5.3% in ELA and 1.3% in mathematics. Overall, of the students who participated in the state test and received a valid score, 66% met or exceeded the standard in ELA and 39% in mathematics.

The overall ELA and Math CAASPP results for River Oaks students for the **2018-19 school year**. ROA students improved in ELA by almost 6 points and in math by 1.3 points.

**Overall Multi-Year Trend:**
Below are the achievements of our statistically significant subgroups (Hispanic, Socio-Economically disadvantaged students (SED) and Students with Disabilities (SWD)).

**English Language Arts:** All of our subgroups improved in ELA: The Hispanic population grew by 12%; Economically Disadvantaged population grew by 13.4%; Students with Disabilities population grew by 6.7% in the met and exceeded categories.

**Mathematics:** Our Hispanic group improved in math by 9%; Economically Disadvantaged students declined in math by 5.3% and the Students with Disabilities declined by 14.3% in the met and exceeded categories.

Charts showing these results can be found in the **Appendix #4.**
ROA AND COMPARISON SCHOOLS’ CAASPP RESULTS

The following are the 2019 CAASPP ELA Score comparisons to the previously-listed comparison schools. River Oaks Academy’s ELA scores are higher than all comparison schools other than Redwood Middle School, which is higher by 4 points. It is important to point out that ROA’s 11th grade students scored 95% met and exceeded in ELA at the 2019 CAASPP test.

2018-19 ELA Test Results
River Oaks students have been working hard to improve their math scores. We have successfully done so over the last several years and again in 2019, as our CAASPP results show. We know that we still need to continue to offer more academic support in the area of math to close the achievement gap. Therefore, we have implemented a new, very rigorous support program in math. An in-depth description of our rigorous math program and math intervention can be found in our Curriculum and Instructional Design section.
Summary:

**English Language Arts:** River Oaks’ Grade 11 students outperformed their peers at Golden Valley, Oxnard High and Westlake High School.
Our grades 3-5 students outperformed their peers at Conejo Elementary, Curren Elementary.
Our grades 6-8 students outperformed their peers at Freemont Academy.

**Mathematics:** River Oaks’ high school students outperformed their peers at Golden Valley Charter, Oxnard High School. They are lagging somewhat compared to Westlake High School.
Our grades 3-5 students outperformed their peers at Conejo Elementary and Curren Elementary.
Our grades 6-8 students outperformed their peers at Freemont Academy, but lagged slightly behind their peers at Redwood Middle School.

We are proud to report that our 11th grade students showed a 27-point improvement for students who “met and exceeded” the standards in ELA. These charts can be found in Appendix #5.
SPRING 2018 ROA DASHBOARD
Appendix #6
SPRING 2019 ROA DASHBOARD
Appendix #6

River Oaks Academy

Explore the performance of River Oaks Academy under California's Accountability System.

- Chronic Absenteeism: Blue
- Suspension Rate: Blue
- English Learner Progress: No Performance Color
- Graduation Rate: No Performance Color
- College/Career: No Performance Color
- English Language Arts: Green
- Mathematics: Orange
- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards: STANDARD MET
- Parent and Family Engagement: STANDARD MET
- Local Climate Survey: STANDARD MET
- Access to a Broad Course of Study: STANDARD MET

River Oaks Academy

- English Language Arts: Green
  - 28.4 points above standard
  - Increased 4.8 Points
- Mathematics: Orange
  - 29.5 points below standard
  - Maintained 1.6 Points
- English Learner Progress: Male
  - Less than 11 students - data not displayed for privacy
- College/Career: No Performance Color
  - 40.7% prepared
  - Increased 7.4%
SUMMARY OF DASHBOARD

ROA’s overall performance on the 2019 Dashboard shows our growth in a variety of areas.

Chronic Absenteeism: Our Chronic Absenteeism declined by 2.9% and shows a decline for the 2nd year in a row and shows us in the “blue” indicator (2018 Chronic Absenteeism was in the “green” indicator);

Suspension Rate: We have 0% of our students suspended (2018: 0% of our students were suspended);

English Language Arts: In English Language Arts, ROA shows an increase of 4.8 points and 28.4 points above standard. We received a “green” indicator (2018: we declined by 7.3 points but were still 23.7 points above standard and in the “green” indicator section);

Mathematics: ROA shows that it “maintained by +1.6 points. This is the 2nd year in a row, where we show a small increase. We received an “orange” indicator in math, which is a subject we continue to address for growth and work on closing the achievement gap. ROA has implemented a very detailed math intervention program, which is discussed in the Curriculum and Instructional Design section (2018: we maintained by (1.2) points and showed 30.5 points below standard in the “orange” indicator section);

Graduation Rate: Due to the small numbers (fewer than 30 students), we do not receive a color indicator for our graduation rate. We increased our graduation rate by 1.2% to 92.9% of students who graduated. This is also the 2nd year in a row that our graduation rate has increased. (2018: our graduation rate increased by 8.3% to 91.7% of students who graduated; no performance color due to sample size);

College/Career: Our College and Career indicator also shows an increase of 7.4%, which is also an increase two years in a row. Again, due to the low number of students in this category, we did not receive a color indicator (2018: ROA showed a 5.6% increase in our College/Career readiness; no performance color due to sample size);

English Learner Progress: Less than 11 students-no data displayed on Dashboard for privacy

Local Indicators: ROA met all the local indicators;
SPRING 2019 CAASPP RESULTS FOR WESTLAKE AND OXNARD
(separated out—the full analysis can be found in Appendix #7)

Spring 2019 CAASPP Results (WESTLAKE)

OVERALL

ENGLISH & LANGUAGE ARTS

- 69% Met or Exceeded
- 8% Nearly Met
- 24% Not Met
- 26% Growth

Mathematics

- 44% Met or Exceeded
- 18% Nearly Met
- 15% Not Met
- 21% Growth

Spring 2019 CAASPP Results (OXNARD)

OVERALL

ENGLISH & LANGUAGE ARTS

- 63% Met or Exceeded
- 19% Nearly Met
- 20% Not Met
- 15.6% Growth

Mathematics

- 31% Met or Exceeded
- 13% Nearly Met
- 39% Not Met
- 2.7% Growth
### Multi-Year Trend (WESTLAKE)

#### MULTI-YEAR TREND

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### Multi-Year Trend (OXNARD)

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Multi-Year Trend by Ethnicity (WESTLAKE)

Ethnicity

English & Language Arts

By Ethnicity

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Mathematics

By Ethnicity

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Multi-Year Trend by Ethnicity (OXNARD)

Ethnicity

English & Language Arts

By Ethnicity

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Mathematics

By Ethnicity

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SUBGROUP ANALYSIS—ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES (ELA CAASPP SPRING 2019) (WESTLAKE)

(See detailed CAASPP data in Appendix 4)

SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

18-19 % Near + Above

Reading  Writing  Listening  Research & Inquiry

3rd  -  100%
4th  67%
5th  67%
6th  0%
7th  67%
8th  0%
11th 100%

ECONOMICALLY DISADVANTAGED (ECD)

19-19 Met + Exceeded

15.1% Growth

33%  7.8%  59%

Met + Exceeded Across 2 Years

16  Scores

16  Tested

STUDENTS WITH DISABILITIES (SWD)

19-19 Met + Exceeded

12.7% Growth

27%  40%

Met + Exceeded Across 2 Years

10  Scores

10  Tested

SUBGROUP ANALYSIS—STUDENTS WITH DISABILITIES AND ECONOMICALLY DISADVANTAGED (ELA CAASPP SPRING 2019) (OXNARD)

SUBGROUP ANALYSIS

ENGLISH & LANGUAGE ARTS

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

18-19 % Near + Above

Reading  Writing  Listening  Research & Inquiry

3rd  -  100%
4th  -  100%
5th  -  100%
6th  100%
7th  56%  87%
8th  0%
11th 100%

ECONOMICALLY DISADVANTAGED (ECD)

19-19 Met + Exceeded

21.6% Growth

33%  35%

Met + Exceeded Across 2 Years

29  Scores

29  Tested

STUDENTS WITH DISABILITIES (SWD)

19-19 Met + Exceeded

-4.8% Growth

33%  29%

Met + Exceeded Across 2 Years

7  Scores

7  Tested

River Oaks Academy Charter Renewal Petition 2020-2025
SUBGROUP ANALYSIS—ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES (MATH CAASPP SPRING 2019) (WESTLAKE)

EMERSON ANALYSIS

MATHMATICIAN

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

10-19 % Year + Above

Problem Solving and Concept and Procedures Modeling & Data Analysis Communicating Reasoning

ECONOMICALLY DISADVANTAGED (EDC)

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STUDENTS WITH DISABILITIES (SWD)

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SUBGROUP ANALYSIS—ECONOMICALLY DISADVANTAGED AND STUDENTS WITH DISABILITIES (MATH CAASPP SPRING 2019) (OXNARD)

EMERSON ANALYSIS

MATHMATICIAN

ACHIEVEMENT GAP ANALYSIS BY CLAIM AREA

10-19 % Year + Above

Problem Solving and Concept and Procedures Modeling & Data Analysis Communicating Reasoning

ECONOMICALLY DISADVANTAGED (EDC)

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STUDENTS WITH DISABILITIES (SWD)

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SUBGROUP ANALYSIS—HISPANIC (ELA CAASPP SPRING 2019) (WESTLAKE)

ENGLISH & LANGUAGE ARTS

WHITE

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HISPANIC/LATINO

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SUBGROUP ANALYSIS—HISPANIC (ELA CAASPP SPRING 2019) (OXNARD)

ENGLISH & LANGUAGE ARTS

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HISPANIC/LATINO

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SUBGROUP ANALYSIS—HISPANIC (MATH CAASPP SPRING 2019) (WESTLAKE)

SUBGROUP ANALYSIS—HISPANIC (ELA CAASPP SPRING 2019) (OXNARD)
SUBGROUP PERFORMANCE SUMMARY FOR ENGLISH LANGUAGE ARTS AND MATH (ALL ROA STUDENTS)

ROA’s Socio-Economically Disadvantaged student group (“ECD”) increased from 46% to 59% in met and exceeded in ELA and dropped slightly in math from 26% to 20%.

ROA’s Hispanic/Latino students ELA scores increased from 54% met and exceeded to 66%. In math, the Hispanic/Latino group grew from 27% to 36% met and exceeded.

ROA’s students with disabilities (SWD) grew in ELA from 29% to 35% and dropped in math in met and exceeded.

OTHER MEASUREMENTS

For our 3rd-8th grade students, we administer the MobyMax assessment at the beginning of the year, at semester break and at the end of the school year. Our high school students take the IXL math assessment. All students are assessed at least 2-3 times per year.

Our high school students also take the PSAT, PSAT 10 and SAT assessments. Many of our high school students take classes at our local junior colleges. For a complete discussion of our assessments and measurements, please see Element B.
SAT 2019 Scores

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<th>Overall Mean Score</th>
<th>Mean Reading &amp; Writing</th>
<th>Mean Math Score</th>
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<td>ROA</td>
<td>1017</td>
<td>530</td>
<td>487</td>
</tr>
<tr>
<td>State</td>
<td>919</td>
<td>466</td>
<td>453</td>
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<tr>
<td>Group</td>
<td>968</td>
<td>489</td>
<td>479</td>
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PSAT & PSAT10 Average Scores

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<tr>
<th></th>
<th>Ave ROA Reading &amp; Writing</th>
<th>Natl Ave Reading</th>
<th>Ave ROA Math</th>
<th>Natl Ave Math</th>
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<tr>
<td>Ave ROA Reading &amp; Writing</td>
<td>532</td>
<td>460</td>
<td>490</td>
<td>460</td>
</tr>
</tbody>
</table>
During the 2017-18 school year, ROA students took over 52 classes, and during the 18/19 and 65 courses in 17/18 at the junior colleges. The charts below show the grade average for those classes.

Concurrent Enrollment Grades 18-19 (Total of 52 classes taken)

Concurrent Enrollment Grades 17-18 (65 Classes taken)
California Charter School Association (CCSA) Accountability Report for 2017-18

The CCSA publishes individual school Academic Accountability Reports that show the results of every charter school based on the CCSA’s accountability Framework, that sets Minimum Academic Accountability Criteria to measure academic performance of charter schools.

CCSA believes student academic outcomes should be the single most important measure of a school's success at the time of charter renewal or replication. CCSA's Accountability Framework is made up of two parts - an initial review of publicly available test score and postsecondary readiness data and then, for the subset of schools underperforming on all initial criteria, a Multiple Measures Review based on public and non-public data that is tailored to a school's mission and outcomes.

Charters meeting ANY initial filter OR showing academic success through the Multiple Measure Review meet the academic threshold to receive CCSA's full advocacy support for renewal or replication. CCSA's Minimum Academic Accountability Criteria would not apply if a school is designated as DASS (Alternative), less than four years old, or has less than 30 valid test takers. CCSA opposes renewal and replication for schools below ALL initial filters AND that do not demonstrate academic success through the Multiple Measure Review.

1) Status measure

- Schools must have a State Rank of 4 or above in 2 of 3 years.

- Additionally, schools performing in the bottom 5th percentile in 2 of 3 years need to participate in CCSA’s Multiple Measure Review before receiving CCSA's advocacy support for renewal or replication.

- CCSA uses a weighted average of SBAC scale scores measuring how far the average student is above/below the "Met" standard and ranked 0-100th percentile statewide. (This is called the "Distance From Standard" or "DFS").

2) Growth/ Postsecondary readiness

- Elementary/middle schools: Growth over time on SBAC:

- An increase on the Distance From Standard "DFS" measure by at least 12 scale score points on CAASPP between 2015-16 and 2017-18 (The 75th percentile of growth statewide.)
- High schools: 75% or more of 12th grade graduates completing all "a-g" requirements in 2 of 3 years.

3) Similar Students:

- A Similar Students Rank of 4 or above in 2 of 3 years. This measures how schools are performing with similar students across the state.
The above data demonstrates that ROA exceeds the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3), 52052(f) and 47607(b).

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### Academic Performance

<table>
<thead>
<tr>
<th>School</th>
<th>Similar Students Rank</th>
<th>State Rank</th>
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<tr>
<td>River Oaks Academy</td>
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<td>Coastal Academy Charter</td>
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<td>7</td>
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<td>Eleanor Roosevelt Community Learning Cc..</td>
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<td>Golden Valley Charter</td>
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<td>Inspire Charter School - South</td>
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<td>John Adams Academy</td>
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<td>Susan H. Nelson</td>
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<td>Trivium Charter</td>
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</table>
COUNTYWIDE BENEFIT JUSTIFICATION

**Governing Law:** A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)

**Governing Law:** A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)

ROA was established as a “countywide benefit” charter school initially so that it could in the future establish small satellite sites throughout Ventura County to accommodate and support students in those areas. ROA did so, by establishing a facility in Oxnard. When ROA was considering such sites, it was working with and notified the VCOE and collaborated closely with the VCOE to meet all criteria and requirements. ROA followed all applicable requirements under Education Code Section 47605.1(c). Whereas the Education Code only allows charter schools authorized by school districts, or on appeal from a denial by a school district, to establish one facility outside of the authorizing district, it authorizes countywide charters to operate facilities throughout the authorizing county. ROA students travel frequently, sometimes an hour or more, multiple times per week, to the school site for tutoring, enrichment classes, physical education, group projects, book clubs and other learning opportunities and events. It remains our goal to establish additional facilities closer to families whose geographic locations may otherwise limit students from accessing a more supported, well-rounded learning experience.

More recently, the California Court of Appeal held that "a charter operator that desires to operate multiple locations within one county could do so by applying for a county-wide benefit charter..."
through a local county board of education." (Anderson Union High School District v. Shasta Secondary Home School; emphasis added.)

The Charter School also wants to serve a cross section of the entire County and does not wish to concentrate its enrollment in any one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district, (Education Code Section 47605(d)), while a countywide benefit charter allows equal footing for admission to all students in the county (Education Code Section 47605.6(e)(2)(B)). As you can see from the charter, the Charter School seeks a diverse community of learners. Since ROA wants to continue to work on meeting the goals of increasing the diversity of students, including English Learners, within its educational program, it needs a broad outreach to conduct and extend preference to Ventura County residents as a whole.

One of the legislative intents in the Charter Schools Act is to ‘provide vigorous competition within the public school system to stimulate continual improvements in all public schools. Due to the above-listed reasons, the initial petition was submitted to the Ventura County Board of Education. We have, however, successfully continued to reach out to our local districts and are making progress with establishing relationships and collaboration among them.

Almost all successful charter schools cite a healthy relationship with a granting agency as one key to success. ROA believes that it has successfully established such a relationship with the Ventura County Office and Board of Education. We continue to work with many departments at the VCOE and seek constant collaboration with such departments as Curriculum and Instruction, the SELPA, Technical Assistance, and more. We also continue to reach out to all VCBOE members with invitations to our events, such as the Holiday Party & Art Showcase; the Graduation and Year-end-Celebration; our STEAM events and more.

The Charter School has been successful in establishing two resource centers in Ventura County (Westlake Village and Oxnard) for implementation of its personalized nonclassroom-based
programs. These resource centers offer a full schedule of small group learning opportunities, focus rooms, one-on-one tutoring and other academic support for our students. By combining the best of a site-based program within a nonclassroom-based format, ROA qualifies as a “personalized learning” school, as that term is recognized by State Senate Resolution 36 (2004). ROA may open one or more resource centers at some point in the future to continue to better serve students in other areas of Ventura County beyond Westlake Village and Oxnard. The desire to have multiple resource centers within our County requires this charter be renewed by the Ventura County Board of Education as a countywide benefit charter.

By the statements above, the petitioners for River Oaks Academy have provided a reasonable justification as to why this charter could not be established by a petition to a school district pursuant to Education Code Section 47605 and must be renewed as a countywide benefit charter.
ELEMENT A. EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school, which are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

River Oaks Academy is open to all students in grades TK-12, and is nonsectarian in its programs, admission policies, employment practices, and all other operations. ROA specifically
attracts students seeking a non-traditional, educational setting in which parents have the ability to make choices related to their student’s education, and are involved in the process of educating their child at home. ROA partners with students whose parents have a strong desire to be involved and play an important role in their child’s education. Parents who come to ROA seek a personalized curriculum, in which their child will be challenged, motivated, encouraged and supported to develop his or her interests, gifts, talents and passions. ROA improves learning for its students by providing a Universal Design for Learning (UDL) through curricular choices, instructional methods, and materials for a wide range of learning strengths, styles, and needs. These options, which reflect a student’s learning style, are appropriate for the student’s social, emotional and academic developmental level, allow flexibility for the students to progress at their own pace, challenges their capabilities, and are aligned to applicable state content standards, including the CCSS.

Students who attend ROA are educated through individually designed curricula, which may include, but is not limited to, home-based learning programs, site-based classes and workshops and tutoring (individual and small group), apprenticeships, on-the-job training, community based educational programs, group seminars, distance learning via current technology, and supplemental learning projects. All CTE Pathway classes offer additional Coaching Teacher support upon request.

Through specific enrollment, and by signing the Master Agreement and Acknowledgment of Responsibilities forms, parents who enroll their child at ROA are accepting responsibility for their child’s education. ROA supports its students and parents with appropriate educational materials, social-emotional nurturance, and with a team of well qualified Coaching Teachers who specialize in individualized education. ROA’s Coaching Teachers advise and assist parents and students in all aspects of student education pursuant to relevant contracts. Regular meetings between the Coaching Teachers, students, and parents are scheduled no more than 20 school days apart and often more frequently. Meetings are held either at the ROA site, the student's home or at a mutually agreed upon public site; and, at these meetings, students review the Student Responsibility Scale (“SRS”) with their Coaching Teacher, and discuss how they have
met their academic responsibilities during each learning period. This provides an opportunity for students to reflect on their learning, and their personal effort toward understanding the content and understanding the UDL design.

The Coaching Teacher, student and at least one parent design appropriate curricula based on the student’s educational needs, objectives and the California State Standards. They also sign the Master Agreement with ROA that clearly describes the student’s individual educational goals and curriculum for each school year the student is enrolled at ROA. All curricula describe the student’s course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and credit(s) the student will receive upon successfully demonstrating competence and completion of the course of study. Curriculum and materials adhere to the applicable California Content Standards, including NGSS, English Language Development Standards, History-Social Science Framework, and all other applicable state standards (hereinafter, collectively referred to as the “State Standards”) in accordance with the California Public Schools Accountability Act. ROA is exploring additional methods to ascertain students’ social-emotional well being throughout the school year.

For purposes of this charter, “parent(s)” includes guardian(s). Any parent(s) or legally responsible entity may designate an alternate party to act in place of parent(s).
MISSION AND VISION STATEMENT

MISSION

River Oaks Academy is founded on the belief that all children are born with the capacity for lifelong learning. Our mission is to help children find, nurture and sustain the passion that will lead to self-motivated, fulfilling, lifelong achievement, careers and relationships. To this end, we offer a non-traditional, TK-12, personalized-learning, independent study program.

VISION

ROA will continue to grow as a community of self-motivated, competent, lifelong learners—children, Coaching Teachers and parents, in partnership—who seek to nurture and support the innate gifts of all participants.

We will prepare students for twenty-first century careers, and to live as members of a democratic society through an interdisciplinary, educational experience. ROA students are creative, out-of-the box learners, thinkers and doers. They thrive in an environment of individualized learning and direction, with a parent-teacher team dedicated to helping them find and develop their talents and passions through a rigorous, academic program with high expectations. Our program is exploration-based and creative, providing children with the opportunity to comprehend the state standards in their individualized learning style. They accomplish this through information gathering and demonstration of their learning and ingenuity, as they focus on developing their individual talents.

The ROA program incorporates onsite classes for academic support, enrichment, socialization and collaboration; parent participation in school-based activities; and parent education during parent bootcamps on how to support their children in an independent study environment that is based on exploration and creativity. ROA provides daily math and ELA labs, which are staffed by well qualified, credentialed Coaching Teachers ready to assist students as needed. ROA also
provides technology-oriented learning activities, which prepare them for college and career readiness, while they are encouraged to demonstrate and share their passions. Students are given the opportunity to utilize technology through various mediums: online learning management systems, websites, web blogs, streaming video, and online businesses. We are continuing to develop community outreach programs to get students more involved in lifelong community service.

ROA parents, students and Coaching Teachers believe that the best learning occurs when:

- Curricula is tailored to each student’s learning styles;
- One-to-one teaching is used as appropriate;
- Real life, context-based learning is emphasized;
- Supplemental enrichment is offered through onsite classroom instruction, independent learning, field trips, apprenticeships, appropriate use of technology, etc.;
- Direct teaching and textbook learning are viewed as one aspect of a student’s education;
- Social-emotional nurturance, through workshops and one-on-one discussions, support students and families;
- The school campus is a community of its own; and students participate in service to the extended, local community;
- Engaging, worthwhile learning opportunities are provided that will stimulate the interests of each student;
- Coaching Teachers and parents work cooperatively to design curricula to draw out the greatness in each individual student by developing his or her interests, gifts, talents and passions;
STUDENT LEARNING OUTCOMES (SLOs)

Parents, students and Coaching Teachers at ROA developed the following Student Learning Outcomes ("SLOs"), using our “Measurable Student Outcomes”, our “School Outcome Goals”, our mission, and our vision as a guide. ROA lays the groundwork for its students to be educated and prepared for the 21st century challenges by becoming individuals who are:

◊ Self-directed, passion-powered, lifelong learners
◊ Collaborative, creative and critical thinkers
◊ Technologically proficient
◊ Prepared for postsecondary education and careers
◊ Cultivating Social-Emotional Wellness

Opportunities are provided for students to explore their potential in the performing and living arts, and in the appropriate use of technology. ROA operates with the understanding that all students have different learning styles, abilities and background experiences. To meet their needs, we differentiate teaching and learning, which stimulates motivation and interest in learning. Both “what” students learn and “how” they learn it, is important in our program. The former may be viewed as the end goal of education, while the latter is the road leading to it. ROA supports learning and assessment modalities based on current research that identifies best practices regarding how students learn.

ROA high school students receive information on the transferability of courses to other public high schools, the opportunity to take A-G courses, and how these courses meet college entrance requirements for the University of California and the California State Universities, through regular meetings with the student’s assigned Coaching Teacher and the High School Guidance Counselor.

During meetings with Coaching Teachers, students are strongly encouraged to reflect on their work effort, quality and knowledge acquired. Through conversation, each student and their Coaching Teacher, communicate and discuss all subjects studied during each learning period.
The teacher/parent/student team collaborate on the students’ progress toward goals. The Coaching Teachers receive annual training on college entrance exams and requirements for college entry, as well as career pathways. ROA also consults with the high school counselor, as well as offers regular information session at the beginning and end of every school year to make sure that our students are fully informed of their choices. ROA is accredited by the Western Association of Schools and Colleges (WASC) as well as the NCAA-National Collegiate Athletic Society.

ROA has created rubrics and assessments that follow our SLOs, our mission and our vision. The core academic subjects for ROA are: English, Mathematics, Science, Social Studies, and Physical Education. This is to ensure that students are achieving growth sufficient to meet at least one of the renewal criteria in Education Code Section 47607. It also ensures that students are meeting or exceeding the statewide, average percentage of students scoring at or above Level 3 on the state mandated testing in English Language Arts and Mathematics. When students score below grade level or below Level 3 on the CAASPP test, ROA Coaching Teachers and tutors are committed to providing additional support in Math and English Language Arts, as needed. For our students designated as English Learners, we review their ELPAC test results in addition to the other assessment results to further inform ROA’s instructional supports, services, practices, and instruction for our students. We also have implemented our own local measurements, MobyMax and the Smarter Balance Interim Assessment, as well as IXL diagnostic assessments, and we administer both in the fall and spring semesters. All of these assessments can be used more frequently to check academic growth as well. MobyMax also offers an instructional component to support the needs of our students. Prior to state testing, ROA provides several practice test sessions called “Pizza and Prep” for all grade levels required to take state standardized tests. This helps students to familiarize themselves with the testing software and the use of the online tools which are available during testing. We hold a weekly class called “Junior’s Club” which is designed to help eleventh grade students review their high school math knowledge and prepare for the high school math CAASPP exam. The frequent turn-in meetings with families and their assigned, credentialed Coaching Teachers, are another tool to make sure
that we monitor and support our students’ academic growth regularly and frequently. Through this collaboration between all of the stakeholders, ROA creates an optimal, educational environment that fosters growth and achievement.

**EDUCATIONAL PHILOSOPHY**

**WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY**

To be college and career ready, students must study and have access to a rigorous and broad curriculum grounded in the core academic disciplines, meeting A-G requirements. This curriculum must also consist of other subjects that are a part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness, but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century.

The “college and career readiness” standards are the umbrella under which many education and workforce policies, programs, and initiatives thrive. These encompass high-quality, early education; strong foundational standards in elementary school; rigorous career and technical education programs and college completion goals as well as a college and career course, followed by a leadership course every year. Areas of continued exploration include opportunities for students to learn more effective interpersonal communication skills - the necessary employability attributes to be successful in life and career. All high school students have access to the school guidance counselor throughout the year. The guidance counselor offers Career Exploratory and Work Experience courses and continues to add A-G courses to the school catalog as needed. He also continues to support and encourage students to pursue concurrent enrollment at local community colleges. This is the unifying agenda across the P-21 education pipeline.

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include: English, reading or language arts, world languages, arts, mathematics, economics,
science, geography, history, government and civics. ROA offers a multitude of learning platforms, including online and hybrid curriculum, college courses, and Career Education Center classes. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects, such as: Global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy and environmental literacy. 21st century skills implementation also requires that students can think critically and communicate effectively, problem solve and collaborate. ROA offers a CTE Networking Pathway and employs the only teacher in Ventura County with the CTE Information and Communication Technologies credential. In addition, we are the only school in the county to offer the A-G Integrated Business, Entrepreneurship and Finance course, which teaches students basic, yet necessary, adult life skills. (Source: www.P21.org)

The graph below represents each element distinctly; however, all components should be fully interconnected in the process of 21st century teaching and learning. The elements described below are the critical systems necessary to ensure 21st century readiness for every student. Twenty-first century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today’s students.

ROA encourages students and Coaching Teachers to use educational approaches that promote the acquisition of cross-disciplinary skills. For example, ROA staff have had extensive training in project-based learning and keep current with the latest educational trends by attending professional development conferences, seminars and in-house training. This tends to be cross-disciplinary in nature with authentic experiences and demonstrations of learning. Students, in the process of completing a project, have utilized a variety of skills and new ways of analyzing and processing information. This allows them to take initiative, think creatively, and plan out the process while working collaboratively with others.
ROA collaborates with the Career Education Center ("CEC") to maintain a Career/Internship program for our high school students. ROA is at the forefront of implementing alternative, learning pathways in which students are encouraged to pursue career-based learning while they earn academic credit and satisfy graduation requirements. This includes internships, apprenticeships, and/or volunteer experience. The goal is that students not only acquire a variety of practical, job-related skills and work habits, while also completing academic coursework, but also have an opportunity to pursue their passions in real life, while meeting the same learning standards required of students in more traditional academic courses.

HOW LEARNING BEST OCCURS

ROA believes students learn best through an environment built on relationship, individualized structure and personalized/individualized, emergent curriculum:

**Relationship:** ROA’s program is built on the belief, and has successfully shown over the last ten years, that students learn best in an environment of supportive relationships. Learning is a social activity addressing the whole child, mind, body and emotions. When we build relationships that fulfill the need for social affinity and unconditional trust, we create environments that optimize the potential for learning and personal growth. When we provide safe, non-judgmental environments in which to explore, gather information, experiment and create, students are not afraid to take risks and open their hearts to new information and possibilities. Relationships at ROA are based on mutual cooperation and respect, honoring the five basic needs of love/belonging, power/recognition, survival, freedom and fun (William Glasser M.D. Quality Schools). The Coaching Teacher’s role is one of resource, mentor, facilitator and co-learner: Coaching Teachers observe, listen, interact, and learn from and share with each student. Using Glasser theories, Coaching Teachers model healthy, compassionate relationships in a collaborative model.

**Structure:** ROA nurtures individual direction and pacing through a unique combination of independent study and non-competitive, multi-age learning environments aimed at finding, nurturing and sustaining each student’s passions. Our onsite, multi-age workshops nurture cooperation and collaboration. Our independent study structure encourages students to move through grade-levels as skills and interests are acquired, or to spend more time on skill-specific areas if needed for mastery without penalty. Our learning plans are individualized to meet each student’s unique needs while addressing the State Standards in all core areas of language arts, mathematics, social studies and science/technology, physical education and exposure to the visual/performing arts, and foreign language. ROA has the freedom to assign curriculum based on age, subject, grade-level, and complexity—with- out time-frame restrictions that do not match
developmental needs—all the artificial barriers that keep our students from excelling in their strengths, working on their challenges and focusing on their areas of passion.

**Personalized/Individualized, Emergent Curriculum:** Learning best occurs when students are actively engaged in their own learning. Curriculum is created from each student’s interests and used as a vehicle for addressing the California State Standards. Our Coaching Teachers are trained and skilled at developing academic goals, driven by matching each student’s interests, talents and gifts to curricular content and individual learning styles. Students are asked to gather, integrate, manage and structure new information through **exploring, applying, analyzing, evaluating and creating**. This is a hands-on process as children move toward demonstrating the skills necessary to create a well-developed outcome. ROA students have created a book of poems, inventions, computer programs, small businesses, and have illustrated children’s books and more. In an unlimited array of creative productivity culminating in 21st century electronically-driven skills, our students have also developed website designs, blogs, digital recordings, performing arts, etc. Within that process, we aim at creating an environment that nurtures passion.

Once a student has experienced passion in learning, the student is able to find the internal motivation to summon and apply that passion to other areas of learning. The outcome of this process is self-motivated, competent, life-long learners. Passion is contagious and engaging, creating an environment that embraces all within—fellow students, parents and Coaching Teachers. Out of this passion-driven process of exploration and creation, students learn basic academic skills and an integrated curriculum of useful information.

**STUDENTS SERVED**
**WHOM THE SCHOOL IS EDUCATING**
Too many children get lost in a one-size-fits-all educational system where a standardized classroom cannot meet their highly differentiated needs. Our students 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 provides 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 personalized learning, non-classroom-based program, with site-based academic support and enrichment activities to provide opportunities for socialization, academic and non-academic enrichment and additional academic support.

ROA serves students who reside in Ventura County as well as some students from Los Angeles County. While many ROA students excel past grade level in their coursework, they typically display a wide range of achievement on standardized state tests and as measured by ROA’s local measurement, MobyMax and IXL. Many students do exceedingly well.

At the 2019 CAASPP testing, 66% of our students scored at Standard Met and Exceeded in English Language Arts (a 5.3% growth), while 39% of our students scored at Standards Met and Exceeded in Math (1.3% growth). The 4-Year Trend Line in Mathematics continues to show growth in the Met and Exceeded categories, and incorporates the years 14/15; 15/16; 16/17; and 17/18.

In the spring of 2014, ROA implemented an in-house measurement called I-Ready. By the Fall of 2017, we decided to move to another assessment measure, called MobyMax. MobyMax offered the same benefits, of a diagnostic and instructional program. However, many of our students find it to be much more user-friendly. The in-depth diagnostic assessment pinpoints the student’s needs in reading and math down to the domain and the sub-skill level by using a sophisticated adaptive logic and a bank of thousands of test items. The measurement is built on Common Core State Standards, but also reports out on other individual state standards. The reports allow our Coaching Teachers to work with the parents and students to help the students in skill areas where improvement is needed. It allows us to use the results to drive instruction and to meet our student’s exact needs. The program also offers an instructional part, which helps
differentiate instruction and delivers an individualized online instruction plan for each student. This portion provides guided practice and progress monitoring.

Since ROA’s beginning, enrollment has continued to grow. On California Basic Educational Data System (“CBEDS”) day in October 2015, we had 200 students enrolled, while on CBEDS day in October of 2019, we had 307 students on our roster.

Currently, ROA serves over 300 students. This number fluctuates daily, since ROA does not close enrollment, but rather chooses to hire more Coaching Teachers to accommodate the demand. While our budget reflects an approximately 5% growth rate per year, we have exceeded that due to high demand each year. Our boy/girl ratio for the 19-20 school year showed a 49% female and 51% male student population. All applicants must meet the same criteria for enrollment. Those criteria include students whose parents desire to play an active role in the education of their children and take responsibility for and seek an individualized approach to learning.

ROA is planning to offer a voluntary “AcaDays Summer Program” for students who seek credit recovery options, as well as working ahead, starting with the summer of 2020. We found that especially the high school students who utilize our Oxnard facility would benefit greatly from not only having a safe place to be during the summer months, but also having access to academic classes during the summer months. For the last two years, we learned of students getting in trouble during the summer. We are therefore exploring the option to offer such an “AcaDay Summer Program” to ROA students as well as to students from the community and surrounding districts who seek credit recovery and working ahead. We believe that this would benefit our students, as well as students from the community greatly in a variety of ways, including allowing them a safe place to spend the day under the supervision of a credentialed teacher (maintaining the 25:1 ratio), where they can access online academic coursework and have the needed instructional support readily available. The plan is to offer this program at our Oxnard resource center first; if it is successful, then ROA plans to expand the offering to our Westlake resource
center as well. This program will have the same academic rigor and enrollment/attendance requirements (full registration with ROA/student records request/IEP services, etc.) as our regular school year program.
Oxnard Enrollment by Grade Span 2016-2019/20

Enrollment by County 2019-20
ENROLLMENT PROJECTIONS THROUGH 2025

River Oaks Academy

Fiscal Year | K | 1st | 2nd | 3rd | K-3 | 4th | 5th | 6th | 4-6 | 7th | 8th | 9th | 10th | 11th | 12th | Total | Start/Decr | % Change
2017-18 CBEDS | 7 | 9 | 11 | 8 | 39 | 9 | 10 | 20 | 39 | 20 | 17 | 31 | 18 | 10 | 4 | 17 | 30 | 42 | 11.47%
2017-18 CBEDS ADA | 7 | 9 | 11 | 8 | 39 | 9 | 10 | 20 | 39 | 20 | 17 | 31 | 18 | 10 | 4 | 17 | 30 | 42 | 11.47%
2018-19 CBEDS | 7 | 9 | 11 | 8 | 39 | 9 | 10 | 20 | 39 | 20 | 17 | 31 | 18 | 10 | 4 | 17 | 30 | 42 | 11.47%
2018-19 CBEDS ADA | 7 | 9 | 11 | 8 | 39 | 9 | 10 | 20 | 39 | 20 | 17 | 31 | 18 | 10 | 4 | 17 | 30 | 42 | 11.47%
2019-20 CBEDS | 7 | 9 | 11 | 8 | 39 | 9 | 10 | 20 | 39 | 20 | 17 | 31 | 18 | 10 | 4 | 17 | 30 | 42 | 11.47%
2019-20 CBEDS ADA | 7 | 9 | 11 | 8 | 39 | 9 | 10 | 20 | 39 | 20 | 17 | 31 | 18 | 10 | 4 | 17 | 30 | 42 | 11.47%
2020-21 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2020-21 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2021-22 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2021-22 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2022-23 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2022-23 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2023-24 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2023-24 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2024-25 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%
2024-25 Est. ADA | 22 | 14 | 23 | 15 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 65 | 18 | 17 | 27 | 100 | 269 | 21.77%

ROA continuously conducts outreach aimed at recruiting a student body that is representative of the population that VCBOE serves as a whole, as outlined below in Element H. We also look at the Hispanic population that is being served in the Conejo Valley Unified School District as well as Oxnard Elementary and Oxnard Union High. ROA’s website offers a Spanish version and our brochures are translated into the Spanish language. In addition, we have four fluent Spanish speaking Coaching Teachers, two Spanish speaking front office staff and one bilingual math specialist. During our outreach efforts we always have a Spanish speaking person available as well. We have participated at a variety of community events, including the Rotary Street Fair in Thousand Oaks, the Arbor Day Festival, the Multicultural Festival in Oxnard. We also have our Spanish brochures distributed in areas where there is a large Hispanic population, such as areas
in Thousand Oaks, Oxnard and Camarillo. We continue to network with a variety of community groups, including church groups who have reached out to us to support them with their independent study students, using secular materials only. We have our detailed Outreach Plan in Appendix #8.

The following charts are showing student Ethnic Hispanic Designation Comparison (source: CDE DataQuest) served by the County of Ventura, the State of California, CVUSD, Oxnard Union High and Oxnard Elementary as well as River Oaks Academy Charter School for the 2018-19 school year.
History of ROA Students’ Race/Ethnicity:

Even with our continuous outreach efforts, ROA notes that independent study attracts different types of families for different reasons, and their demographics have tended to shift over the years. We noticed a sharp increase in our Hispanic population enrollment trend after the opening
of our Oxnard resource center. Even though we don’t entirely match the demographic makeup of our surrounding districts in Oxnard, our Hispanic enrollment numbers are now greater than those of CVUSD, and our ROA Oxnard Hispanic enrollment numbers are greater than those of the State of California and the County of Ventura.

Despite tremendous efforts to recruit and attract different types of families, it has proven to be difficult to enroll English Learners (“ELs”) to the program. However, as a countywide benefit charter with broad reach, and as we continue to expand our outreach, we believe that we are successfully moving in the right direction. In some cases, it seems that the language barrier and cultural background of English Learners has proven to be an obstacle in recruiting these families to be a part of our program. ROA will continue to reach out to all different types of families and will continue to work hard to recruit English Learners into the program. ROA has attracted students who thrive working in a more individualized program. Subsequent sections of the charter petition will explain in detail how ROA has served the different needs of the students it enrolls.

**ROA SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS FROM 2016-2019**

ROA has always had a relatively large percentage of families who qualify for free and reduced price meals, according to the Household Income Data collection. However, since ROA has not served any meals in previous years (we are now serving breakfast as of the 2019-2020 school year), many families did not feel or see the need for them to reveal their actual income. Overall, ROA has always done a good job in trying to explain to the families why this information is important. We therefore think that these numbers are reflective of our student population’s actual household income.
GRADUATES

Since 2015, ROA has had a total of 64 graduates. We have been tracking most of our students regularly since 2015.

Out of the 64 graduates, 30 attend a 2-year college; 5 of those transferred into a 4-year university; 13 students went straight into a 4-year university; 8 entered a career of their passion; 2 went to the military/National Guard and 6 did not respond.

We continue to follow-up with our seniors annually, and make sure that we follow their career/college path to stay abreast of their future successes. For the 2018-19 school year we had 25 students who graduated. We were working closely with them to help them find their college and career paths and to be successful.
River Oaks Graduation 4-year cohort rate (2019 Dashboard) and Graduation Rate Comparison:

![Graph showing River Oaks Graduation Rates for 2017, 2018, and 2019.]

- **2017**: 83.30%
- **2018**: 91.70%
- **2019**: 92.90%

**2018 Graduation Rate Comparison**

- **ROA**, 91.70%
- **Conejo**, 95.90%
- **Oxnard**, 85.20%
- **State**, 83.50%
CURRICULUM AND INSTRUCTIONAL DESIGN OVERVIEW

Design for Personalized Learning

Students who attend River Oaks Academy (ROA) are as diverse as the curriculum options provided. ROA’s curriculum is based on the California State Standards and the principles of Universal Design for Learning, (UDL). “Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on science insights into how humans learn,” (CAST Website 2018). ROA attracts out-of-the-box thinkers, passion-driven learners and students with some significant social-emotional trauma. Some of the students through their previous educational experience have “fixed mindsets” about their own abilities, (Dweck 2006). Our goal is to help each student discover and develop their own unique interests, become confident, learn strategies and skills to grow into well-rounded, expert learners, and contribute their special gifts and talents to the 21st century world.

River Oaks’ (TK-12) personalized learning curriculum strives to meet the need of every individual student. Like Meyer, Rose, and Gordon, who states in Universal Design for Learning: theory and practice (2014) that curriculum is more than books, it is a sequence of assignments and assessments. Curriculum is comprehensive and dynamic including: learning goals, means of assessment, teaching methods, and materials. With UDL and the California Standards, our curriculum provides choices of learning modalities that address the multitude of differences between individual students. Applying the UDL guidelines to each student’s learning variability and differences takes serious and ongoing collaboration and reflection with the parent, student, and the Coaching Teacher. ROA recognizes that students have many learner differences. In recent years, and “…through new technologies, scientists have made tremendous gains in understanding the fundamental nature of brain networks: recognition, strategic, and affective,” Rose and Meyer (2002). These form a framework to analyze the student’s strengths, barriers, and understanding of their individual differences. Through the regular teacher meetings, Curriculum,
Instruction, and Assessments (CIA) and parent training workshops, teachers and parents are able to be informed and can implement the latest educational pedagogy, including UDL.

Initial meeting

“Now cognitive scientists are addressing the feelings and emotion, motivation and behavior, and they are now coming to realize that emotion organizes, drives, amplifies, and attenuates students’ thinking and reasoning” (Meyer, Rose, Gordon, 2014). It is with the understanding that learning needs to address the feelings and emotions of the student, as well as the academics and therefore, great consideration is given when matching the teacher to the student and family. Once the Coaching Teacher has been assigned, he/she meets with the new family. It is at this first meeting the teacher asks the student a list of questions designed to gain an initial understanding of the student’s learning differences. For the school year 2019-2020, ROA is updating the “Interview” form (Turn-In Rubric) and “Student Responsibility” form (see Appendix #28) with a new question addressing the student’s social emotional health. During the initial meeting, the teacher strives to learn what barriers may be inhibiting the student’s educational success, as well as the student’s interest and passion. “Learning requires interaction with the external world—with varied materials, tools, people, and contexts. But different students experience the same situations in very different ways,” Rose and Meyer (2002).

Cultivating community and partnership

ROA is an independent study program that encourages parent, student, and teacher interaction at the resource center, instead of meeting off-site. Workshops are offered in three sessions during the school year and provide engagement, socialization and, most of all, connections. At the resource center a safe, caring, community of learners is found. It is at the resource center where the parent, student, and teacher collaborate in an enriching environment. There is a wide variety of curriculum on the shelves to choose from and teachers with different specialties are on site to enlarge the learning experience beyond the expertise of the Coaching Teacher. Another strength the ROA community possesses, is the weekly parent education program (Parent Boot Camp). It
is during the regular ten-week workshop schedule that the parent meetings are held. Parent Boot Camp is a safe place for parents to learn about curriculum, get questions answered, connect further and share their own expertise.

**Personalized learning scenario**

The ROA team intentionally works towards finding what makes the learner tick. Depending on the student and parent, the transition from traditional school to independent study can take the family anywhere from three months to a year to feel comfortable in the new setting. For example, two years ago, out of desperation, a mother brought her fifth-grade son to ROA. Her son was depressed and hated school. He also had attention deficit disorder, (ADD) and believed people are either smart or not. With a lot of help and support from his Coaching Teacher along with the attendance of the Parent Boot Camp workshops, the mom successfully customized her son’s curriculum. Mom learned that her son is a visual learner who needs frequent breaks. To facilitate his learning, Mom used the online platforms called “Time4Learning” for science and Mystery Science online, as well as text books with colorful illustrations that supported his visual learning style and hold his interest. She also had her son use text-to-speech-tracking software (UDL guidelines, Expression & Communication) to help with his attention and engagement.

When it comes to vocabulary development, the mom printed out pictures in color and has her son wrote the corresponding word. After the first year, the student for the first time in many years, began to enjoy learning. He shared with his mom that he loved coming to the resource center and attend the workshops. At turn-ins he smiled as he shared with his Coaching Teacher, how he loved to write his own stories once again, all thanks to the “Power Paragraph” workshop.

**Special Education**

ROA’s personalized learning program is like an Individual Education Plan (IEP) for every student. However, when a student qualifies for an IEP or 504, if indicated on their plan, weekly tutoring sessions with Resource Teachers are provided by a properly credentialed special education teacher. Because over 90% of the instruction takes place at home, the parent is
strongly encouraged to observe those sessions. In doing so, the skills and strategies that are addressed can be reviewed and practiced at home, using instructional techniques modeled by the special education teacher. Annual and Triannual IEP meetings are held as scheduled and goals are reviewed and updated. A SPED/ELD services section was added to the “Student Responsibility Scale” this 2019-2020 school year. It will help aide the support teacher in coordinating with the IEP objectives and keeping track of the services provided.

At home instruction

The day to day structure of work time varies according to the student’s needs, learning style, and maturity. High school students are expected to put in an hour a day per subject to keep pace with their assigned work. However, within the five-hour block of time, students have flexibility in how they manage their time. Due to their learning style, some students may work in one subject a day. For example, a student who has comprehension barriers finds it more beneficial to work in one subject for five hours. This way the student is able to go deeper with the content and hold onto to the information better when it is studied over a big chunk of time. Many of our students are kinesthetic learners and benefit greatly learning while standing or moving, and this need is easily met at home. It is the parents’ primary role to supervise their student. For the 2019-2020 school year, ROA is expecting students in middle and high school to record their schedule in the student’s school planner provided by ROA. This helps both, the parent and teacher, to keep track of the student’s daily progress and more quickly identify, when a student needs assistance.

Additional Requirements for Charter Schools Serving High School Students

High school is a bigger transition for students who are coming from a traditional school setting and working in the independent study setting. Beyond the two high school orientations, spring and fall, a high school student with his/her parent meets with our guidance counselor a minimum of two times a year. At each guidance meeting the counselor- with the support teacher, clearly identifies the necessary credits to graduate from ROA or any other public high school. Also, dual enrollment at the community college is discussed, along with the eligibility to meet college
entrance requirements. Many high achieving students take advantage of the dual enrollment opportunity. The parent, student, Coaching Teacher, and counselor work as a team, to inform and prepare the family for a post-secondary future. College and Career Education is highlighted. ROA has a number of high school students who attend CEC classes in Camarillo. With concern and attention to their high school and career options, both student and parent quickly realize that their academic as well as their emotional needs are carefully addressed.

With the growth of our high school enrollment from twenty-two the first year ROA opened, to over one hundred students in the last three years, ROA has approved many A-G courses (see Appendix #12). ROA started with zero A-G courses in 2014, and now offers over one hundred and fifty A-G approved courses in 2019. Four years ago, in partnership with ACE High School, ROA implemented its Career Pathway Program. ROA offers three pathways: Legal, Hospitality, and Networking. River Oaks Academy has the only articulated Networking Pathway Course and appropriately credentialed teacher for the entire Pathways program in Ventura county.

Teacher Development

During the school year, teachers have many opportunities to attend educational conferences and trainings, such as the CATE (Calif. Association of Teachers of English) conference; CUE (Computer Using Educators) conference; CAASPP; SPED; math conferences provided by VCOE; CCSA (California Charter Schools Association) conference; and the APLUS+ personalized learning conference, to name just a few. (See Appendix #16 for a complete list). It is during our regular CIA staff meetings that teachers are able to share their information with one another and discuss applications of the pedagogy. Afterwards, the Coaching Teachers share their knowledge with their families during the monthly turn-in meetings. There is a wide variety of curriculum, materials and online resources available to help differentiate learning. No single publisher meets the needs of each student. Discussing curriculum and showing families the options, from traditional textbooks, online options, workshops, to dual enrollment, is an area in which ROA Coaching Teachers excel. “Offering multiple and varied avenues to learning is a hallmark of the kind of professional quality that denotes expertise,” (Tomlinson 2001).
What it Means to be an Educated Person in the 21st Century

Implementation of Instruction

ROA’s program follows the California State Standards for the subject areas of English Language Arts, Mathematics, History/Social Studies, Visual Performing Arts/LOTE, Physical Education, as well as the Next Generation Science Standards (NGSS) and English Language Development. ROA’s teachers follow and try to help parents implement the Universal Design Learning Guidelines when considering strategies for learning, instruction and engagement: http://udlguidelines.cast.org/. In the Parent Boot Camp, parents have the opportunity to explore the CAST website, gain an understanding of the guidelines and how the guidelines provide options for their child to engage differently with variability in the learning process.

ROA’s Instructional Program includes the following components

- 175 instructional days (see Appendix #1 for River Oaks’ 2019-20 Academic Calendar)
- Turn-in appointments: ROA’s students primarily complete their work at home. Every twenty days “turn–in” appointments are scheduled. For new families, and families needing more support, meetings are scheduled more frequently. At the meetings teacher, student, and parent review and discuss the completed content standard-based assignments in all core subjects and electives (secondary level). Regular turn-in meetings with student and parent also provide extra support, with the teacher sharing helpful strategies and extra online support resources.
- High School: Three times a year, a review and discussion with the student, parent, and Coaching Teacher takes place regarding high school course work. Together they analyze transcripts, address the transferability of credits to other high schools and how they can meet the college entrance requirements. The student learns of opportunities to take college courses as well as courses at the CEC.
- Highly gifted: All students are encouraged to work on their passions as much as possible. Teachers adjust assignments and expectations to maximize student realization of their
individual potential. For example, a third-grade student with an IEP is working in Algebra 1. ROA also provides him with a one-to-one special education math tutor to continue to cultivate his interest.

- **Closing of the Year:** At year’s end, the student work portfolio is housed in envelopes and stored for the length of time prescribed by the California Education Code.

- **State Assessments:** 3rd-8th and 11th grade students take the California Assessment of Student Performance and Progress (CAASPP) every spring. 5th, 8th & 10th graders take the California Science Test (CAST). When indicated on an IEP, students take the California Alternate Assessment (CAA). When a student is identified as an English Learner (EL), the English Language Proficiency Assessment for California (ELPAC) is administered. The California Physical Fitness Test in grades 5, 7, and 9 is given in the spring. ROA offers PSAT, SAT and ACT testing for our high school students.

- **Internal Measurements:** Students in grades 3-8 are required to take our online MobyMax assessment at the beginning of the school year (or at entry to ROA), in November and at the end of the year. If a teacher suspects a learning barrier, the student may be asked to take the assessment more frequently. This way the tool becomes formative, rather than summative. Students are able to fill in identified gaps and achieve content mastery by targeted lessons on the MobyMax platform. High school students in fall and spring are required to take the IXL assessment. They also are required to come to the resource center once in the fall and then in the spring to take their high school math assessment, pertaining to their course of study.

- **Theory for Pacing by Individual Need:** After the student is assessed, he/she is placed in the identified level where the student works right at the edge of their individual skill level. He/she is continually moving from what skills they can perform, with scaffolded support to what they can do independently. In his Zone of Proximal Development theory, educational theorist Vygotsky (1978) argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.”
• **Turn-in analysis:** Monthly “turn-in” meetings provide opportunities for conversations that inform the Coaching Teacher of student progress beyond traditional unit or chapter tests. These meetings provide an opportunity for mastery-oriented feedback. Coaching Teachers employ CAST strategies for multiple means of engagement:
  
  o *Provide feedback that encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenge;*
  
  o *Provide feedback that emphasizes effort, improvement, and achieving a standard rather than on relative performance;*
  
  o *Provide feedback that is frequent, timely, and specific;*
  
  o *Provide feedback that is substantive and informative rather than comparative or competitive;*
  
  o *Provide feedback that models how to incorporate evaluation, including identifying patterns of errors and wrong answers, into positive strategies for future success;*

• **English Learners:** Once a parent has registered, and indicated on the Home Language Survey as having a language other than English spoken at home, the ELPAC coordinator is notified. An appointment is scheduled for an assessment to determine the level of English Language proficiency. Once the level is determined and a plan for instruction is developed, the parent and student are given appropriate curriculum and daily English Language Development (ELD) activities to address the needs of the English Learner (EL) student with supervision by a CLAD certified Coaching Teacher. With the parent’s support working with the student at home, integrated ELD instruction is provided throughout the school day and designated ELD instruction is being provided by a skilled teacher during the schedule meeting times at our resource centers. The ELD instruction is guided by the California ELD Standards and the California English Learner Roadmap. ELD workshops are being developed for the resource center and there is ongoing research for additional materials for daily English Language Development appropriate for the personalized learning setting/home independent learning setting. An
ELD services section was added to the “Student Responsibility Scale” for the 2019-2020 school year. During monthly turn-ins the Coaching Teacher, with the parent, is able to monitor and discuss the student’s academic and language acquisition progress. At the end of the year, the ELPAC coordinator reassesses the students to determine if they meet local criteria for reclassification to English Proficient.

- **Special Education:** A meeting is held within thirty days for a student who transfers with an IEP in place. The initial meeting is to address the current goals. Sometimes goals on the IEP are no longer applicable due to the majority of instruction conducted at home with the parent. For example, a goal specifying the improvement in tardiness to classes no longer applies. When specific academic goals are set, a Special Education Teacher is assigned to the student. The parent is encouraged to stay in the tutoring session so she/he can apply and reinforce the skills taught using similar methods.

- **LCAP:** ROA develops a Local Control Accountability Plan (LCAP), adopted by the ROA Board of Directors (see Appendix #13). The plan is reviewed annually by teachers and stakeholders and adjusted accordingly. All eight State Priorities are addressed. Goal 3 addresses the improvement of Math and ELA scores for all students and our socio-economically low-income students. LCAP funding has been budgeted to provide specific academic support services. “Tutors on wheels” have been hired for additional support to serve our low performing and low-income students. Eligibility is determined from the household data collection form that determines who is socio-economically disadvantaged. In the spring of 2017, the “Focus” room was added as a study hall. It is staffed by math and language arts tutors. Additional small group and one-to-one tutoring is provided as our student population and needs grow. Services for our growing English Learner population are being designed by the Leadership team in conjunction with the ELPAC coordinator.

**Methods of Instruction**
ROA works with parents/guardians and students to identify instructional modes to suit their student’s learning style and the content they are studying at the time. Instructional modes include the following:

- Standards-based instruction
- Technology-based skill instruction
- Hands-on workshops
- Experiential learning
- Use of multimedia resources
- Tutoring: group, and one-to-one
- Differentiated instruction
- Enrichment activities (see the list of workshops & field-trips (see Appendix #9)

**Compliance with Non-classroom based instructional regulations**

ROA’s educational program is administered in compliance with California laws and regulations governing “independent study” and “non-classroom-based” charter schools. Each student and at least one parent, with the assistance of ROA credentialed teachers and specialists, will design appropriate curricula, consistent with ROA student standards and policies, and based upon the student's educational needs and objectives. Course agreements describe the student's individual educational goals for each academic school period. Master and Course Agreements are signed by the teacher, student and parent. The documents contain all the necessary components as prescribed by the California Education Code including, but not limited to: Course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study, and the credit(s) secondary students will receive upon successfully demonstrating competence and completing the course of study.

**Location of instructional activities**

*ROA* designs a personalized learning plan for each student drawing on the following options for instructional delivery:
• Onsite credit workshops, labs, work experience, college and career, pathway courses: Legal, Hospitality, Networking;
• Enrichment non-credit workshops;
• Tutoring: small group and one-to-one;
• Distance learning opportunities: a-g courses, electives, Edgenuity, Time4Learning, Mango languages, BYU, local community college courses;
• Paid online resources: Mystery Science, Pearson, Glencoe, McGraw-Hill, StudySync, Studies Weekly, BrainPop, Edhelper, Reading Eggs, Math Seeds, MobyMax, EyeQ, YUP (24/7 online math support);
• Free online recommended resources: Khan Academy, Crash Course, Code Academy, TED-Ed, YouTube, PBS kids, Fun Brain, Stanford online (Jo Boaler);
• Home-based learning;
• Fieldtrips (parent led);

**Role of Technology**

Technology plays a large role at ROA, and is “consistent with the principles of UDL to support the learning needs of all students, including children with disabilities and English learners” (ESSA, 2015, Section 4104). Technology is used as an instructional tool to “…offer ways of customizing the display of information, alternatives for auditory information,” (CAST Website). Technology provides multiple means of engagement, representation, action and expression, in keeping with UDL Guidelines.

Specifically, the use of computers can achieve the following but is not limited to:

• Change in student and teacher roles;
• Increased motivation and self-esteem;
• Development of 21st century skills, Internet resources: blogs, websites, free educational platforms;
• Accomplishment of complex tasks helps ease the writing process;
• Increased collaboration with peers; distance learning
• Increased use of outside and real-world resources: virtual tours, free online university courses;
• Improved design presentation skills with special attention to audience: PowerPoint, Keynote, Google Doc, Prezi, YouTube;
• Develops higher order thinking: Webb’s Depth of Knowledge (DOK), and Bloom’s Taxonomy Customized instruction to individual student learning differences and rates of learning;
• Gives students more opportunities for multiple ways of discovering, creating, and communicating;

**English Language Arts foundational skills**

The sequence of sounds and word families is introduced, and spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. ROA offers online reading and decoding instruction through literacy sites like *Reading Eggs*, and *MobyMax*. These sites are research-based and of high interest. The instruction is individualized and the teacher can keep track of the students’ progress. ROA also provides parents access to other sites to enhance and enrich their reading curriculum. During workshops, whole group writing activities connect the process of encoding to decoding. Students learn that their sound/spelling knowledge allows them to read and to communicate through writing.

**English Language Arts curriculum for foundational skills includes but is not limited to:**

- Phonics Instruction
- *Reading Eggs*, online
- *Before the Code*, *Explode the Code*
- *Teach Your Child to Read in 100 Lessons*
- *Words their Way*
- *Zoo Phonics*
- *Bob Books*, Nora Gaydos leveled readers
- *All About Reading Interactive Kit*

**Reading comprehension, Middle & High School**

Book clubs are an important avenue for literary response and analysis. They help the learner with engagement by having everyone in the group read the same book for the purpose of group discussion. Many times, lively discussions emerge from students sharing their individual passions and connecting the reading to their lives and world around them. ROA uses reading
selections from the California Department of Education recommended reading list, and more recent book publications of high interest to the students.

In accordance with the UDL guidelines of addressing multiple means of expression, students at home or during “turn ins” demonstrate what they understand by discussion, test, PowerPoint, art project/craft, bullet point main ideas, a graphic illustration, or writing.

**UDL approach to comprehension scenario**

A bright ninth grade school student, diagnosed with Autism Spectrum Disorder, struggles with deeper comprehension and analysis. He is excellent with recall on preferred topics of reading but does poorly on reading assignments of little interest. His preferred way of answering comprehension questions is showing where he highlighted the answer in the text, and he will skip the analysis questions completely. After many conversations, the parent and the Coaching Teacher made sure the goal was clear in regards to reading assignments. The student does not like to write and often refuses to do so. Under the UDL Guidelines “Engagement,” separating out the “long-term goal” of writing into “short-term objectives” of comprehension skills, made the task of English Language Arts achievable for the school year. It was agreed that comprehension and analysis were the skills to work on, and not to be confused with the goal of writing. A strategy was developed. Under the UDL Guidelines of “Action & Expression,” the student will have a checklist of options to demonstrate comprehension:

- Highlight answers in the text to comprehension questions;
- Note what paragraph the answer was found;
- Copy the comprehension questions on a separate index card to help keep the questions in mind while reading;
- Different graphic organizers are available to demonstrate understanding by outlining instead of writing full sentences;
- Audio record answers;
- Answer recall questions first, and then look to analysis questions afterward. To help scaffold independence, the mother would let him read once on his own, “first read,” (CCSS) answer the “depth of knowledge,” (DOK 1) questions independently. Then she
would read the excerpt with him a second time, “close read,” (CCSS) and discuss analysis “depth of knowledge,” (DOK 2) questions with him;

- Both Coaching Teacher and parent agreed that the above lessons may take longer considering the student’s avoidance behavior of analysis/inference-type questioning so the amount of reading was adjusted not to overwhelm the student. This is a good example of using CAST instructional strategies and providing options for sustaining effort & persistence (Checkpoint 8.2);

**Comprehension Instruction Materials:**

- Prentice Hall/Pearson (grades: 1 to 12)
- Triumph Learning Common Core (grades: 1-8)
- 180 Days of Comprehension (grades: 1-6)
- McGraw-Hill StudySync (grades: 6-12)
- Evan Moore Daily Reading Comprehension (grades: 1-8)
- 180 Days of Reading (grades: k-8)
- BrainPop, online (grades k-5)
- All About Reading (levels: 1-4)
- Novel studies (grades: 6-12)

**English Language Instruction Materials:**

- Reading Street, Pearson grammar embedded (grades: 1-6)
- Triumph Learning Common Core, language embedded (grades: 1-8)
- Pearson/Prentice Hall Grammar (grades:6-12)
- Write Source series (grades: 2-12)
- Evan Moore Daily Language Review (grades: 1-6)
- Spectrum Language (grades: 1-8)
- Wordly Wise (grades: k-5)
- Help Your Kids with Language Arts
- BrainPop online (grades: k-5)

*Writing, grades 3-9:* ROA teaches writing through differentiated individualized instruction—essentially a coaching approach—and interest-based writing. Writing activities are frequently linked to students’ reading curriculum. Middle school essay-writing workshops provide a collaborative approach to writing. The workshops are a place where the students work in teams sharing the computer, while typing a collaborative paragraph. By working on one well-crafted paragraph, elements of a sentence, transitions, focus and supporting details are developed. Then
with the teacher modeling, the class constructs an essay together. Group work helps with motivation. Scaffolding the essay through its component parts helps the learner with a means of representation. These workshops have very clear goals with the expectations of the writing process.

Writing, high school: ROA uses individual, student-centered projects and portfolios, where students research topics of personal interest. The College and Career Readiness Anchor Standards for writing, especially CCRA W 7, 8, 9, are guides for building rigor and sustained fluency of writing standards. In grades 9-12, there is an increased emphasis on essay and research writing, which is taught through writers’ workshops and direct instruction in academic writing workshops. Students also receive extra support in the Focus room where an ELA specialist is staffed.

UDL approach to writing scenario: Many students do not like writing, and enter ROA with a fixed mindset. They think some people are either good or bad at writing. They believe writing is a one-time effort, and if they have to rewrite a piece, it is a punishment. Using the UDL Guidelines, “Engagement”, whenever possible, the support teacher helps students choose a topic of interest from a subject that is familiar and easy. This way the topic, and vocabulary, do not get in the way of the writing process and helps the learner via “heighten salience of goals and objectives,” UDL guidelines. [http://udlguidelines.cast.org/engagement/effort-persistence/goals-objectives](http://udlguidelines.cast.org/engagement/effort-persistence/goals-objectives).

The goal of writing is primary and the topic/content secondary. To continue to encourage and engage the reluctant writer, ROA allows students to turn in a required ELA piece of writing from a different content area, as long as the Social Studies essay is not used for Social Studies but for English Language Arts, it can be used for ELA. This cross pollinating of subjects motivates the learner. Health has proven to be a high interest subject for most high school students and is easily understood. To help develop the process of note taking (pre-writing) the Coaching Teacher asks the student to record what he has learned in each chapter of Health. Under the UDL guidelines of “Executive Functions and Facilitate managing information and resources,” the student bullet
points information as he reads through each chapter. This helps build the habit of note-taking. A copy of the notes is turned-in for the Health requirement, but the information is later used to write an essay for ELA.

Once the student has read three chapters and completed his notes, the teacher and parent can guide the student to write a paragraph of information per each chapter. Once the three paragraphs are written, then the student is able to work on opening and closing paragraphs with thesis statement. The ongoing feedback in note-taking, paragraph writing and then essay, “encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of a challenge,” UDL guidelines. Other choice assignments to express his knowledge could be to create a blog about the healthy habits learned from the Health chapter, present information in a graphic novel, or use Powtoon to create animated videos.

**Writing Instruction Materials:**

- Common Core Writing (Prentice Hall grades: 1-12)
- Winning with Writing (grades: 1-8)
- Essentials in Writing (grades: 1-12)
- Institute for Excellence in Writing (grades: 1-12)
- Brave Writer (grades: 1-12)
- Writing with Ease (levels: 1-4)
- The Creative Writer (levels: 1-4)

**UDL approach to Social Studies scenario**

Under the UDL Guidelines, *Studies Weekly*, a popular curriculum, applies nicely to the network of “Engagement.” *Studies Weekly*, is a weekly newspaper with a technological option. The student can find the exact newspaper online and so much more. Under the UDL Guidelines, of “Representation and offer alternatives for auditory information,” the instruction is enhanced by a visual audio component for the student to see and hear as the words are read aloud and highlighted. In the “Representation and Language & Symbols network,” *Studies Weekly* scaffolds instruction by showing a beautiful introductory video that builds background
information and has embedded vocabulary games to keep the students engaged and focused on building comprehension. Other options to express understanding are: the student can take the end of the unit online quiz to measure understanding, verbally explain their learning, or write in the actual newspaper and answer the questions directly on the paper.

**English Language Learner:** Under a personalized learning program, the support teacher works closely with the parent to ensure the student is acquiring the necessary skills for language acquisition. Besides *Zoo Phonics, Reading Eggs* is an excellent early reading online platform that helps build letter sounds, blending and word reading. It starts with a diagnostic exercise; then sets the pacing for the leveled lessons. For History/Social Studies, *Studies Weekly*, the online program, highlights and reads the text to the student. *Studies Weekly* starts with a visual narrative introducing each lesson to build background knowledge. It highlights domain specific vocabulary with interactive games to help the learner stay engaged with the lessons. Under the personalized learning setting, the parent of the English Learner sits with his/her student and is able to explain in the child’s primary language concepts they may still find confusing.

**History-Social Studies curriculum currently in use includes but is not limited to:**

- Studies Weekly, online component (grades: k-8)
- History Pockets (grades: 1-6)
- Story of the World (grades: 6-8)
- BrainPop online (grades: K-8)
- Evan Moore Geography (grades: 1-6)
- 180 Days of Social Studies (grades: 1-6)
- Prentice Hall/Pearson (grades: 6-12)
- History Detective (grades: 6-8)
- A History of US (grades: 5 & 8)
- Everything You Need to Know World/American History (middle school)

**Online programs include but are not limited to:**

- BYU courses (high school)
- Time4 Learning courses (elementary)
- Edgenuity (4th to high school)
**UDL approach to math scenario**

Mathematics continues to be a challenge for many of our students. Some parents and students carry with them a “fixed mindset” that people are either good or bad in math. They feel insecure in the subject and at times, transfer their insecurities to their child. Traditional methods of instruction in mathematics have not worked for many of our students. Yet, many new families begin with the traditional text book we provide, and then move into a more manipulative based or an online programs that is a better fit for their child. ROA provides a variety of curriculum options for the parents to explore and to see what curriculum is a fit. There is a lot of discussion with the Coaching Teacher, and it may take up to three different tries with curriculum before a parent finds a right fit for her child. *Right Start Math* is a curriculum that will be targeted for use in the 2019-2020 school year. It is a kinesthetic, manipulative approach to mathematical conceptual learning. It is Common Core aligned, provides games for mathematical practice and game variability depending on the level of the student. For example, after students spend time learning about linear fraction unit pieces, a game of Fraction War is introduced. The students start with fraction cards that only have 1 as the numerator. Once the students have mastered the concept, as the denominator gets larger, the fraction piece gets smaller, the student is challenged to move on to Fraction War with numerators with different amounts. For the students and parents where manipulatives are not a fit, online instructional programs are an option. *MobyMax, Time4Learning* and *IXL* are some of the online programs available. See other curriculum choices at the end of the math section.

**Stakeholders focus on math**

With renewed persistence and enthusiasm, the ROA teachers, tutors, and staff are making a commitment to learning and teaching two *Right Start Math* games. This curriculum is designed to promote problem solving in alignment with the CAASPP assessment methods. Once learned, teachers will be required to share the new game at our staff meetings. The math tutors will encourage game playing during the math focus room on Mondays and Tuesdays when the younger children are at the resource center. During turn-ins, the teacher will share a new math
game with their families, depending on the age. One way that students are introduced to *Right Start Math*, is through *Right Start Math* workshops. Parents are exposed to the math games during the Parent Boot Camps. At the monthly Board meeting a teacher will share a math game with the Board of Directors, to continue building awareness and enthusiasm. In the fall, VCOE math consultant, Jim Short, presented a math training in Mathematical thinking. Last year, for the first time, our *Math Festival* was solely focusing on the use of math games primarily using *Right Start Math*. It was hugely successful with both, parents and students, playing math games. This upcoming year, at the *Math Festival*, the games will continue and the students will be able to take math games home to practice and share with other family members.

**Below level learners**

The success of *Juniors Club* this past school year, 2017-2018, has encouraged us to implement *Math Club* for all middle school students who score below Level 3 in the CAASPP. The high school students who score below grade level in our internal assessments will be required to be in *Math Club* as well. Students in *Math Club* are required to attend two days a week for extra assistance. The student will be required to record their completed math work on a daily basis. The parent needs to initial the planner daily. The Math teacher/tutor in the Focus room will check the planner and help the student focus on pacing and areas of confusion.

**Math curriculum currently in use includes but is not limited to:**

- Right Start Math (grades: k-8)
- Triumph Learning Common Core (grades: 1-8)
- Singapore (grades: k-12)
- Math-U-See (grades: k-12)
- Saxon Math (grades: k-12)
- Teaching Textbooks (grades: k-12)
- Life of Fred (grades: k-12)
- Prentice Hall Mathematics (high school)
- McGraw Hill Mathematics (high school)
- Mathematical Reasoning by Critical Thinking Press

**Supplemental programs/curriculum includes:**

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River Oaks Academy Charter Renewal Petition 2020-2025
• MobyMax Intervention
• Triumph Learning Common Core Clinics (grades: 1-8)
• Resource Center support classes and tutoring

Science Instruction

The Next Generation Science Standards, (NGSS) ask students to meet the standard by showing what they can do. The NGSS have performance expectations built above the three foundation boxes. The foundation boxes include disciplinary core ideas (DCIs), science and engineering practices and crosscutting concepts. Each performance expectation is also connected to the overall California State Standards. ROA continues to work to integrate the content, instruction and workshops to support the NGSS. ROA has hired a high school science teacher to teach the required weekly labs. The teacher implements engaging instruction that allows the student multiple means of expression. Through interactive units, the use of YouTube, research engines and hands-on experiments, students are very focused showing what they know.

Academically high achieving science students: To meet the high school lab requirements required by the state of California, ROA holds weekly high school science labs. For students with a deep and extremely high academic ability in science, the families are encouraged to attend the community college. If that option is not available, and the family wants to dive deeper into the laboratory experience, science lab kits are available to take home, such as Quality Science Labs (QSL).

Science curriculum currently in use includes but is not limited to:

• Pearson Interactive Science (grades: K-8)
• Great Source Science Daybook (grades: 6-8)
• 3D Science for the 21st Century (grades: 6-8)
• ScienceSaurus
• Sassafras Science Adventures (grades: 3-8)
• Glencoe Biology and Earth Science (high school)
• Pearson Chemistry (high school)
• Glencoe Physics Principles and Problems (high school)

In addition, currently recommended science experiment kits include but are not limited to:

• Focus on Elementary Biology, Astronomy, Biology, Physics (grades: 1-5)
• Focus on Middle School Biology, Astronomy, Biology, Geology (grades: 6-8)
• QSL for high school biology, earth, and chemistry (high school)

Online programs include but are not limited to:

• Mystery Science (grades: 1-6)
• Studies Weekly Science (grades: 6-8)
• National University courses (high school)
• BYU courses (high school)
• Time4 Learning courses (elementary)
• Edgeunity (grades: 6-12)

General Electives

ROA offers electives by semester and yearlong in length so students may explore and build upon individual strengths and passions, which in turn contribute to the development of a well-rounded expert learner, and more fully prepared 21st century citizen. Students are encouraged to work with their support teacher and counselor to design a personalized learning plan and fill out their education choices. Many elective choices are UC A-G approved.

General electives include but are not limited to:

Work Experience:

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<tr>
<th>Work experience</th>
<th>CEC courses (see appendix)</th>
<th>Technology courses</th>
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<td>Photography</td>
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<td>Fashion Design</td>
<td>Interior Design</td>
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<td>Sewing</td>
<td>Automotive</td>
<td>College and Career</td>
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<td>Introduction to Law</td>
<td>Introduction to Criminal Justice</td>
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<td>Integrated Business, Econ. &amp; Finance (IBEF)</td>
<td>Networking</td>
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<td>Apprenticeships</td>
<td>Driver’s Education</td>
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**Visual and Performing Arts Elective (VAPA):**

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<th>Ceramics</th>
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<td>Singing</td>
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**Math Electives:**

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**Science Electives:**

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<th>Marine Biology</th>
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**English Electives:**

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**Social Studies Electives:**

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**ROA’s On-Site Workshop Selection**
Twice a year, parent and student polls and surveys are conducted to solicit input on workshops and schedule. The following are lists of previous workshops for the Fall 2019 semester for Westlake and Oxnard. Additional workshop and description information can be found in Appendix #9.
#3

**ROA WESTLAKE FALL WORKSHOPS 2019 --9/23-12/6** (8 Mondays; 10 Tuesdays; 9 Wednesdays; 10 Fridays)

## MONDAYS

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<tr>
<th>Time</th>
<th>Suite V</th>
<th>Room 1</th>
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* Student earn credit for attending.
** Workshop assigned by teacher. Ask your teacher if interested.
## ROA OXNARD FALL WORKSHOPS 2019----923-126 (8 Mondays; 10 Tuesdays; 9 Wednesdays; 10 Fridays)

### Workshops assigned by teacher. Ask your teacher if interested.

* Student earn credit for attending.

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### Room 1

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Fridays</th>
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</thead>
<tbody>
<tr>
<td>Darrela: Science (6-7)</td>
<td>Darrela: Science (6-7)</td>
<td>Marcela: Spanish 1 (9-12)</td>
<td><strong>Math Tutoring (6-8)</strong></td>
</tr>
<tr>
<td>Michael H.: Glass Fusion (3-5)</td>
<td>Lunch &amp; Math Games (3-5)</td>
<td>*Glenn: Geometry</td>
<td><strong>Math Tutoring/SAT Prep (9-12)</strong></td>
</tr>
<tr>
<td>Larry: Chess (4-5)</td>
<td>Cheri: Circle Time w/ Math Games (K-2)</td>
<td>Dana: Junior’s Club</td>
<td>Christopher: <strong>Math Tutoring</strong></td>
</tr>
<tr>
<td>ELA Lab</td>
<td>Math Lab w/ Rosemary</td>
<td>Math Lab w/ Glenn</td>
<td>Math Lab w/ Christopher</td>
</tr>
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### Room 2

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<thead>
<tr>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
<th>Fridays</th>
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</thead>
<tbody>
<tr>
<td>Laura: Academic Writing (6-12)</td>
<td>Laura: Women Who Changed the World</td>
<td>Ralph: Guitar (6-12)</td>
<td>*Glenn: Algebra 2</td>
</tr>
<tr>
<td>*Kathy and Jackie: CCS</td>
<td>*Learn: Junior’s Club</td>
<td>*Learn: Junior’s Club</td>
<td>*Learn: Junior’s Club</td>
</tr>
<tr>
<td>*Richard: Work Experience (9-12)</td>
<td>Math (8th-7th)</td>
<td>Math Lab w/ Glenn</td>
<td>Christopher: Focus Room</td>
</tr>
<tr>
<td>English Lab w/ Christopher</td>
<td>Math Lab w/ Glenn</td>
<td>Math Lab w/ Glenn</td>
<td>Math Lab w/ Christopher</td>
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### Room 3

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<tr>
<th>Mondays</th>
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<tbody>
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<tr>
<td>*Kathy and Jackie: CCS</td>
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<td>*Learn: Junior’s Club</td>
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</tr>
<tr>
<td>*Richard: Work Experience (9-12)</td>
<td>Math (8th-7th)</td>
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<td>Christopher: Focus Room</td>
</tr>
<tr>
<td>English Lab w/ Christopher</td>
<td>Math Lab w/ Glenn</td>
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### Room 4

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<td>Ralph: Guitar (6-12)</td>
<td>*Glenn: Algebra 2</td>
</tr>
<tr>
<td>*Kathy and Jackie: CCS</td>
<td>*Learn: Junior’s Club</td>
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<tr>
<td>*Richard: Work Experience (9-12)</td>
<td>Math (8th-7th)</td>
<td>Math Lab w/ Glenn</td>
<td>Christopher: Focus Room</td>
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<tr>
<td>English Lab w/ Christopher</td>
<td>Math Lab w/ Glenn</td>
<td>Math Lab w/ Glenn</td>
<td>Math Lab w/ Christopher</td>
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### Foyer

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Tuesdays</th>
<th>Wednesdays</th>
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<tbody>
<tr>
<td><strong>Focus Room</strong></td>
<td><strong>Focus Room</strong></td>
<td><strong>Focus Room</strong></td>
<td><strong>Focus Room</strong></td>
</tr>
<tr>
<td><strong>Math Tutoring (3-5)</strong> w/ Rosemary</td>
<td><strong>Math Tutoring</strong> w/ Christopher</td>
<td><strong>Math Tutoring</strong> w/ Christopher</td>
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<td><strong>Math Tutoring</strong> w/ Christopher</td>
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**Note:**
- All workshops are scheduled by teacher. Please ask your teacher if interested.
- Students earn credit for attending.
- Workshops for specific classes are listed.
- Additional workshops are available upon request.

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**River Oaks Academy Charter Renewal Petition 2020-2025**
HIGH SCHOOL

ROA is continuously working on growing and strengthening the high school program. The importance of this is reflected in ROA’s LCAP, where Goal #4 focuses on “Continue to expand college and career readiness opportunities”. Since the last charter renewal, ROA’s High School Program has been growing by leaps and bounds, as has the high school enrollment. In 2015 we had a total of 52 9-12th grade students, and in 2019 we show a total of 105 9-12th grade students.

To keep our students and parents informed, ROA has developed a comprehensive High School Handbook, which includes information and a description of grades 9-12 courses, credits, graduation requirements, the transferability of coursework and credits to other high schools, the CHSPE, Career Technical Education, Community College Concurrent Enrollment, Partial Credit, the Career Educational Center, University Admissions and more (see Appendix #10 for a copy of the Handbook).

In addition, our High School Guidance Counselor is available to address credits, course selections, and college planning. ROA also organizes regular College & Career Information Nights, where high school counselors, college planners and Career Technical Education representatives are present to outline and present the various options available to our high school students. ROA’s High School Guidance Counselor and ROA staff also attend the annual UC and CSU Counselor conferences to stay abreast of any admission changes and information. Starting in 8th grade, college-bound students and their parents have regular discussions with the Coaching Teacher on A-G requirements and the path they need to take to be college ready.

8th grade students are also required to meet with our High School Guidance Counselor to start learning about the many paths to a high school diploma at ROA. Once in high school, our students meet with our High School Guidance Counselor at least twice per year. Once in the fall
to review their class schedule and answer any questions they may have, and once in the spring to plan ahead for the coming school year. These regular reviews of credits and discussions of opportunities further build a relationship with our team. We attribute a lot of individual student success to these relationships. This is especially important during times when students might encounter difficulties and need to turn to a trusted staff member to help them overcome these struggles.

We also encourage all of our high school students to attend our College and Career Nights, so we can discuss options and inform both students and parents about opportunities available to them.

ROA has been accredited by the Western Association of Schools and Colleges ("WASC") through June 2021. Beginning with the 2020-21 school year, ROA will start another self-study for the next WASC renewal. ROA also received the National Collegiate Athletic Association (NCAA) accreditation, which assures that the athletes who are attending ROA will have the course work needed to attend Division 1 and 2 colleges. Both of the accreditations not only ensure that high school courses will be transferable to other local high schools, but that students are well-placed when applying to a 4-year university throughout California and the United States. Entrance into other higher education institutions will be negotiated with the appropriate admissions staff.

It is the intent of ROA to provide students with the instruction and skills necessary to allow them to thrive at the college level. ROA will ensure that all high school students are aware of and have access to complete the course requirements for the California State University and the University of California systems, including the following “A-G” requirements. ROA works with each student individually to prepare the student for his/her path after high school and offers a variety of workshops and services to lay out the options available after high school, including a post-secondary, junior college and CSU/UC/4-year university path.
ROA’s minimum graduation requirements are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years (including US history and geography, world history, culture; and geography; one semester of American government and civics and one semester of economics)</td>
</tr>
<tr>
<td>Science</td>
<td>2 years (including biological and physical sciences with a lab).</td>
</tr>
<tr>
<td>Visual or Performing Arts/Foreign Language</td>
<td>1 year of dance, drama, theater, music, visual arts, foreign language</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 years</td>
</tr>
<tr>
<td>Electives</td>
<td>A total of 90 credits of a variety of student selected electives</td>
</tr>
</tbody>
</table>

**ROA’s high school graduation requirements** comply with the Education Code. ROA requires a minimum of 230 credits to meet the graduation requirements (High School Graduation Requirements Worksheet is attached in Appendix #11).

Over the last several years ROA has been adding its own A-G courses to the University of California UC list. At this time ROA has over 150 A-G courses in its catalog. The catalog can be found in Appendix #12.

ROA also still utilizes such vendors as BYU, APEX, Edgenuity and other vendors for A-G courses depending on student needs. ROA pays for all courses that our students take through any of these approved vendors.

In 2015, ROA submitted a Career Pathway Grant Proposal to the State of California’s Department of Education in the amount of $600,000. ROA partnered with ACE Charter (another local charter) and proposed a collaborative career technical education project under the name of “The Gold Coast Consortium (GCC). We proposed a total of 6 pathways, three of which were to be offered at ROA. The three included: Hospitality, Tourism and Recreation; Networking, and
Legal Practices. The final product is a comprehensive, yet flexible, multi-leveled, career technical education system, which will allow students to build their skills over time as they reach and extend their learning and career goals. The grant was approved in May of 2015 and over the last 4 years, we have successfully implemented the proposal. At this time, ROA is offering the College and Career Seminar (an articulated class) as the introductory class as well as two classes in each pathway. One of the classes in each pathway is the “capstone” class, which allows students to be “completers” in that pathway. Each pathway is articulated with the local community college and 3 of our pathway teachers have CTE clear credentials to teach these courses.

ROA is also working with the Career Education Center (“CEC”), also called VCI, (formerly ROP) to collaborate on offering additional career educational opportunities. We have established close relationships with the CEC and have collaborated on a variety of levels with them. For example, our Networking pathway is included in their course catalog for any student in Ventura County to attend that class on our campus. Our Career Pathways program not only includes mentorships, but it also has an entire career-training path for our high school students. With the new career and college standards, the 21st Century Skills required of all students, and due to the nature of our program, we believe that such an extension of our high school offerings not only serves our student population well, it also helps prepare them for college and career. Furthermore, this Career Pathways program aligns with our mission and vision, in that it allows our students to pursue their passions and gain experience within a real world setting. The purpose of offering Career Pathways is to reinforce academic concepts through real world applications and to create independent learners who will be prepared for college and career success. Our goal is to offer “a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry…and prepares all pupils for high school graduation and career entry.” (Education Code Section 51228(b)) This has been successfully accomplished through the opportunity of receiving this grant and building a successful college and career pathway program accessible to all students at ROA.
ROA always seeks ways to serve students whose needs are not best met through educational options available in the area. In accordance with Education Code Section 47612, as may be amended from time to time, ROA will only generate apportionment for serving students that are over 19 years of age if the student has been continuously enrolled in public schools and is making satisfactory progress towards earning a high school diploma.
PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

ROA helps academically low achieving students succeed with (1) general education curriculum that is highly customized to students’ individual needs and interests, (2) a uniquely high degree of parent involvement, and (3) the systematic use of academic supports and interventions to meet the needs of academically low-achieving students. All students address the grade-level California State Standards, but students who need to remediate specific skill areas will also focus on the State Standards for those skills at the appropriate remedial grade level without penalty. Extra help will support students to keep pace with class work, and targeted academic interventions will address individual learner needs through backfilling academic skills needed to bring students up to grade level performance (see Student Study Team section below). Coaching Teachers participate in professional development to address students’ special needs, including those who are low achieving, and use a curriculum planning process that prompts for differentiated planning of instruction to address the special needs of their students. Additionally, all Coaching Teachers conduct an intake interview with all students to identify social emotional needs. Personalized goals for social emotion growth are established and progress is monitored at turn-in meetings throughout the year.

ROA identifies students who are performing below grade level through the analysis of their CAASPP results (grades 3-8 and 11), and from ROA’s local diagnostic assessment, MobyMax (K-8) and IXL (9-12). MobyMax provides systematic progress monitoring for all students at regular intervals. Students initially take the assessment in English Language Arts and Math, which gives current academic levels in that subject. MobyMax then provides computer-assisted instruction at the student’s level, addressing any gaps in knowledge and also provides instruction for further growth. This method of assessment and instruction takes into account the UDL by stimulating interest and motivation for learning.
ROA’s personalized learning program is like an IEP for every student. However, when a student does qualify for an IEP or 504 plan, weekly tutoring sessions and Specialized Academic Instruction (SAI) are scheduled, if indicated on their plan. Because over 90% of the student’s daily instruction takes place at home, the parent is strongly encouraged to observe all SAI sessions. This way, skills addressed can be followed, reviewed and practiced at home. Annual and triennial IEP or 504 Team meetings are scheduled pursuant to Education Code requirements, but meetings are also held any time a parent or Coaching Teacher feels there is a need.

ROA monitors the progress of students scoring below “Level 3” on the CAASPP assessments and on ROA’s diagnostic assessment in English/Language Arts and Mathematics, and may implement one or more of the interventions listed below, according to the student’s needs. MobyMax also offers an instructional component to its diagnostic part, which aligns its instructional support to the student’s testing results to further support the student’s needs. ROA Coaching Teachers and qualified support staff also offer tutoring to students who are academically low achieving and need extra support. Furthermore, during each semester, there are a variety of workshops specifically in English Language Arts and math to offer additional support as well as study hall hours (focus rooms), during which ROA Coaching Teachers or qualified staff members are available to students. Staff is trained to identify and monitor the progress of students who are struggling to stay at grade level.

ROA has always emphasized to its Coaching Teachers that raising the academic achievement of these students is not only a moral imperative, it is also a factor in our eligibility to maintain our charter. Instructional staff monitor progress of academically low-achieving students throughout the year to ensure that students are on track for meeting growth goals. All ROA students take the diagnostic MobyMax measurement at the beginning of the school year and results are made available immediately, which allows for services for academically low-achieving students to begin without delay. Student supports and interventions are adjusted as needed to address their specific needs. Follow up assessments are administered throughout the year as well, to monitor students’ growth and needs as they arise.
Based on the Universal Design for Learning principles, instructional activities and/or materials are modified to accommodate different academic needs, interests and learning styles.

**Depending on identified needs, students will receive one or more of the following interventions:**

- Math and ELA tutoring is assigned as indicated by assessment results;
- Supplemental personalized instruction, including extra tutoring and/or targeted academic interventions to raise skills to grade level;
- Supplemental parent instruction to identify strategies to raise student’s skills to grade level. Parent support sessions with certificated Coaching Teachers as needed;
- Parent-student tutoring session with certificated staff to demonstrate and instruct parent how to work with child;
- Student Study Team meetings with school personnel and the parent or guardian for students still not achieving at grade-level standards to review the above strategies and plan for new ones;
- California Assessment of Student Performance and Progress preparation support.
- 11th Grade Junior Club for our high school students to address and give input on their academic needs;
- ELA and Math labs available to all students;
- A Lab for extra Math support for our Algebra I, Algebra II and Geometry students;
  Attendance in the focus room, up to four days per week, with an assigned support staff member. The staff member will support, supervise and instruct as needed. Focus will be on academic and social emotional growth;

**Interventions are likely to be successful in our personalized learning program because:**

- Parents work directly with their children and thus, have real knowledge of how the curriculum is working to meet their child’s specific needs. The shared responsibility
between parent and child for learning outcomes creates joint motivation for a positive success rate;

- Parents’ skills are enhanced through continual Coaching Teacher support and the parent training process (Parent Boot Camp), etc.;
- Parents working daily with their children are more likely to identify challenging areas quickly so certificated staff can utilize strategies and take appropriate measures promptly.
- Modified workload and individual pacing allow the student time to assimilate concepts, practice skills and overcome challenges;
- We utilize the Universal Design for Learning (UDL), incorporating presentation of information and content in different ways, differentiating the ways that students can express what they know and stimulating interest and motivation for learning;
PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

ROA is also an ideal environment for high achieving students. Students who demonstrate an ability to advance at a faster pace or a higher cognitive level will be academically challenged by ROA’s highly flexible curriculum and personalized learning plans. Coaching Teachers adjust assignments and expectations to maximize student realization of their individual potential. All students address grade-level California State Standards skills and content, but students who are ready for accelerated skills will also work on higher level content, both State Standards-based and other. Students are encouraged and supported to reach beyond the grade-appropriate State Standards to work to their level, learn at their own pace and pursue their own interests. Coaching Teachers modify instruction as needed to engage and challenge each student at his or her level. Staff also guide students to extracurricular enrichment activities that are offered throughout the year. High school students are encouraged to take local community college courses, take courses offered through the Career Education Center, and participate in Career Pathway courses at ROA’s resource centers. This opportunity not only allows ROA’s high school students to meet high school graduation requirements, but also begin building their 2-year college transcript, which can then be used to transfer into a 4-year university.

ROA identifies students who are academically high achieving by using the results of the MobyMax diagnostic measurement, previous CAASPP assessments in English/Language Arts and Mathematics, PSAT and SAT. ROA’s teaching staff also collaborates weekly during their CIA (Curriculum, Instruction and Assessment) staff meetings to discuss their students’ strengths and needs.

**Depending on identified needs, students will be encouraged to take advantage of the following opportunities:**

- Instructional activities, personalized learning plans and/or materials are modified to accommodate different academic needs, interests and learning styles, such as a faster pace, a higher level of challenge or incorporation of supplemental content or student interests;
• Students are moved into more accelerated or higher grade level classes (where applicable and appropriate) or skill workshops to match and challenge skill level;
• Students are encouraged to explore content areas in greater depth and incorporate the student’s interests, talents and strengths;
• Instruction above grade level is provided, with a variety of activities, such as multi-age groupings in mathematics;
• Supplemental parent instruction helps to identify strategies to challenge and engage student’s academic skill level, as well as identify and address social emotional needs;
• Parent meetings with Coaching Teachers to demonstrate and instruct them how to work with their children in engaging and stimulating ways;
• Participation in enrichment activities that focus on finding student’s gifts, talents and passions;
• Concurrent enrollment at the local community colleges is encouraged and recommended.
• Participation in Career Education Center courses;
• Explore ROA’s Career Pathways at our resource center;

**Academically high-achieving students are likely to be successful because in a personalized learning program:**

• Parents work directly with their children, giving them knowledge of the curriculum, and a sense of responsibility, ensuring a better success rate.
• Parents are offered continual educational development and support through Coaching Teacher meetings and workshops.
• Accelerated and individual pacing keeps the student challenged and at an appropriate level for his/her interests and skill set.
PLAN FOR ENGLISH LEARNERS

ROA personalizes the learning for each student. For our students designated as English Learners (“EL”), we not only consider curriculum and instruction, but also recognize that they all have different learning and language proficiency needs as well. We will use the California EL Roadmap’s Four Interrelated Principles to guide us in our teaching and support strategies with our EL students in order to implement best practices. We work with our parents to make sure that the student and the family know that we value their cultural and linguistic assets. We are very skilled at building strong relationships with our families, which helps us in understanding the cultural diversity to better serve our ELs. Our ELAC (English Language Advisory Committee) is working on the development of a site plan for English Learners. The California Roadmap will be used as a guide to support our EL students.

All of our students are provided with a rigorous, rich and relevant curriculum that is standards-based. We also take advantage of the new set-up of the ELPAC test and resources in a variety of domains, which includes practice tests.

The ROA team recognizes that additional professional development and training from the staff at the VCOE in the area of EL best practices and effectiveness of support, instructional scaffolding and the curriculum framework and standards would be welcomed to further the knowledge of the ROA staff in the area of English Learners, particularly in the implementation of the California English Learner Roadmap and the ELD standards, the content standards, and the ELA/ELD framework. We are in the process of setting up such training with the staff of the VOCE Curriculum and Instruction department.

ROA meets all applicable legal requirements for English Learners (“EL”), including: English Learners at risk of becoming long-term English Learners; annual notification to parents, student identification; placement, program options, EL and core content instruction; teacher qualifications and training; re-classification to fluent English proficient status; monitoring and evaluating program effectiveness, and standardized testing requirements. ROA implements
policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

ROA identifies, serves and monitors the progress of English Learners to ensure that they have full access to ROA educational programs and curriculum and that they make appropriate progress towards English proficiency. ROA collects a Home Language Survey from every student upon enrollment. All students with a home language other than English (as indicated by the Survey as well as possibly previously identified by other schools in CALPADS) are given the English Language Proficiency Assessments for California (ELPAC). After the ELPAC initial assessment has been administered, students identified as EL are assessed annually utilizing the ELPAC summative assessment during the testing window, until student scores reflect English Proficient or the student is reclassified according to the ROA English Learner Reclassification Policy. Where appropriate, these students are also assessed in their primary language to determine academic skill levels.

Reclassification Procedures

ROA uses annual ELPAC data to identify English Learners, determine their English Language Development (“ELD”) levels and reclassify English Learners as English proficient when appropriate and consistent with the ROA English Learner Reclassification Policy. The reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English. ROA uses the following procedures to reclassify EL students:

Step 1: Review ELPAC results from Summative Assessments. The teacher and administrator (the team) will ensure the student achieves a maximum score on the overall Performance Score ELPAC Summative Assessment. If step 1 requirements are achieved, then proceed to step 2. If step 1 requirements are not achieved, the student remains an English Learner.

Step 2: Comparison of Performance in Basic Skills. The team reviews the results of the latest local and state assessments in English-Language Arts. The team will assess to ensure the student scores are at Level 2, 3 or 4 on CASSPP or meet the Lexile Level for student’s grade. If step 2
requirements are achieved, then proceed to step 3. If step 2 requirements are not achieved, the student remains an English Learner.

**Step 3: Evaluation of Student Academic Performance.** The team reviews the student’s academic performance. The team will evaluate to ensure the student is meeting all course requirements in ELA and ELD courses. If step 3 requirements are achieved, then proceed to Step 4. If step 3 requirements are not achieved, the student remains an English Learner.

**Step 4: Parent or Guardian Opinion and Consultation.** The teacher contacts the parent/guardian to consult with the parent/guardian and reach an agreement to reclassify. If Step 4 requirements are achieved, then the student will proceed to Step 5, in which reclassification begins to takes place. If an agreement is not made, then the student remains an English Learner.

**Step 5: Reclassification of Student.** The Student is reclassified to Fluent English Proficient (RFEP). Parent/guardian is notified of reclassification and student records are updated.

Once an English Learner is reclassified as Fluent English Proficient, ROA continues to monitor the student’s progress for at least four years using ROA’s local measurement, *MobyMax*. Instructional staff monitors progress of English Learners throughout the year to ensure that students are on track for meeting English language goals, and to support academic and social emotional growth.

**Strategies for English Learner Instruction and Intervention**

ROA ensures that English Learners have full access to their grade level curriculum by using a range of supportive instructional practices reflecting UDL.

English Learners are placed with a qualified Coaching Teacher who possesses the appropriate qualifications, such as a Crosscultural Language and Academic Development (“CLAD”) certificate or its equivalent.
After a student is identified as an English Learner, one or more of the following assessments is administered:

- Basic Phonics Skills Test - BPST III, California Reading and Literature Project
- *MobyMax* reading assessment
- Teacher identified assessment

The results of these assessments are discussed between the bilingual Coaching Teacher and parent, and appropriate ELA curriculum and instruction is assigned and taught by the bilingual parent teacher. Some curriculum options are:

- *MobyMax* Learning
- Bob Books
- Reading Eggs

Students of kindergarten, first and second grade EL are encouraged or required to enroll in early phonics workshops offered as enrichment in fall and spring. One workshop is called *Circle Time* and is taught at one or both sites each semester using the *Zoophonics* curriculum, which provides verbal, visual and kinesthetic skills effective with all early phonics learners. Other workshops, such as Fun with Writing and Under Construction, help develop social skills as well as help build foundational reading skills in the English language. This gives the student ample practice with hearing the English language and time to practice speaking English in a safe and supportive environment.

ROA provides instructional material and creates a personalized learning plan at or near student’s reading level. If specific EL curriculum is needed, Pearson, English Language Learner Programs will be used. Beginning reading and writing are taught using this curriculum or other beginning, emergent reading, phonics and writing curriculums. Regular ELD is taught using the following strategies and techniques:

- Explicit teaching key vocabulary in meaningful contexts.
• Exercises to develop listening and speaking skills, including total physical response, skits, games, and songs.
• Scaffolded literacy strategies, such as anticipatory pre-reading of text, structured study of text, clarification of difficult words, and extra reading practice.
• Instructional support in the home language or in accessible English for all students.
• Attendance in the focus room, up to four days per week, with an CLAD credentialed staff member. Staff member will support, supervise and instruct as needed. The focus is on ELD, academic skills, and social emotional growth.
• Progress in English language development is assessed during the monthly meeting with the Coaching Teacher and periodic MobyMax assessments to ascertain if appropriate progress in EL skills and acquisition is taking place.

**Interventions are likely to be successful because in our personalized learning program**

• ROA provides formal English Language Development instruction for students and parents.
• On site workshops for ELD are scheduled up to four days a week so students can work with fluent English speaking staff who have appropriate EL certification.
• ROA provides Coaching Teachers and parents with professional development on using ELD standards as well as best practices in second language acquisition, so they become skilled in strategies to meet the needs of English Learners. Instructional materials and curriculum are aligned for EL students.
• ROA researches and obtains the most current, appropriate ELD curriculum to meet the needs of our EL students and families.
• The Progress of English learners is constantly monitored.
• The ROA Student Study Team meets with school personnel and the parent or guardian for students who are EL to review the above strategies and plan for new ones, whenever needed.
PLAN FOR FOSTER YOUTH AND HOMELESS

ROA will comply with all applicable legal requirements to ensure that foster youth and homeless students have access to the same free, appropriate public education, as provided to other children and youths. ROA will designate a Foster Youth Liaison and Homeless Liaison.

FOSTER YOUTH

ROA will develop and maintain policies and procedures, pursuant to applicable state law, to provide appropriate support and resources to all Foster Youth, including but not limited to the:

- Right to Remain in their School of Origin
- Right to Immediate Enrollment in School
- Right to Partial Credits for High School Students
- Graduation Rights
- School Discipline Rights
- Right to School Records

HOMELESS STUDENTS

ROA will meet all applicable legal requirements under state and federal laws to provide information and available resources for homeless children and youths and protect their right to enroll, attend, participate fully, and succeed in school.
PLAN FOR SPECIAL EDUCATION

ROA shall distribute with its admissions material information pertaining to the provisions of special education services provided by ROA. ROA complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 Rehabilitation Act (504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004.

A child with disabilities attending the charter school shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school. The authorizing agency (VCOE) monitors to ensure that all students with disabilities enrolled at ROA receive special education instruction and related services in a manner that is consistent with their individualized education program and in compliance with all provisions of federal and state special education law including Section 504 of the Rehabilitation Act. All students are given equal access to the school regardless of disabilities, and ROA does not discriminate against any student or deny admissions to any student based on his/her disabilities. All students with disabilities are afforded a Free, Appropriate Public Education. Section 504 services required by ROA students are the responsibility of ROA.

For special education purposes, ROA is deemed a school under the Ventura County Offices of Education and therefore a member of the Ventura County Special Education Local Plan Area (SELPA). ROA shall comply with terms of all Ventura County SELPA policies and procedures and shall utilize SELPA forms. Appropriately credentialed staff shall provide special education instruction and related services internally. All required itinerant special education services not provided by appropriately credentialed staff shall be provided by the VC SELPA or a California certified Non-Public Agency (NPA).
ROA shall be solely responsible for its compliance with Section 504 and the ADA and IDEIA. The resource centers to be utilized by the Charter School shall be accessible for all students with disabilities.

Non-discrimination
It is understood and agreed that all children will have access to ROA and no student shall be denied admission to ROA due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Agreement for Special Education Services
ROA is categorized as a public school of the Ventura County Office of Education (VCOE) in accordance with Education Code Section 47641(b). ROA and VCOE annually enter into an “Agreement for Special Education Services” to set forth the responsibilities of the parties with respect to the delivery and financing of the special education services to children enrolled at ROA. This agreement clearly requires that ROA assume full responsibility for IDEIA compliance.

Provision of Services
Child Find
ROA has the responsibility to make referrals for identification and assessment of any students who are enrolled at ROA who are believed to be in need of a special education assessment and/or eligible for services. The school participates in a comprehensive “child find” system to identify students who have or may have exceptional needs. The school employs the following practices and procedures:

- Intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs and immediately begin to provide services.
- Communication with all local education agencies to request and obtain cumulative files and other documents in a timely fashion for students enrolling in ROA.
• Staff development and training for school staff, to ensure their ability to identify and accommodate students who may have exceptional needs.

• Continual review of student progress and assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and may be in need of additional support or services.

**Student Success Team**

Prior to making any referral, ROA conducts a student study team, to determine if alternative interventions are appropriate. The school has a “student success team” (SST) model implemented to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in any academic program/classes are referred to the SST team. Such teams will typically consist of the student’s Coaching Teacher(s), a school administrator, the student’s parent/guardian (if possible), and other persons as necessary. The team implements strategies within the general education setting and monitors student’s progress as new strategies are utilized. As the student’s progress is monitored, at any time during the process, the team or the parent may request an assessment for possible eligibility for special education services.

**Referral and Assessment**

After general education interventions have been tried without yielding significant progress, the school staff, with parent permission, may initiate a special education assessment. It is understood that parents have the right to request an assessment at any time. ROA has the responsibility to follow all applicable regulations and timelines. If ROA determines an assessment is not warranted, a formal notice will be supplied to the parent within the 15-day timeline.

**Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible
students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

If an assessment is conducted, the parent will receive an assessment plan his/her child within the 15-day timeline. The assessment plan describes the type and purposes of the assessment/s that may be used to determine eligibility for services. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples. The parent must consent to the assessment plan before the assessment can take place. These assessments are conducted by ROA special education staff or contracted specialists hired to perform such services as needed, such as a school psychologist, speech therapist, counselor, educational specialist, occupational therapist, etc. The school will then set a date and time according to the regulations set forth for the appropriate staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings. The IEP meeting will be convened no later than sixty (60) days from receipt of the signed assessment plan from the parent/s/guardian/s.

**Individualized Education Plans**

ROA is responsible for arranging and conducting the necessary IEP meetings. ROA shall provide IEP notices, including Parent Rights as required, and ensure that all required members are in attendance. This will include: the Director and/or a designated LEA representative; the student’s special education teacher; the student’s general education Coaching Teacher; the parent/guardian; the student, if appropriate; and other persons knowledgeable about the program and/or about the student.

The school participates actively and as appropriate in planning and conducting the IEP team meetings and processes. The school is committed to implementing all special education and related services called for by the IEP. ROA has a commitment to meet every student’s special education goals and to raise each student’s academic performance. Instructional staff monitors the students’ progress throughout the year to ensure that they are on track for meeting the IEP
goals. Student progress toward the goals specified in the IEP will be reviewed by the IEP team on an annual basis. In addition, ROA will convene the IEP Team within 30 days of a written parent request. Students will be reassessed on a triennial basis in order to re-establish eligibility for special education services, unless the IEP Team members, including the parents, determine that no additional assessment information is needed to determine ongoing eligibility or to develop an appropriate IEP.

Prior to the placement of the student with exceptional needs, ROA ensures that the staff and other persons who provide special education services to the student are knowledgeable of the content of the IEP. A copy of each IEP is maintained at the school site. Service providers from other agencies who provide instruction or a related service to the student are provided a copy of the IEP. All IEPs are maintained in accordance with state and federal student record confidentiality laws.

Service Delivery
ROA shall be responsible for all school site implementation of the IEP. As part of this responsibility, ROA shall provide parents with a timely report on the student’s progress as provided in the student’s IEP, as frequently as progress reports are provided for ROA’s non-special education students, whichever is more. ROA will ensure that home-school communication is maintained according to IEP requirements and the needs of the student. ROA shall be responsible for providing appropriate curriculum, materials, modifications and assistive technology.

ROA shall comply with Education Code Section 56325 with regard to students transferring into ROA within the academic school year. In accordance with Education Code 56325(a)(1) for students who enroll at ROA from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, ROA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30)
days, by which time ROA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56324(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into ROA from a district operated program under the same special educational local plan area of ROA within the same academic year, ROA shall continue without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and ROA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students with exceptional needs for whom the ROA’s distinctive educational program is determined to be appropriate and the least restrictive environment, offering FAPE, ROA does provide all required special education and related services with appropriately credentialed staff, consistent with each student’s Individualized Education Plan (IEP). For any student with special education and/or related services on his/her IEP for which ROA does not currently have appropriately credentialed staff or continuum of programs and services, ROA will seek to hire additional properly credentialed staff to provide those services or will outsource to another LEA to ensure that the services listed on the IEP are met.

**Implementation**
ROA implements and reviews programs and services, including related services, required by IEPs of its students to support the movement of the students into less restrictive environments and to increase the interactions of these students with non-disabled students. ROA’s general program of instruction for students with disabilities is responsive to the required sequence of courses and related curricular activities provided for all students in ROA. ROA conducts assessment and standardized testing for students with disabilities using state and federal guidelines for modifications and adaptations. ROA conducts staff development to enable Coaching Teachers to support access by students with disabilities to general education programs.
ROA shall also provide all coordination and information exchange between the ROA and the student’s parent or guardian. ROA shall also be responsible for providing all curriculum, materials, modifications, and assistive technology as deemed appropriate for each student with a disability.

ROA provides services to special needs students based on each student's individual needs, challenges and strengths. The continuum of full service at ROA meet the needs of students with special needs being educated within the independent study charter school includes, but is not limited to the following:

- Regular education/inclusion to the maximum extent that is appropriate for that student
- Individual specialized academic instruction
- Small group specialized academic instruction
- Push-in (to core academic classes at the Resource Center)
- Home instruction
- Consultation

Special Education related services needed to allow children with disabilities to benefit from special education that are currently being provided to students include, but are not limited to:

- Assistive Technology
- Audiological services
- Interpreter services
- Occupational Therapy services
- Physical Therapy services
- School Psychological services
- Speech and Language services
Other support personnel/programs currently utilized by special needs students enrolled at ROA include: Counseling services and Nursing service.

**Interim and Initial Placements of New Charter School Students**

For students transferring to ROA with an IEP from outside of California during the same academic year, ROA shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until ROA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ROA, and develops a new IEP, if appropriate that is consistent with federal and state law.

**Non-discrimination**

It is understood and agreed that all children will have access to ROA and no student shall be denied admission nor counseled out of ROA due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

**Due Process**

ROA may initiate a due process hearing or request for mediation with respect to a student enrolled in ROA if it determines such action is legally necessary. In the event that the parents/guardians file for a due process hearing, or request mediation, ROA shall respond in compliance with the Education Code or may seek to resolve the case in a pre-hearing or mediation.

**Funding**

ROA receives monies from federal and state agencies that are budgeted specifically for Special Education Students. ROA has entered into an agreement for Special Education Services with the Ventura County Office of Education Special Education Services. ROA will be responsible for any excess funds that are not covered by monies received from federal and state agencies for special education and related services.
Complaints
ROA shall address, respond, investigate, and take any and all necessary action to respond to all complaints received, including but not limited to the uniform complaint procedure, involving special education and IDEIA compliance, complaints received from the California Department of Education, Special Education Division, Office of Civil Rights (OCR) or other entities and parties.

Parent/Guardian Concerns
Parent/guardian concerns regarding special education services shall be directed to ROA and ROA will address the parent/guardian concerns in a timely fashion.

SELPA Activities and Meetings
SELPA reports regarding decisions, policies, etc. shall be communicated to ROA. ROA will comply with all required state and federal reporting regarding special education students. To the extent that the VCOE and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to ROA and its staff.

Section 504 Special Needs
The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of
the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligence quotient;
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills;

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure
that the student receives a free and appropriate public education (‘FAPE’). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, Coaching Teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that Coaching Teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.
CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d)(2)-(8), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available in the Appendix #13. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

PARENT COMMUNICATION AND INVOLVEMENT
Parent/Student Turn-in Meetings

ROA Parents and students attend turn-in meetings at least every 20 school days and more if deemed necessary by the Coaching Teacher and/or parent. Parents are the primary instructors at
home, these meetings are not only about checking student progress but also used to help guide instruction until the next meeting. A “Student Responsibility Scale” is used with middle and high school students. It is used to track monthly progress and to agree on next meetings assignments. It also includes a series of steps for intervention if a student’s academic performance starts to decline. This document is important because it provides a way for the Coaching Teacher, student and parent to be on the same page and can be referred back to when any questions or misunderstanding might occur. Additionally, it is used to help with grading and issuing of report cards at the end of each semester.

There are also specific items covered when a new student starts at ROA and at the start of the year for all students. When a family starts at ROA, there is a new student survey that has questions to cover that help the parent discuss the student’s academic/social emotional history and share information that will help the Coaching Teacher determine what types of curriculum, and teaching methods would best fit the student’s needs. For all students, the initial school year meeting covers data from their CAASPP scores and/or MobyMax assessments. While these assessments are not all determining, they help drive curriculum and instruction possibilities for the upcoming year.

**Parent Education Programs**

ROA does its best to provide current and relevant educational opportunities for parents. One way is through parent “Boot Camp”. These are weekly meetings held during workshop times. Every week a different topic is chosen and is led by either Coaching Teachers or experienced parents. Some examples of topics include how to use a specific curriculum or how a parent organizes their time at home to make sure they cover all their child’s academic needs. See a list of topics in **Appendix #14**.

At the high school level, parents and students participate in a high school orientation. When students enter high school they are earning credits toward a high school diploma so there are many more complex details that come up. The orientation and the high school handbook...
provided give parents and students the information to make informed choices as they choose their future path.

One way that ROA specifically helps new families is pairing them with more experienced families. Since parents do a majority of teaching at home, experienced families can give new families an idea of what it is like to homeschool on a daily basis. This can be vital in helping new families transition to the independent study model, which puts much more of the daily academic responsibility on them as opposed to the traditional school model.

**School/Home Communication**
Parents receive communication from the Charter School in multiple ways. Coaching Teachers personally send emails to their families individually and as groups. Since ROA is TK-12 school, Coaching Teachers are able to share relevant information to specific grade level families. ROA also has a robust website where parents can find resources that they need, including a regular Director update. ROA uses ParentSquare, which is an app with a variety of features to send real time notifications, messages and other communications. This can be very helpful when planned events change or if new opportunities arise that would be beneficial to families. Lastly, parents have a Yahoo Group where they can share things such as field trip or park day meeting times. For our Latino families, ROA makes sure communication is available in Spanish. This includes the website, app and emails. ROA also has multiple staff members who are bilingual in English and Spanish.

**Schoolwide Involvement**
Parents also have opportunities for schoolwide involvement. First, parents make up the membership of the Parent Advisory Committee (“PAC”). They help organize school activities and raise money for identified school needs. Another way parents can make their voices heard is through participating in a variety of school surveys. These include surveys after each semester of school workshops. There is a school satisfaction survey at the end of each school year. At
least two parents serve on the ROA Board of Directors and can have a direct input in the governance of the Charter School.

Parents have a chance to communicate their ideas and opinions during the school year with at-home surveys. Each semester parents have opportunities to take surveys about workshops and classes. There are preset questions that are answered, using a numbered scale and places where parents can add their ideas about the effectiveness of the workshops and ideas for different topics in the future. The end-of-year surveys rates the families overall satisfaction with ROA and asks for further input to structure the upcoming schoolyear. These surveys allow for parents to directly communicate their ideas and are vital to help with improvements in the program.

ROA’s LCAP also provides meaningful engagement for all stakeholders, including parents, students, and board members. Interested parents attended and participated in stakeholder training which was offered at the VCOE and on-campus stakeholder meetings. Furthermore, parents are heavily involved in establishing the goals that are listed in ROA’s LCAP (State Priority #3 and #6). Parents are regularly surveyed with regard to school climate (workshops, school improvement questions, facility questions, field trip selection, overall needs for students and subgroups, etc.). Feedback from surveys is utilized in determining LCAP priorities and action steps.

Parental involvement is implicit in the Charter School’s instructional design, and is encouraged throughout school life. ROA communicates with parents about student progress on an ongoing basis as parents interact with Coaching Teachers, counselors and administrators informally and by request. Additionally, upon request, the Charter School will issue report cards, meet with parents on a monthly basis, and send annual reports to stakeholders. ROA implements policies to promote effective communication between parents, Coaching Teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.
ROA encourages two-way dialogue between school staff and parents/guardians to promote their engagement with and commitment to student learning. At monthly parent-teacher conferences, and when needed more often, parents/guardians review the progress of their students, and share and discuss assessment results, schoolwork and conduct. These meetings include discussion of home and school strategies to promote optimal student learning. In some cases, where low grades or extreme behavior is an issue, the Charter School and parents may work together to develop a contract that identifies areas of concern, strategies to remedy the concern and benchmarks by which progress may be monitored. Other interventions may be implemented as described in previous sections of this charter. Parents, Coaching Teachers and the school additionally remain in communication in between meetings through phone calls, emails, and the ROA/ParentSquare application.
ELEMENT B. MEASURABLE PUPIL OUTCOMES

**Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B)

**Student Outcomes**

ROA’s goal is to meet the charter renewal criteria as discussed above and to meet or make substantial progress at the state and local level as measured by the CAASPP in English Language Arts and Mathematics or measured by alternative measures. In addition to the state-mandated assessment, ROA is using an in-house measurement, *MobyMax*, and high school math assessments, to monitor progress and to guide instruction. Other measures include SAT/PSAT results; high school graduation results; CEC class grades; community college grades; expulsion and suspension rates.

The staff at ROA is always planning and incorporating the purpose of our mission into their curriculum and discussions when they meet with their families and students for their regularly scheduled meetings, where they review and discuss the student’s work and make new assignments. ROA’s Coaching Teachers have been attending VCOE staff-led workshops to improve on and create new and meaningful rubrics and assessment methods in English Language Arts and mathematics.

ROA will use a combination of the assessment tools listed below, as appropriate to the grade level and the specific content to be assessed. These pupil outcomes align with the State Standards, match the state and federal accountability systems, reflect proficiency measures for
the CAASPP assessments as required by ESSA, and support students’ development as self-motivated, competent, life-long learners. These outcomes are included in our LCAP, SLOs, and WASC’s Action Plan.

**TABLE 1: ASSESSMENTS AND OUTCOMES**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>State and Local Assessment</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>CAASPP, <em>MobyMax</em>, student demonstrations and rubrics, publisher tests, teacher-created tests, parent/student/teacher observation, student self-evaluation, student work samples, monthly review of work, annual portfolios</td>
<td>Students will meet or make substantial progress toward the CCSS for ELA; show academic growth on the Dashboard and <em>MobyMax</em>.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>CAASPP, <em>MobyMax</em>, ROA math assessment, student demonstrations and rubrics, publisher tests, teacher-created tests, parent/student/teacher observation, student self-evaluation, student work samples, monthly review of work, annual portfolios</td>
<td>Students will meet or make substantial progress toward the CCSS for Math; show academic growth on the Dashboard and <em>MobyMax</em>.</td>
</tr>
<tr>
<td>Science</td>
<td>CAST, student demonstrations and rubrics, publisher tests, teacher-created tests, parent/student/teacher observation, student self-evaluation, student work samples, monthly review of work, annual portfolios</td>
<td>Students will meet or make substantial academic progress toward NGSS for Science.</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Student demonstrations and rubrics, publisher tests, teacher-created tests,</td>
<td>Students will meet or make substantial progress toward</td>
</tr>
</tbody>
</table>

**Note:** The outcomes include the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).
<table>
<thead>
<tr>
<th></th>
<th>parent/student/teacher observation, student self-evaluation, student work samples, monthly review of work, annual portfolios</th>
<th>California content standards for History &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>PFT</td>
<td>Students will meet or make substantial progress towards the standards set in the Healthy Fitness Zone.</td>
</tr>
<tr>
<td>English Language Development</td>
<td>ELPAC</td>
<td>EL students will make progress toward fluency in English.</td>
</tr>
<tr>
<td>Special Education</td>
<td>CAA, regular review of IEP and goals/support in place</td>
<td>Special education students will meet or make progress toward the learning goals in their Individualized Education Programs.</td>
</tr>
<tr>
<td>Self-motivated, passion powered, lifelong learners</td>
<td>Student reflections, student demonstrations and rubrics, publisher tests, teacher-created tests, parent/student/teacher observation, student self-evaluation, student work samples, monthly review of work, annual portfolios</td>
<td>Students will show progress towards meeting their personal growth goals</td>
</tr>
<tr>
<td>Collaborative, creative and critical thinkers</td>
<td>Student reflections, student demonstrations and rubrics, publisher tests, teacher-created tests, parent/student/teacher observation, student self-evaluation, student work samples, monthly review of work, annual portfolios</td>
<td>Students will show progress towards meeting their personal growth goals</td>
</tr>
<tr>
<td>Fostering Social-Emotional Wellness</td>
<td>Student surveys, Wellness Expo, Speaker Series for parents, “Parliament” student group; student group led by MFT</td>
<td>Students will show progress towards their social-emotional goals and participate in school sponsored events that support their well-being.</td>
</tr>
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<td>-----------------------------------</td>
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</tr>
<tr>
<td>College and Career readiness</td>
<td>A-G course enrollment, AP course concurrent enrollment, CTE course enrollment, PSAT, SAT, ACT participation, AP exams, Graduation</td>
<td>Students complete 5 credits of College and Career Seminar. Students will complete the College and Career Seminar and complete a 10-year Plan. Students will have the opportunity to participate in the PSAT, SAT, or ACT provided for free by ROA. Students will meet the graduation requirements established by the state of California and ROA’s Board of Directors.</td>
</tr>
<tr>
<td>Attendance</td>
<td>Local Attendance Report, State Dashboard</td>
<td>98.5% attendance as confirmed by our attendance reports</td>
</tr>
<tr>
<td>Expulsions</td>
<td>Local Expulsion Report, State Dashboard</td>
<td>No expulsions-as confirmed on the Dashboard</td>
</tr>
</tbody>
</table>

In addition to the assessments listed above, we also take into consideration the following input: Coaching Teacher and parent observations, informal and formal parent and students conferences, student reflections, students projects or demonstrations, student progress towards their individualized learning plan, report cards, portfolio reviews, and tutoring notes.

For high school students, ROA highly recommends and closely monitors enrollment in the following types of courses: UC A-G, AP, community college, and CTE pathways, which are offered at the school and at through the Ventura County Office of Education’s Career Education Center. Coaching Teachers meet with the high school counselor as needed to address students’ progress towards meeting their graduation requirements. ROA continues to add A-G courses and
NCAA approved courses to provide more options for our students to satisfy our graduation requirements and our post-secondary college and career preparation while pursuing their interests and passions.

ROA offers A-G approved high school science labs at both resource centers. The labs are taught by a well qualified, California credentialed, teacher and are aligned with the NGSS. Students who are unable to take science at the community college level or through our A-G online science curriculum are now able to complete the A-G requirement as well as the graduation requirement for science by attending these labs. Coaching Teachers work alongside the science teacher to monitor their students’ progress.

ROA continues to offer our successful “Tutor on Wheels” program for our students. We work with special education students by providing well qualified Coaching Teachers for SAI tutoring. We have also added daily math labs in both resource centers. All students and parents are welcome to attend math lab to get support from our math experts. In addition to this, we have created 6th-12th mathematics workshops at both resource centers. The curriculum used in these workshops is aligned to the State Standards for Mathematics. Our math specialists work closely with the Coaching Teachers in monitoring their students’ progress towards the State Standards in Mathematics. Also, our math specialists are attending the Math Leadership Network at VCOE to share the best practices with other schools in our county.

ROA has been developing a Social-Emotional Learning (SEL) program to assist our students with their social-emotional growth. We have launched this program in 2019 at our Westlake facility. Coaching Teachers will be discussing with their families during monthly meetings the student’s progress towards their social-emotional goal and hand out a monthly Wellness flyer. Furthermore, we are offer a class called “Parliament” where a variety of topics, such as discovering self-awareness, developing self-management, growing healthy relationships, building social awareness, and responsible decision making will be discussed. The “Parliament” workshop is led by one of our teachers. In addition, we hired an MFT who is leading one to two groups with students who benefit from more in-depth support by a qualified clinician. Those students are attending with their parent’s consent due to the nature and the topics discussed in that group. We are planning on continuing this program and expanding it to our Oxnard facility.
as well. We also incorporated a monthly free Parent Opportunities for Development Speaker Series for parents incorporating all kinds of wellness topics. These speaker events were open to the public. The flyer for the series is attached in Appendix #15.

**SCHOOL OUTCOME GOALS**

ROA will continue to be in full compliance with all applicable state requirements through the CAASPP, CAST, CAA, ELPAC, and PFT, and will continue to participate in any state-mandated testing as required by the State of California and the federal government. ROA’s measurable student outcomes measure the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program as well as meeting the State Standards, state priorities, and local priorities. ROA’s measurable student outcomes are derived from the “Schoolwide Learner Outcomes” (SLOs) and ROA’s LCAP goals.

ROA continues to pursue the following school outcome goals:

State-mandated pupil assessments, as required by the state of California, are a top priority. All students at River Oaks Academy are expected to participate in the CAASPP so that ROA can document their progress towards mastery of the California State Standards. CAASPP results are also used to compare ROA student progress to students across California, but more importantly to students participating at similar education programs.

ROA’s internal documentation of student learning includes, but is not limited to, MobyMax, High School Assessments, Tutor on Wheels, Math labs, Science labs, ELA labs, and workshops (see previous Table 1: Assessments and Outcomes). Furthermore, ROA can show:

- 95% or more students with 100% of work assignments completed. This has been consistently accomplished due to the nature of ROA’s program. There is a team-like mentality that our Coaching Teachers have with their students and families, and ROA’s staff very closely monitors the completion of work assignments;
• A high level of parent satisfaction as measured by an 80% satisfaction rate or higher on the annual parent survey. Regular surveys do support that ROA’s parents not only are highly involved, but also very satisfied;
• 92.9% graduation rate (Dashboard 2019) for our high school students (100% for the one-year cohort of 2018-19);
• 98.5% attendance rate;
• 0% drop-out rate;

ROA continuously works to modify goals and instruction to meet the needs of our students, and adapts and incorporates changes in education such as adopting the California State Standards and implementing technological changes to continue to successfully administer the Smarter Balanced Assessment Consortium ("SBAC") assessments. ROA has been achieving and has made significant progress toward the above pupil and school outcome goals, and will continue to strive to serve our diverse student population with these outcomes and goals in mind.
ELEMENT C. Methods of Assessment

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C)

STATE MANDATED ASSESSMENTS

At ROA, assessments are integral to analyzing student performance, driving instruction and assessing progress toward student and school outcome goals. ROA has been and will continue to use a balance of formative and summative assessments to inform instructional practices as well as measure student performance.

ROA shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605.6(d)(1).

ROA will administer all legally mandated statewide assessments for each required grade level, including the CAASPP in ELA and Mathematics; the CAST in grades 5, 8, and 10; the ELPAC; and the Physical Fitness Test in grades 5, 7, and 9. ROA has met and exceeded the 95% participation rate each year. The state-mandated test results will be one of multiple assessment methods used to document and monitor student performance and assessment. ROA has been administering these state-mandated assessments as its own LEA.

ROA affirms that its methods for measuring pupil outcomes for the state priorities, as described herein, shall be consistent with the way information is reported on a School Accountability Report Card (“SARC”) as required by Education Code Section 47605.6(b)(5)(C).
SCHOOL-BASED ASSESSMENTS

ROA uses a myriad of assessments that best reflect the desired student outcomes within each content area. These may include brief assessments that provide immediate information about student understanding and skill development, so that Coaching Teachers can adjust instruction according to what has been learned or not learned. Immediate assessments may include journal entries, class discussions, question and response, as well as the twice-yearly administered MobyMax measurement.

ROA has put in place a diagnostic local measurement, MobyMax. The MobyMax diagnostic measurement will be administered to all students enrolled in ROA during the first two weeks of each school year, in the middle of school year, and during the administration of the CAASPP assessments. Students enrolling throughout the school year will also take the MobyMax diagnostic measurement within two weeks of enrolling into the program. The MobyMax results will be used to guide instruction and monitor progress throughout the school year. Furthermore, MobyMax also offers an instructional piece, which is aligned with the student’s diagnostic result, and the Coaching Teachers have been trained on how to tie the instructional piece to the diagnostic results for best results. The Coaching Teachers also work with the parents to make sure that they are informed on how to utilize the results to drive instruction and to meet the student’s needs.

Short-term assessments will provide more substantive feedback that is helpful to the Coaching Teacher and the learner in a timely manner. Cumulative assessments are typically used at the end of units. Short term and cumulative assessments will tend to contribute to student grades more than immediate assessments.

Student demonstrations and rubrics

ROA uses student demonstrations and rubrics to assess skills best observed in application (as opposed to discrete skills and factual knowledge that more traditional assessments are designed to assess). Student demonstrations and rubrics align well with many of ROA’s learning outcomes and instructional modes. Student assessments might include a student-designed
science experiment, a benchmark writing assignment, participation in a historical debate, complex mathematical problem solving from a real world context, creation of a flyer to inform community members about an important social issue or program or other products of project-based learning. These “demonstrations” or “performances” also provide opportunities to shine, especially for students who perform better in these circumstances than in more traditional “test” situations. Expectations will be communicated clearly to students at the start of each assignment using teacher-developed rubrics and, where possible, sample products that typify high, medium, and low products. Students will learn to use rubrics to self-assess, to describe their growth over time and to set learning goals.

ROA has worked with staff from the VCOE to create CCSS, and ROA mission and vision aligned rubrics and assessments to show academic growth in a consistent and systematic manner throughout the program. The alignment of evaluation of the quality of work and academic progress at the regular meetings will help to make sure that all students’ work is evaluated equally and there is a consistency in quality and the assessment thereof by each Coaching Teacher at ROA.

**Publisher-developed assessments**

When textbooks are used, ROA may use diagnostics and other assessments that are part of the package. Publisher-developed assessments may also be used apart from textbooks where they provide helpful data and align well with ROA’s student outcomes and instructional methods. These may include norm and criterion-referenced tests. Online course assessments are also considered publisher-developed assessments, for those students who take advantage of that opportunity.

**Teacher-developed quizzes, tests and other assessments**

Coaching Teachers will sometimes develop curriculum from sources that do not include pre-packaged assessments. To align with the developed curriculum, Coaching Teachers may create their own quizzes, tests and other assessments to monitor student progress. This typically
includes community college coursework, for those students who take advantage of that opportunity.

**Parent, student and teacher observation**
Coaching Teachers will look for evidence that relates to planned learning outcomes, that is, specific behaviors that indicate that students have developed understanding of a concept, have acquired or refined a skill. Narratives are write-ups of the evidence found. At the secondary level, these tend to be particularly useful in assessing achievement of non-academic content. At ROA, parent/student/teacher observation is also the primary assessment for Personal Development, especially passion through observable behavior.

**Student self-evaluation**
Students also assess their work, often with a rubric, to develop the ability to continually self-monitor and develop internal accountability, a critical skill for self-directed, lifelong learners. This is also a component of monthly co-evaluations between Coaching Teacher and student and between Coaching Teacher, student and parent.

**Student work samples**
An extension of teacher observation, Coaching Teachers collect work samples from students to document and assess their learning monthly.

**Monthly review of work**
The monthly review is a summative benchmark, when the major unit of work is collected and assessed.

**Annual Portfolios**
These are purposeful collections of student work that exhibit the student’s efforts, progress and achievements in one or more areas. The collection includes student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-
reflection. A portfolio is a storehouse that captures growth, student and Coaching Teacher input; a measure of growth that shows process as well as product and student self-assessment.

**DATA MANAGEMENT, ANALYSIS, AND CONTINUOUS IMPROVEMENT**

ROA has implemented the *MobyMax* measurement, which is administered to students three times a year: at the beginning and middle of the school year, and during the state mandated assessment period. This allows our staff to gear instruction to each student’s strengths and weaknesses and to immediately support the student with any needs that arise. Furthermore, the *MobyMax* program offers not only a diagnostic tool, but also an instructional tool that is personalized to each student. Instructional staff is trained to interpret and analyze data from the *MobyMax* measurement as well as the standardized tests, diagnostic assessments and school-based assessments. ROA helps instructional staff to use this data to address areas where student achievement is not satisfactory and to personalize the learning for each student. ROA ties data analysis to professional development so that Coaching Teachers learn how to make data-based modifications to instruction and to identify whether their instructional strategies are working. ROA uses assessment data to foster continuous improvement of the educational program, including rethinking pedagogical practices to meet the changing needs of new and existing student populations. The Director works with the instructional staff to develop a set of proposed changes to the instructional program based on the above analysis and will report these proposed changes to the Charter School Board annually. Continuous professional development opportunities for staff are available to stay on top of any educational changes and to promote continuous improvement, such as access to professional development resources and training events. A summary of the various professional developments staff has participated in can be found in **Appendix #16**.

ROA always analyzes assessment data to track student growth over time individually, in the aggregate, and disaggregated by ethnicity, gender, English proficiency and so on. Data analysis will examine attendance rates and other variables that may affect student achievement. ROA also regularly (at least annually if not more often) surveys stakeholders (e.g., parents/guardians,
students and Coaching Teachers) to collect data on workshops, teacher performance, student expectations and workshop improvements.

**ROA has implemented the following programs to support high school students to become College and Career Ready:**

- Minimum graduation requirements modified to 30 credits of Mathematics
- 5 credits of College and Career Seminar
- Continue promoting student participation in dual enrollment and CTE courses
- Continue A-G courses and AP offerings
- Articulate ROA’s 3 CTE pathways: Hospitality, Legal, and Information Technology
- SAT, ACT, and AP test site at ROA—free testing for ROA student
- Free SAT/ACT preparation workshops
- Continue to identify and support students in need of intervention

**REPORTING STUDENT ACHIEVEMENT DATA**

ROA reports student performance data to Charter School staff, parents/guardians, Charter School Board members and other interested community groups. The ROA Director prepares an annual report on student performance, including progress toward student and school outcome goals. Data is reported both in absolute scores and year-to-year gains and losses. ROA also presents an annual programmatic report to the Ventura County Board of Education and communicates regularly with the VCOE staff and representatives. Furthermore, ROA has established a great working relationship with other departments at VCOE (Curriculum and Instruction, SELPA, etc.) and utilizes trainings and workshops offered through VCOE staff.

ROA’s certificated Coaching Teachers consider each student’s individual abilities, interests, and talents in utilizing any assessment results to devise an educational plan that results in academic growth and progress. The County recognizes that performance on growth targets in an individual year may be inconclusive, so it should examine these results for the five-year period of the charter to assess the relative success of the program.
**ELEMENT D. FACILITIES**

*Governing Law:* The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

*Governing Law:* The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be used by the charter school. Education Code Section 47605.6(h)

ROA operates its main Resource Center in the Thousand Oaks/Westlake area at 920 Hampshire Road, Suite X, Westlake Village, CA 91361 (the Water Court). ROA moved into this larger and newly remodeled facility during spring break of 2014. In the last several years, ROA has added additional space to accommodate its growth. We were fortunate that we were able to add to the existing Suite X, and as of the fall 2018, Suite V became available, which is located exactly adjacent to Suite X. Suite X offers a total of about 5,584 square feet and Suite V adds another almost 1,470. The Resource Center now consists of about 7,054 square feet. The Water Court is a beautiful office building with an open and airy feeling. It consists of a well-maintained and skillfully landscaped pond with ducks. It has areas that invite tenants and visitors to sit outside at the pond and has ample parking. Suite X has 5 classrooms and the “Café,” which is also used as a classroom; a front office and two administrative offices; a teacher room, and a parent lounge. Suite V has 4 rooms and a large Foyer. One room is used for our SPED services while our High School Guidance Counselor occupies the other smaller room. The Foyer is divided with mobile dividers and is used for 1:1 tutoring, turn-in meetings, and other meetings and the two rooms in the back of the Suite are used as our Focus Rooms. At this time, the space is sufficient to run academic support groups, workshops, our Focus Rooms, and offer other group activities. ROA is responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs. ROA currently has signed a 4-year lease for the Westlake Resource Center with an option to renew after charter renewal at the end 2020, should ROA desire to do that and stay at the current location. Floorplans of the Resource Center in Westlake of both Suites X and V are attached in **Appendix #17.**
This location currently meets or exceeds the City and County building requirements for charter schools. The facility is ideally and centrally located with easy access to and from the 101 Freeway. It is also closely situated to several neighborhood parks, which are regularly utilized for outdoor events organized by and through ROA. The area is safe and clean.

ROA received permission from the County Board of Education to open a 2nd resource center at Seabridge in Oxnard in the fall of 2016. The resource center is a 2500 square foot space that serves 123 students as of November 2019. The Oxnard resource center offers 4 days of workshops and classes for our TK-12 students and daily focus room availability, including one-on-one tutoring; group tutoring; career pathway classes and all SPED services. The facility is staffed 5-days/week. Due to the exceeding demand of our program in the Oxnard area, we are, at the time of preparing the charter renewal petition, searching for a larger facility to accommodate the growth.

As ROA grows, we plan to add satellite resource centers throughout Ventura County for classes, tutoring, course turn-in and testing. The proposed satellite resource center locations at the time of our charter renewal include, but are not limited to, Camarillo, Ventura, Simi Valley, and Santa Paula/Fillmore. We will seek to add additional locations as the Charter School’s enrollment increases. All future facilities and sites will meet federal, state, and local building codes and requirements applicable to California charter schools prior to the site being used by ROA. We recognize that adding any additional facilities would constitute a material change to the charter and require the Ventura County Board of Education’s prior approval.
**ELEMENT E. GOVERNANCE STRUCTURE**

*Governing Law:* The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. *Education Code Section 47605.6(b)(5)(E)*

**Non-Profit Public Benefit Corporation**

River Oaks Academy is operated by River Oaks Academy Charter School, a California nonprofit public benefit corporation, which has IRS 501(c)(3) tax-exempt status. The Charter School is operated pursuant to the Charter, MOU, and policies and procedures established by the ROA Board of Directors. The Board of Directors is composed of parents/guardians of students at ROA and members of the local community. No employees shall serve on the Board of Directors. The Board of Directors complies with the Ralph M. Brown Act, Government Code Section 1090 *et seq.*, the Political Reform Act of 1974 (Gov. Code Section 81000 *et seq.*), and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, as set forth in Education Code Section 47604.1.

ROA operates autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Attached, as **Appendix #18**, please find the ROA Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Code.
BOARD OF DIRECTORS MEETINGS AND RESPONSIBILITIES

ROA is governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors meets regularly, at least once a month (except during the month of July) and in accordance with the Brown Act. Dates for these meetings are agreed upon at an open session of one of the meetings after the school calendar for the coming school year has been established. Special meetings may be called in accordance with the bylaws and according to the provisions of the Brown Act. All meetings of the ROA Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act, including, but not limited to, those related to notice, agenda preparation, posting and reporting.

The Board of Directors shall hold its meetings within the physical boundaries of the county in which the greatest number of pupils who are enrolled in ROA reside, and a two-way teleconference location shall be established at each resource center, in compliance with Education Code Section 47604.1(c)(2)(A)-(B).

The Board of Directors is fully responsible for the operation and fiscal affairs of ROA including, but not limited to, the following:

- Develop annual goals and long term plans for the Charter School with input from the Director, Coaching Teachers, and parents
- Establish and approve all major educational and operational policies
- Approve all major contracts
- Approve the Charter School’s annual budget and overseeing the school’s fiscal affairs
- Evaluate the performance of the Director via a review process as approved by the Board
- Assess ROA goals, objectives, academic achievement of students, financial status, and any need for redirection
• Evaluate school and student performance
• Monitor compliance with the accountability requirements established by the ESSA, the California Charter Schools Act of 1992 and the Charter School’s charter, taking action as needed to ensure ongoing compliance, review various reports from our business office and provide recommendations to the River Oaks Academy Charter School Director, and staff
• Work with the Director to procure additional funding, viable school facilities and other resources for the Charter School

The Board of Directors has the ultimate responsibility to oversee the program to ensure the Charter School’s success; however, the ROA Director and Coaching Teachers carry out the day-to-day operations of the Charter School. The Director is the overall site manager and reports directly to the Board of Directors. The Director is responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board’s directives. The teaching faculty works closely with the Director to implement the educational program. The Director is responsible for hiring, providing support to, evaluating and, when needed, terminating all teaching faculty, administrative staff and other staff. A detailed description of the duties and qualifications for the Director and Coaching Teachers, and other staff, are outlined below in Element F.

**CONFLICT OF INTEREST CODE**

The Board of Directors has adopted a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, Government Code Section 1090, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school-specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached as an Appendix (Appendix #18).
COMPOSITION OF THE BOARD OF DIRECTORS

In accordance with the bylaws, the number of directors on the Board of Directors shall be no less than 5 and not more than 7. All directors shall have full voting rights, including any representative appointed by the County as consistent with Education Code Section 47604(c). If the County appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of Board members. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

At this time, the Board of Directors shall be composed of the following individuals:

- Five (5) Board Members:
  - At least two (2) parents/legal guardians of student(s) at ROA
  - At least two (2) members from the local community not related to students attending ROA
- The Board shall designate three (3) directors, including the minimum two (2) members from the local community;
- The parents of enrolled students at ROA shall elect two (2) directors. The parents will have one vote per student enrolled at the time of the vote;

Board members will be selected based on the following criteria:

- Commitment to serving the school’s student population and advancing the school’s mission;
- Knowledge and success in organizational leadership and/or public education, including professional experience relevant to the focus and mission of the educational program of the school, with expertise in curriculum, instruction and assessment; finance and business management;
- Commitment to diligently fulfill their responsibilities as Board members, to routinely attend Board meetings, and to actively participate in Board committees and/or other ways to actively engage in overseeing and supporting the ROA program;
• Demonstrated ability to act in a leadership capacity is preferred;

Please see the bylaws for other processes of the Board of Directors including, but not limited to, the nomination, resignation, and removal of directors from the Board, quorum, and holding and conduct of Board meetings.

**Board Committees**

The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be made by majority vote of the authorized number of directors.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.
**Organizational Chart**

The following is an outline of the governance structure of ROA:

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**BOARD TRAINING**

ROA is committed to continuous improvement and ongoing training to assist the Board of Directors in fulfilling its responsibilities as stewards of the Charter School. To this end, the Board schedules appropriate trainings and other resources for continuous improvement of performance, both as a full Board and individually. Such trainings may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. New Board members undergo an initial orientation to their responsibilities as Board members and effective public school
oversight, as well as extensive training on Brown Act rules and procedures and open meeting rules.

**Ongoing Improvement**

ROA Board of Directors uses data to establish, evaluate, and improve the education program and school policies. The Board’s process for data-driven decision-making has an annual cycle, in conjunction with the Director’s data-reporting and analysis timeline. Each year, and at benchmark intervals during the year, the Director will present the Board with a review of student assessment data and analysis of its implications for instruction. The Director’s recommendations to the Board may address curriculum/textbook adoptions, changes to instructional methodologies and practices, services and supports for student sub-groups, professional development, staffing, student performance goals and benchmarks, and related items requested by the Board of Directors. The Board considers the Director’s reports and recommendations and takes action or seeks additional information, as it deems appropriate. Data reporting and analysis at benchmark intervals will provide a basis for monitoring decisions that have been made or are under consideration. The Director involves staff and parents in this process, and the Board also invites stakeholder participation to inform its decision-making.

**DIRECTOR**

The Director acts as the educational leader of ROA, responsible for the effective execution of policies adopted by the Board of Directors and is responsible to lead in a collaborative effort with other members of the administrative team for the purpose of planning, operation, supervision, and evaluation of the educational programs and services.

The administrative team includes the following individuals: the Chief Business Officer, the lead teacher, the Oxnard resource center administrator designee.

The Director shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:
- Ensure ROA enacts its mission;
- Supervise and evaluate Coaching Teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of ROA;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the County Office of Education;
- Identify the staffing needs of ROA and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote ROA in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
• Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
• Provide all necessary financial reports as required for proper attendance reporting;
• Develop the school annual performance report, the SARC, and the LCAP;
• Present independent fiscal audit to the Board of Directors;
• Manage student discipline, and as necessary, participate in the suspension and expulsion process;
• Participate in IEP meetings as necessary.

PARENT INVOLVEMENT
Parent Advisory Committee (PAC)

ROA believes that active parent, student, and employee participation in school decision-making and school life helps foster the success and long-term sustainability of a school. Currently, the Director oversees and directs the work of the PAC. One of the ROA teachers is assigned as the PAC-ROA liaison and attends all PAC meetings. The PAC is under the ROA umbrella and not a separate entity.

The purposes of the PAC are:

• To develop and promote a strong unity between students, school, and community;
• To promote and organize school functions;
• To raise funds for providing essentials or extras, or special programs or projects initiated by the PAC;
• To provide support for the students, staff, and families at ROA;

We encourage and offer many opportunities for parental involvement such as:

• Parents shall be encouraged to attend Board meetings, serve on the Board of Directors, and have the opportunity to speak during the public comment portion;
• Parents shall be informed and give input about the LCAP and participate in surveys pertaining to the allocation of schoolwide resources;
• Parents shall organize and chaperone field trips and high school events;
• An English Learner Advisory Committee ("ELAC") has been formed during the 2019-2020 school year, with elected parent representatives to advise and give input regarding services and expenditures for ELs in the LCAP process, along with serving as advisors to the Board;
ELEMENT F. QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)

ROA ensures that all legal qualification requirements are met for all staff of the Charter School, including Coaching Teachers, paraprofessionals and administrative employees. Each certificated employee meets the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee must satisfactorily meet or exceed the minimum qualifications to perform the essential functions of the position, as determined by the ROA Board and/or the Director. The qualifications for all key employees of ROA are included below.

ROA has an administrative team that consists of the Director, the Lead Teacher and the Oxnard Administrator Designee as well as the Chief Business Official (CBO). Our CBO and our back-office services are rendered through the Ventura County Schools Business Services Authority, located at the Ventura County Office of Education.

ROA staff’s detailed job descriptions can be found in Appendix #19.

TEACHER QUALIFICATIONS

ROA meets applicable ESSA requirements with respect to Coaching Teachers and paraprofessional employees, and all Coaching Teachers at ROA shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment, pursuant to Education Code section 47605.6(l). The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.

The Coaching Teachers are responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions.
**DIRECTOR**

The Director serves as the educational leader and chief executive of the Charter School with responsibility for the supervision and implementation of all programs and operations. The Director ensures that the Charter School’s programs are aligned philosophically and procedurally with the approved charter and Memorandum of Understanding with the Ventura County Office of Education and in compliance with all Board policies and applicable state and federal laws. The Director reports directly to the Governing Board of the Charter School. The Director is responsible for the day-to-day operations of the school. The Director is required to hold a Master’s Degree or higher; have three (3) years of successful administrative experience in the homeschool environment; possess a valid California Teaching Credential as well as a California Administrative or Supervisory Credential. The Director’s detailed job description is attached in Appendix #19.

**SUPPORT STAFF**

ROA seeks administrative and operational personnel who have demonstrated experience or expertise in the issues and work tasks required of them, and will be provided professional development opportunities to ensure that they remain abreast of changes in laws or other operational requirements relevant to their job duties.

**Administrative Assistant**

The School Administrative Assistant position is unique, primarily because of the range of activities handled in an atmosphere of continual interruptions and pressure. Under general supervision of the Director, the Administrative Assistant serves as office manager, performs a variety of organizational and secretarial duties, including those responsibilities of a confidential nature dealing with personnel matters, confidential student and employee information and files and payroll. The duties performed-planning, organizing, and participating in the school office...
administrative operation-are designed to relieve the Director of office and routine responsibilities.

**Office Assistant/ Tech Specialist**

This position provides front desk support to office staff, teachers, and parents; assists guests; answers phones; receives and overlooks online registration; manages and makes appointments for the director; organizes room reservations/assignments; makes copies and prints materials for staff, teachers, and parents; maintains supply closet; organizes workshop room assignments; maintains cleanliness of rooms; performs technology related duties; maintains and troubleshoots computers and other technology devices; manages school website and online social media accounts; handles workshop sign-ups; provides technology support for teachers and staff; assists with creating marketing materials for online and print use.

**Clerical Assistant**

Under general supervision, the Clerical Assistant is responsible for performing a variety of clerical and administrative duties and support our school office to help ensure efficient operation of the office. The Clerical Assistant helps with the overall communication and supports the Director, office staff and teachers through a variety of tasks related to organization and communication. The job scope includes communicating via phone and email ensuring that all administrative duties are completed accurately and delivered with high quality and in a timely and friendly manner.

**GENERAL REQUIREMENTS, HIRING AND PERFORMANCE REVIEWS**

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code Sections 44237 and 45125.1, and required tuberculosis risk assessment (see Element G. Health and Safety Procedures).

The Director and/or designee has authority to create formal job descriptions for each position, and recruit and interview candidates. The Director, working with a designee(s), if desired, has
the responsibility of evaluating the performance of the teaching and administrative staff on a yearly basis.

ROA aims to hire a qualified, diverse faculty. In addition to attracting talented personnel in the local area, ROA contacts regional and national graduate schools of education to publicize ROA for experienced educators. We also announce job openings through a combination of educator websites and email list services, teacher recruitment fairs, professional publications, newspapers and through our website.

ROA has seen a very low turnover of teaching staff and expects that trend to continue. ROA attracts and retains teachers by offering a compensation package that is competitive with local school districts and by offering expanded opportunities to be responsible for the educational program at the school site. ROA also has established a reputation as a program that is academically strong; a school climate that promotes staff collaboration, professional development and encourages staff input; and therefore has become a one-of-a-kind program that is a highly desirable work environment for teachers with whom there is a strong fit.

For the 2019-20 school year, ROA has 6 full-time Coaching Teachers (including one full-time science teacher), in addition to the full time Director position. ROA also employs 14 part-time Coaching Teachers. ROA employs a part-time High School Guidance Counselor. Our office staff consists of one full-time office assistant, office assistant/tech specialist, and office clerk. Our SPED team consists of one part-time SPED coordinator; one part-time SPED program coordinator; 2 part-time speech therapists; 2 part-time resource specialists; 2 part-time psychologists. Other services are contracted through our local SELPA and with other outside vendors. All of our SPED team members are working as independent contractors at this time.

**PROFESSIONAL DEVELOPMENT**

We believe that professional development for each Coaching Teacher and parent is a key component for a successful learning-centered culture throughout the organization. For students’
learning to improve, the Coaching Teachers’ and parents’ learning must also improve. In order to achieve this goal, ROA does the following:

- Provide the Coaching Teachers with significant and appropriate professional development opportunities that are consistent with the changes we desire to see, and for the parents to emulate;
- Work to make professional development a regular part of the Coaching Teachers’ jobs;
- Train Coaching Teachers to understand and address diversity and special needs;
- Give Coaching Teachers and parents sustained time for collective planning, enough to afford them substantial opportunities to work together, learn from one another, and celebrate success;
- Allow time for evidence of desired changes to appear;
- Ensure that staff knows how to access and use research that could further enhance their effectiveness in serving all students;

A summary list of the various professional development that staff attended can be found in Appendix #16.
ELEMENT G. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605.6(b)(5)(G)

In order to provide safety for all students and staff, ROA has adopted full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies are incorporated into the ROA student and staff handbooks and are reviewed on an ongoing basis by the Director and ROA Board of Directors. ROA shall ensure that staff is trained annually on the health and safety policies. A complete copy of the school’s health and safety policies and procedures are available to the County upon request.

The following is a summary of the health and safety policies of ROA:

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of ROA are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or
serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director of ROA shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

All employees of the Charter School are mandated child abuse reporters and shall follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

**TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION**

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

**IMMUNIZATIONS**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.
**MEDICATION IN SCHOOL**

ROA adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

**VISION, HEARING, AND SCOLIOSIS**

Students shall be screened for vision, hearing and scoliosis. ROA adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

**DIABETES**

ROA provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

**SUICIDE PREVENTION POLICY**

ROA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.
PREVENTION OF HUMAN TRAFFICKING

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 about human trafficking prevention resources.

FEMININE HYGIENE PRODUCTS

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

SCHOOL SAFETY PLAN

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide
or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures;
- routine and emergency disaster procedures;
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079;
- a discrimination and harassment policy consistent with Education Code Section 200;
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable;
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School;
- a safe and orderly environment conducive to learning;
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6;
- procedures for conducting tactical responses to criminal incidents;

**EMERGENCY PREPAREDNESS**

ROA adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

**BLOOD BORNE PATHOGENS**

ROA meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board of Directors has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (“HBV”).
Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**DRUG, ALCOHOL, AND SMOKE-FREE ENVIRONMENT**

The Charter School functions as a drug, alcohol, and smoke-free environment.

**FACILITY SAFETY**

ROA complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. ROA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. ROA shall conduct fire drills as required under Education Code Section 32001.

**COMPREHENSIVE ANTI-DISCRIMINATION AND HARASSMENT PROCEDURES**

ROA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Board of Directors has adopted a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at ROA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the ROA’s discrimination and
harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

**BULLYING PREVENTION**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school-site employees and all other school-site employees who have regular interaction with children.
ELEMENT H. RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(h)(5)(H)

ROA shall actively seek to match the balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing in the territorial jurisdiction of the Ventura County Board of Education. This shall be accomplished through an open enrollment policy and active outreach activities and recruitment of students throughout the area. ROA implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies ensure a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the territorial jurisdiction of the Ventura County Board of Education:

- An enrollment process that is scheduled and adapted to include a timeline that allows for a broad-based recruiting and application process;

- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the County, including materials in languages other than English to appeal to limited English proficient populations;

- Meetings and events in locations that assist in reaching a racial and ethnic balance that is reflective of the County;

- The distribution of promotional and informational materials to community groups and agencies that serve the various racial, ethnic, and interest groups represented in the County;

- A website with bilingual Spanish access via a translation button;
- New Parent School Tours with bilingual staff;
- Outreach meetings for prospective students and parents held in target neighborhoods;
ELEMENT I. ANNUAL INDEPENDENT FINANCIAL AUDITS

_Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)_

An annual independent financial audit of the books and records of ROA will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m).

Each audit is made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller’s Office as active to conduct audits of local education agencies. Currently, we use CliftonLarsonAllen LLP as our auditors. This auditor has experience with audits of educational entities and education finance, preferably with charter schools. The scope of the audit includes all applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide and any other elements as required by applicable law. The audit is conducted in accordance with generally accepted accounting principles applicable to the school and verifies the accuracy of the school’s financial statements, average daily attendance and enrollment accounting practices, and review the school’s internal controls.

By December 15th of each year, the annual audit will be completed and a copy of the auditor’s findings is forwarded to the County Superintendent of Schools, the State Controller, and the California Department of Education. The auditor and the Ventura County Business Services Authority work closely together to ensure that all applicable laws and legal requirements are met.

The audit committee reviews any audit exceptions or deficiencies and reports to the ROA Board of Directors with recommendations on how to resolve them. The Board reports to the County regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County, along with an anticipated timeframe for the same. In addition, the County’s primary factor when deciding whether an audit exception or deficiency is resolved, is whether the auditor
considers the item resolved; however, the County may reserve the right to only consider an item resolved once the County believes the item is resolved to its satisfaction. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of ROA is a public record to be provided to the public upon request.

In the last five years of operations, there have not been any audit exceptions and deficiencies reported.
ELEMENT J. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder,
and shall inform the pupil of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

*Education Code Section 47605(b)(5)(J).*

**Policy**

This policy and its rules and procedures have been established in order to promote learning and protect the safety and wellbeing of all students. In creating this policy, ROA has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* ROA is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student. Staff enforces disciplinary rules and procedures fairly and consistently amongst all students and accords all students with similar rights to due process. These disciplinary rules and procedures are printed and distributed as part of the ROA Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.
Corporal punishment is not used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to ROA property.

ROA’s Director ensures that students and parents/guardians are notified in writing of all discipline and involuntary removal policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian are so advised upon enrollment. The notice states that these disciplinary rules and procedures are available on request at the ROA School Office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Improvement Act (“IDEIA”), or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”), is subject to the same grounds for suspension and expulsion, and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law mandates additional or different procedures for that student. ROA will follow all applicable federal and state laws including, but not limited, to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by ROA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or
youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until ROA issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion pursuant as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at the Charter School or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, Coaching Teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.

l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
q) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and
reasonably expected effect of materially disrupting class work, creating substantial disorder and invading rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

   (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described
in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

iv. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

b) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be
considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has
reasonably believed, that the pupil was or is the pupil who was impersonated.

(a) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been
adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

   b) Brandishing a knife at another person.

   c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

   d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.
The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and his or her parent and whenever practicable, the Coaching Teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.
At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with ROA’s officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. **Notice to Parents/Guardians**
   At the time of the suspension, a ROA administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If the ROA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**
   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.
This determination will be made by the Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil’s overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial ROA Board of Directors following a hearing before it or by the ROA’s Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a Coaching Teacher of the pupil nor a member of ROA’s Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may
recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the hearing;
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
- Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in charter school to any other district in which the student seeks enrollment;
- The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; and
• The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ROA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the ROA Board or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. ROA must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the
hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, ROA must present evidence that the witness’ presence is both desired by the witness and will be helpful to ROA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at
a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence
While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Finding of facts shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or Administrative Panel determines
that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
The Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- The specific offense committed by the student;
- Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School;

The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:
1. The student’s name; and  
2. The specific expellable offense committed by the student.

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Upon expulsion from the Charter School, the student will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

J. Disciplinary Records  
The Charter School shall maintain records of all student suspensions and expulsions at ROA. Such records shall be made available to the authorizer upon request.

K. Right to Appeal  
Pupils who are expelled by the ROA’s governing board may appeal that expulsion to the Ventura County Board of Education pursuant to the current VCBE Policies and Procedures within thirty (30) calendar days after the Charter School decision to expel the pupil. The Appeal may be filed by the pupil/parent/or guardian.

L. Expelled Pupils/Alternative Education  
Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. ROA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
M. Rehabilitation Plans
Students who are expelled from ROA shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to ROA for readmission.

N. Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon ROA’s capacity at the time the student seeks readmission.

O. Notice to Teachers
The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.
P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA
ROA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who ROA or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student’s IEP would reflect this change), and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, ROA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or

   b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.
If ROA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If ROA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that ROA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and ROA agree to a change of placement as part of the modification of the behavioral intervention plan.

If ROA, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then ROA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or ROA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of
Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or ROA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and ROA agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. **Special Circumstances**

ROA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function;

6. Interim Alternative Educational Setting
The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated ROA’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if ROA had knowledge that the student was disabled before the behavior occurred.

ROA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to ROA’s supervisory or administrative personnel, or to one of the child’s Coaching Teachers, that the student is in need of special education or related services;

- The parent has requested an evaluation of the child;

- The child’s Coaching Teacher, or other ROA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the ROA Director;

If ROA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.
If ROA had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. ROA shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by ROA pending the results of the evaluation.

ROA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
**ELEMENT K. EMPLOYEE RETIREMENT SYSTEMS**

_Governing Law:_ The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal Social Security. _Education Code Section 47605.6(b)(5)(K)._  

ROA’s certificated staff participate in the State Teachers’ Retirement System (“STRS”), and non-certificated staff participate in the Public Employees’ Retirement System (“PERS”) or Social Security according to the employee’s position and eligibility. ROA participates in Social Security as required by law. At the County’s request, the Charter School pays the County a reasonable percentage for the provision of reporting services, as per the MOU.
ELEMENT L. DISPUTE RESOLUTION PROCEDURES

_Governing Law:_ The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. _Education Code Section 47605.6(b)(5)(L)_

**Intent**

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School’s policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

**Public Comments**

The members of the Board of Directors and the staff of ROA and the County agree to resolve all disputes regarding ROA pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

**Disputes Arising From Within the School**

Disputes arising from within ROA, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and the Board of Directors, shall be resolved by ROA and the Board of Directors pursuant to internal dispute resolution policies and procedures adopted by the Board of Directors. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School’s policies and internal dispute resolution process.

The County shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the President of the
Board of Directors or the Director of ROA for resolution pursuant to ROA’s policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors has requested the County to intervene in the dispute.

**Disputes between River Oaks Academy Charter and the Authorizer**

In the event that the Charter School and the County have disputes regarding the terms of this charter or any other issue regarding ROA, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues that may lead to revocation of the charter petition as outlined in EC 47607(c) and its implementing regulations, unless the County chooses to apply this dispute resolution process.

In the event of a dispute between ROA and the County, the staff and Board of Directors and the County agree to first frame the issue in written format (“dispute statement”) and refer the issue to the County Superintendent and ROA’s Director, or their respective designees. In the event that the County Superintendent believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, ROA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

ROA’s Director and the County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the County Superintendent and the ROA Director, or their respective designees, and attempt to resolve the dispute. If this joint meeting
fails to resolve the dispute, the Superintendent and the Director, or their respective designees, shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. ROA and the County shall equally bear the costs incurred as a result of its compliance with this dispute resolution process. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and ROA.
ELEMENT M. STUDENT ADMISSION POLICY AND PROCEDURES

_Governing Law: Admission policy and procedures, consistent with subdivision (e). Education Code Section 47605.6(b)(5)(M)_

Families who understand and value the unique educational opportunity that ROA provides and are fully committed to playing their roles will be encouraged to apply. ROA will ensure that parents/legal guardians understand the level of their involvement that is needed in order for their children to thrive in a primarily independent study program so that they can make an informed decision prior to enrolling. In order to assure that parents are fully informed, each family who desires to join ROA is encouraged to first meet with the Director to discuss their needs and to ensure that ROA is a fit for their student.

Admission to ROA is open to any resident of Ventura County and adjacent counties who is of legal age to attend public school (e.g., old enough to join kindergarten; over 19 only if continuously enrolled). The Charter School is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

ROA admits all students who wish to attend ROA. No test or assessment is administered to students prior to acceptance and enrollment into ROA. ROA complies with all laws establishing minimum and maximum age for public school attendance in charter schools. As required by Education Code Section 51747.3, ROA only admits and enrolls students who reside in Ventura County and adjacent counties. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including
pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

ROA shall require students who wish to attend ROA to complete an online registration. After admission, students will be required to submit an enrollment packet, which shall include the following documents:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹

¹ The Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.
Enrollment is finalized when all enrollment forms are complete and the parent and student, and Coaching Teacher, and other persons who have direct responsibility for providing assistance to the student, sign the Master Agreement and Parent Acknowledgment forms.

**Parent Acknowledgment Form**

ROA holds an orientation session with the parents and the Director to make sure that parents fully understand how the program works and to allow the parents and the student to ask questions and tour the facility. In addition to that, to further ensure that parents understand their responsibilities, they will be asked to sign the Parent Acknowledgment form upon their child’s enrollment at ROA. The interview and the Parent Acknowledgment forms will be used to ensure that parents fully understand the extent and importance of their role in their children’s education at ROA. The independent study program typically does not work without active parental involvement to guide their students. After enrollment, as mentioned above, the parent, student and Coaching Teacher, together, will review and sign the Master Agreement, which will outline the terms of the student’s independent study program.

**Application and Enrollment Process**

ROA admits students on an ongoing basis and has not yet needed to conduct a lottery. While lottery procedures are outlined below, in the event that ROA requires a lottery, to the extent possible, ROA continues to accommodate the needs and interest levels by ensuring ROA maintains a sufficient number of Coaching Teachers to serve all students interested in attending ROA. Due to ROA’s high mobility rate (almost 50% annually throughout the year) and hiring new Coaching Teachers to accommodate the growth, we have not had a wait list for students to join ROA for the beginning of any school year.

As discussed earlier, ROA continuously works on outreach and marketing of the program. We invite interested families to come in for a voluntary meeting, during which we can answer all of their personalized questions and give them a tour of our resource center. We do not have a specific admission period, since we have been accepting and enrolling students on an ongoing
basis. We do not foresee a change in that practice. We do have lottery procedures in place though, should that ever become necessary.

River Oaks Academy uses a standardized online registration system, which is required for all prospective students to fill out. Included in the admission paperwork is an information sheet detailing the educational philosophy, discipline policy, and the Parent Acknowledgment forms as well as a Master Agreement for River Oaks Academy. If the number of applications does not exceed the number of spaces available at ROA (ROA strictly adheres to the 25:1 student/teacher ratio), there will be no lottery, and all students who submitted a completed online registration will be accepted. All online applications are date- and time-stamped. Upon admission, ROA will hold an orientation session where the parents and students can sign the Master Agreement and parent participation agreement.

**Lottery Procedures**

If the number of applications for admission exceeds the number of available slots at ROA, the spaces will be filled by a public random lottery with the exception of existing students, who are guaranteed admission in the following school year. This lottery will be held in a public setting. All applicants will have their name randomly drawn. Those students who have their names drawn after all the open admission slots have been filled will be placed on an admissions waiting list in the order that they were drawn.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Children of Coaching Teachers
3. Students residing within the territorial jurisdiction of the County
4. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).
The Board of Directors will make all necessary efforts to ensure lottery procedures are fairly executed.
ELEMENT N. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

_Governing Law:_ The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)

No student may be required to attend River Oaks Academy Charter School. Students who do not attend the Charter School may attend their local school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents or guardians of each student enrolled at ROA are informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in ROA, except to the extent that such a right is extended by the local education agency.
ELEMENT O. EMPLOYEE RETURN RIGHTS

*Governing Law:* The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O)

No County Office of Education employee shall be required to work at the Charter School. Those members of ROA’s staff who leave employment in the County Office of Education to work at ROA shall not have any right to return to employment within the County without prior consent by the County.

Employees of ROA who were not previous employees of the County Office of Education will not become employees of the County Office of Education, and will not have the right to employment within the County upon leaving the employment of the Charter School.

Upon dismissal from ROA, no previous County employee may return to the County for employment without the prior written consent of the County.

County Office of Education employees cannot be required to work at ROA, nor can the County require ROA to hire County employees, with the exception of County employees provided to ROA as part of the administrative services paid for by ROA under a separately negotiated agreement for services or memorandum of understanding.

Employment by ROA provides no rights of employment at any other entity, including any rights in the case of closure of ROA.


ELEMENT P. CLOSURE PROTOCOL

_Governing Law:_ The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The Board of Directors shall designate an entity or individual to be responsible for conducting closure activities, which shall be known as the Authorized Closer.

The Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils of the Charter School, the California Department of Education, the County Office of Education, the SELPA in which the Charter School participates, and the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security).

The notice shall include the effective date of the closure (“Closure Date”), the party to contact for information related to the closure, the pupil’s districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The Charter School shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.
As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

The Charter School shall complete an independent financial audit within six months of the Charter School’s closure. The Charter School will pay for the final audit. The audit may also serve as the annual audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies;
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation;
- An assessment of the disposition of any restricted funds received by or due to the school;

The Authorized Closer must provide for the completion and filing of any annual reports required by Education Code Section 47604.33.
Prior to the distribution of any remaining net assets of the Charter School, the Authorized Closer shall:

- Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the Charter School or the corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the Charter School or the corporation;

For purposes of the paragraph above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the Charter School or the corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the Charter School or dissolution of the corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The Charter School shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the non-profit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the
Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix #31, the Charter School will utilize the reserve funds to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARTER PROVISIONS

BUDGET

**Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. *Education Code Section 47605.6(h)*

A financial plan (which includes a budget, cash flow and financial projections) for the Charter School is attached as **Appendix #31**. The plan is based on the Charter School’s last 5 years of financial history and reflects projections that are reasonable and achievable based on history and current school data. The Charter School’s enrollment has been continuously growing and is anticipated to grow by approximately 5% per year. The financial plan has been developed with the guidance and under the supervision of the Business Services Authority (“BSA”). BSA works closely with the ROA Director and Board of Directors as well as the ROA budget committee. Furthermore, BSA sends a representative to each monthly ROA Board of Directors meeting and updates the Board of Directors on the financial status of the Charter School.

FINANCIAL AND PROGRAMMATIC REPORTING

**Budget and Financial Reporting Schedule**

ROA will annually prepare and submit to the County the following reports in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- On or before July 1st, a preliminary budget;
- On or before July 1st, an annual update to the LCAP required pursuant to Education Code Section 47606.5;
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of the Charter
School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and County Superintendent of Schools;

- On or before March 15\(^{th}\), a second interim financial report which reflects changes to the final budget through January 31\(^{st}\);
- On or before September 15\(^{th}\), a final unaudited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year;

**PROGRAMMATIC AUDIT**

To make sure that the Charter School is complying with the terms of its charter, the ROA Board of Directors has developed annual goals and areas of focus based on this charter, and every year through the process of a planning session, which includes representatives of all stakeholders, including parents/guardians, Coaching Teachers and Board members and the Director to determine the Charter School’s success at implementing those and meeting those goals. Furthermore, during said planning session, the participants set new goals and areas of focus for the upcoming school year. Not only is the goal of the planning session to include the review and establishing of goals and areas of focus for its program, but also to assure that ROA meets the terms of the charter and fulfills the promise of our school vision. This process and the resulting recommendations will be described in an annual programmatic performance review report and submitted to the County. The goals and areas of focus are released to parents and the public at an annual public meeting and are posted on the ROA website.

**OTHER FINANCIAL REPORTS**

ROA maintains an attendance recording and accounting system, which complies with state law.

ROA is a directly funded charter school. ROA deposits its funds in a non-speculative and federally insured bank account for use by the Charter School.
ROA provides the following reports required by law: California Basic Educational Data System (“CBEDS”), California Longitudinal Pupil Achievement Data System (“CALPADS”), actual Average Daily Attendance reports, SARC, and LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

**INSURANCE AND INDEMNIFICATION**

The County is not required to provide coverage to ROA under any of the County’s self-insured programs or commercial insurance policies. The Charter School secures and maintains, as a minimum, insurance as set forth below to protect ROA from claims which may arise from its operations. The Charter School shall obtain, pay for, and maintain in full force and effect the insurance policies and limits as per the MOU with the Ventura County Board of Education, dated February 24, 2020.

- Commercial General Liability Insurance, which shall include coverage for Bodily Injury Property Damage, Personal and Advertising Injury, including products-completed operations coverage; Sexual Abuse and Molestation: with limits of no less than $5,000,000 per occurrence and $10,000,000 aggregate;
- Worker’s Compensation Insurance in accordance with the provisions of the California Labor Code, adequate to protect ROA from claims under Worker’s Compensation Acts, which may arise from its operation;
- Professional Liability; Liability/Educator’s Legal Liability with limits of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate;
• Fidelity Bond coverage shall be maintained by ROA to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention;
• Directors and Officers insurance with a limit of no less than $30,000,000 per occurrence and annual aggregate;

The County shall be named as an additional insured under all insurance carried on behalf of ROA as outlined in said MOU.

**Insurance Certificates**
ROA keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates are endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the County. Facsimile or reproduced signatures are not acceptable. The County reserves the right to require complete certified copies of the required insurance policies.

**Optional Insurance**
Should ROA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the County and its purchase shall be the responsibility of the Charter School.

**INDEMNIFICATION**
With respect to its operations under this charter, ROA is and will continue, to the fullest extent permitted by law, hold harmless, indemnify, and defend the County, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys’ fees and costs arising out of injury to any
persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of ROA or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the County, its officers, directors and employees.

With respect to its operations under this charter, the County shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend ROA, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys’ fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the County or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of ROA, its officers, directors and employees.

**ADMINISTRATIVE SERVICES**

*Governing Law:* The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)

ROA uses the Ventura County Schools Business Services Authority (BSA), an experienced business service provider, to perform the majority of its administrative services. We have contracted with the BSA since the initial authorization of this charter and have set up the Charter School’s chart of accounts in an easy to use accounting system. Our Administrative Assistant and Director are trained and familiar to perform the following functions on an ongoing basis:
• General accounting: Pay bills, file documents for AP and AR, make bank deposits, record cash deposits, record payroll transactions, maintain the chart of accounts, reconcile revolving activities, manage users in the accounting system;

• Financial reporting and month-end financial processes: Reconcile bank and credit card accounts, reconcile balance sheet, verify transactions recorded, monitor ROA financial activities and make recommendations, present financial information to the Board of Directors, monitor cash flow and take steps to prevent any potential deficiencies;

• Budget development and revision: Create and revise budgets at least three times per year, enter approved budgets in accounting system, prepare multi-year budgets & cash flows as needed, assist with the financial audit;

• Attendance accounting: Complete monthly attendance reports, complete Statistical Summary reports P1, P2 and annual report;

• Payroll and human resources: Process payroll, maintain payroll records, complete and submit any STRS information;

• School compliance: Complete 1st and 2nd interim reports and unaudited actual report, prepare year-end financial report and correspond with auditors, submit funding survey, do CSR reports;

ROA also utilizes the BSA as its payroll vendor (e.g., Paychex or ADP) for generation of paychecks and tax withholdings. BSA coordinates with the County to report pertinent STRS payroll data. The County collects a reasonable fee for coordinating this transfer of data. ROA further works with the BSA and is a part of the health and benefits that are offered through SISC.

ROA reserves the rights to purchase additional administrative or other goods or services from any third party as needed.
TRANSPORTATION

ROA does not provide home to school or school to home transportation services; however, ROA will cooperate with the County and its SELPA to ensure that students with IEPs that require such services receive them. ROA does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

POTENTIAL CIVIL LIABILITY EFFECTS

_Governing Law:_ The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate and upon the county board of education. _Education Code Section 47605.6(h)_

ROA is operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ROA shall continue to work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.
Further, ROA and the County shall maintain a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of ROA provide for indemnification of the ROA Board, officers, agents, and employees, and ROA maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts are determined by recommendation of the County and ROA’s insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Charter School.

The ROA Board of Directors institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

**Term**

The term of this Charter shall be 1st of July 2020 through the 30th June 2025. This Charter may be renewed for one or more subsequent five (5) year terms in accordance with Education Code Sections 47605.6 and 47607, and its implementing regulations.

**Oversight, Reporting, Revocation, and Renewal**

The County may inspect or observe any part of ROA at any time. With only occasional exceptions, the County will seek to provide notice to ROA at least three working days prior to any inspection, observation, or monitoring. If the County Board of Education believes it has cause to revoke this charter, the County and Board of Education agree to follow the procedures for charter revocation pursuant to Education Code Section 47607 and its implementing regulations.
ROA agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

As per the MOU with the Ventura County Board of Education, the Charter School will compile and provide an annual performance audit and include at a minimum the required data.

**MATERIAL REVISIONS**

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the County Board of Trustees and the ROA Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.6.

**Communication**

All official communication between the Charter School and the County Office of Education will be sent via first class mail or other appropriate means to the Charter School Director and the Superintendent of the COE.