



# River Oaks Academy

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### River Oaks Academy Charter School

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

#### District Governing Board

Terri Childs  
**Board Chair**

Pamela Keller  
**Secretary**

Dr. Michael McCambridge  
**Treasurer**

Dr. Michael Hillis  
**Parliamentarian**

Jennifer Daugherty  
**Vice Chair**

#### District Administration

Stan Mantoath  
**Superintendent**

Claudia Weintraub  
**Director/Principal**

### Mission Statement

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

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

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

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

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

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

Students participate in all state-mandated assessments, including the CAASPP and the Physical Fitness testing for students in grades 5, 7, and 9. Our high school students also have the opportunity to take the PSAT 10, PSAT 11 and SAT at our facility, since we are a College Board test approved site. Through our close collaboration with the County's CEC, we also have the opportunity to offer any career pathways that are available within the County of Ventura. In addition to the County's pathways, ROA has been offering 3 pathways on campus, due to a \$600,000 career pathway grant which we received 3 years ago. We now offer 2 pathways in Hospitality, Networking and Legal as well as the College and Career Seminar to all of our students at our resource center.

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

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

River Oaks' charter was renewed by the Ventura County Board of Education for 5 years and is now good through June 2025.

In 2020, ROA moved its 2nd resource center from Seabridge in Oxnard to the new facility at Lombard Street in Oxnard. River Oaks Oxnard has grown so rapidly that we needed to relocate to another facility to accommodate our growth.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	8
Grade 2	13
Grade 3	23
Grade 4	18
Grade 5	25
Grade 6	21
Grade 7	37
Grade 8	32
Grade 9	32
Grade 10	30
Grade 11	25
Grade 12	21
<b>Total Enrollment</b>	<b>305</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.7
Filipino	1.3
Hispanic or Latino	34.1
White	54.1
Two or More Races	6.2
Socioeconomically Disadvantaged	32.1
English Learners	2.3
Students with Disabilities	9.2
Foster Youth	0.3
Homeless	0.3

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for River Oaks Academy	18-19	19-20	20-21
With Full Credential	16	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for River Oaks Academy	18-19	19-20	20-21
With Full Credential	◆	◆	21
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at River Oaks Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	4	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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

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

#### Textbooks and Instructional Materials

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

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

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

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

Non-Classroom Based--N/A

**School Facility Good Repair Status (Most Recent Year)**Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: N/A

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	66	N/A	54	N/A	50	N/A
Math	39	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	35	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

Our most significant collaboration, by the very nature of our design, is with our parents, who partner with us to be fully involved in their children's education. ROA offers parents the support and options necessary to teach their children in the ways their children learn best. ROA provides parent workshops, coaching and support by credentialed teachers. ROA teachers meet with students and parents regularly, which means at least every 20 days but in many cases much more frequently.

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

Parents are invited to give input by participating in surveys, on a variety of panels and committees and by an open door policy. Stakeholders are informed weekly through director's emails, teacher emails and bulletin board updates. ROA also has its own phone application, which is used for a variety of communication with our families. We also have a parent supported yahoo group for parents to share information with each other. Parents join different committees, including the budget committee and other ad hoc committees when needed.

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

**State Priority: School Climate**

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

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

**School Safety Plan (School Year 2020-2021)**

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

We update our School Safety Plan as per AB1747 annually.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	3.3	2.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	0
Expulsions	0	0	0

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	305

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									1		15	
1									1	7		
2									1			9
3									2	13		
4									2	9		
5									1	19		
6									2	27		
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	3	28			4	24			2	51		
Mathematics	2	57			2	69			2	92		
Science	2	29			4	18			2	37		
Social Science	3	32			3	28			2	52		

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	7

Staff participates in a variety of conferences and staff development throughout the year and has weekly staff collaboration time scheduled. We encourage staff to attend conferences and professional development in areas of passion and then share their knowledge with the entire staff. We attend regular professional development in the areas of math, ELA, science, technology, social welfare and charter related topics. We also have staff attend meetings related to our career pathway programs. Staff members also train each year in school safety, CPR, and other annual training requirements. For the 19-20 school year, most professional development in the spring was virtual due to COVID. Staff attended a wide variety of professional development in such areas like math; English Learner and Cultural Diversity; ELA; social emotional development; NGSS; legal updates in education and more.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,189	946	8,243	\$61,929
District	N/A	N/A	\$8,243	
State	N/A	N/A	\$7,750	

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

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

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for River Oaks Academy	2016-17	2017-18	2018-19
Dropout Rate	16.7	0	3.8
Graduation Rate	83.3	91.7	92.3

Rate for River Oaks Academy Charter	2016-17	2017-18	2018-19
Dropout Rate	26.9	24.9	22.6
Graduation Rate	20.7	25.6	24.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	56
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.13
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	20

**2019-20 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All courses	3	1.9

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

### **Career Technical Education Programs**

The end of the 2014-15 school year, we received a \$600,000 CCPT grant to build 3 different career pathways. ROA partnered with another charter school and formed the Gold Coast Consortium. As such, we submitted a proposal for a total of 6 pathways between the two schools. We started to build our CTE program during the 2015-16 school year, where we offered not only the College and Career Seminar (CCS) (based on the Get Focused Stay Focused curriculum), but also added our career pathways. We made the CCS a mandatory graduation requirement, since we felt the benefits were far reaching and helping in getting students college and career ready.

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

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

We continued to offer our Career Pathways in the 19-20 school year as well as our College and Career Seminar. Due to the nature of our program, our students can also attend CTE classes at the community colleges and earn not only high school credit towards graduation, but use the CTE courses for concurrent enrollment and college credit.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

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