Riverside Preparatory School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Riverside Preparatory School
Street	19121 Third Street
City, State, Zip	Oro Grande,CA 92368
Phone Number	(760) 243-5884
Principal	Eugene Titus, Mark Andreasen, JoAnn Beaten
E-mail Address	eugene_titus@riversideprep.net, mark_andreasen@riversideprep.net,joann_beaten@riversideprep.net
Web Site	www.riversideprep.net
CDS Code	36-67827-0113928

District Contact Information	
District Name	Riverside Preparatory School- Charter
Phone Number	(760) 243-5884
Superintendent	Dr. Heather Griggs
E-mail Address	heather_griggs@orogrande.org
Web Site	www.riversideprep.net

School Description and Mission Statement (School Year 2016-17)

Riverside Preparatory School is a small seat time TK-12 charter school, serving students from the Oro Grande, Barstow, Victorville, Hesperia, Apple Valley, Phelan, Helendale, Oak Hills, and Adelanto communities. Students participate in a college preparatory program that emphasizes project-based learning and 21st century skills. By designing an eight-hour instructional day program for all students, students are able to explore multiple pathways and topics, including athletics, visual and performing arts, advanced placement, and civic learning projects. Class sizes are well below state averages, adding to the personalized learning experiences. The Oro Grande Elementary School program is embedded within the Riverside Preparatory Elementary School, expanding the educational opportunities for all students.

Riverside Preparatory School strives to empower our students through an extraordinary choice in education by providing quality programs that gives a variety of learning opportunities to our students. We offer a rigorous 21st century curriculum that prepares our students to compete in today's Global marketplace.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	179
Grade 1	144
Grade 2	160
Grade 3	171
Grade 4	154
Grade 5	154
Grade 6	196
Grade 7	249
Grade 8	252
Grade 9	208
Grade 10	169
Grade 11	157
Grade 12	163
Total Enrollment	2,356

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.4
American Indian or Alaska Native	1.5
Asian	0.7
Filipino	0.7
Hispanic or Latino	51.5
Native Hawaiian or Pacific Islander	0.3
White	26.4
Two or More Races	4.5
Socioeconomically Disadvantaged	64
English Learners	8.5
Students with Disabilities	4.2
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	141	153	150	303
Without Full Credential	11	7	9	15
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.6	4.4
All Schools in District	41.5	58.5
High-Poverty Schools in District	41.5	58.5
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/05/2012

Riverside Preparatory School held a public hearing in January 2016 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Grades TK-12 (Adopted in 2016) Prentice Hall: Literature Grades 7-12 (Adopted in 2006) Prentice-Hall: Grade 7-10 Writing Grammar Communication in Action St. Martins Guide to Writing 9th edition Barron's AP English Literature and Composition (11th-12th) K-12 Step Up to Writing ERWC California State University	Yes	0%
Mathematics	Grades Kindergarten through Fifth, McGraw Hill, My Math (Common Core) Adopted 2012 Glencoe - Integrated Math Elementary Statistics, Calculus, Business Math, Houghton-Mifflin ,Pre-calculus, (Adopted in 2006)	Yes	0%
Science	Houghton Mifflin: Grades K-6 (Adopted in 2007) Pearson Biology, AP Biology, Physics, Physical Science Grades 7-12 (Adopted in 2006-2008) McGraw-Hill Earth Science: Geology, Chemistry: Matter and Change, Grade 9-12 AP Environmental Science	Yes	0%
History-Social Science	Houghton Mifflin: Grades K-6 (Adopted in 2006) Teacher Curriculum Institute Geography Alive, History Alive, Government Alive, Economics Alive 9-12 (Adopted 2006-2008)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Prentice-Hall "Realidades" (Adopted in 2006) Glencoe "Bienvenue" (Adopted in 2006)	Yes	0%
Health	Glencoe: Grades 7-12 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Band, Choir, Art, Music, Drama	Yes	0%
Science Laboratory Equipment (grades 9-12)	Full Science Lab	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Riverside Preparatory School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 2007 and included 13 portable classrooms, a multi-purpose room/gymnasium, computer lab, three playgrounds, staff rooms, and administrative offices. In 2008, an additional 18 portable classrooms, two restrooms, two shade structures and concrete walkways and landscaping were added. The facility strongly supports teaching and learning through its ample classroom and playground space. Three new playground areas were added during summer 2012. There was an addition of a music practice room in 2012, located at the Riverside Preparatory Middle School campus. In 2013 we added 8 portable classrooms

Maintenance and Repair
Safety concerns are the number one priority of Maintenance and Operations. Charter maintenance staff are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule
A custodial staff ensures that all classrooms and facilities are in good working order. Classrooms are serviced each evening. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A joint effort between students and staff helps keep all campuses clean and free from litter.

Deferred Maintenance Budget
Riverside Preparatory School does not participate in the Deferred Maintenance Program, but does set aside sufficient funds for routine repair and maintenance.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12-1-15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All systems in good condition.
Interior: Interior Surfaces	X			Interior is maintained throughout the year, with painting completed during non-school attendance days.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Sites are clean and safe.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12-1-15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			Standard maintenance keeps older building in good condition. There are no electrical issues in new buildings.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Some older fixtures need replacing. Newer buildings have more modern and up-to-date equipment. Restrooms are cleaned and stocked daily.
Safety: Fire Safety, Hazardous Materials	X			No hazardous materials is stored on the elementary or middle school sites. The high school site has some chemicals that are kept in a locked cabinet with safety precautions in place. All systems are in excellent working order.
Structural: Structural Damage, Roofs	X			Newer buildings are in excellent shape.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playgrounds have been updated, and are clean and safe. Some gates and doors need minor repair.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12-1-15				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	36	36	29	29	44	48
Mathematics	20	21	15	15	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	171	169	98.8	32.5
	4	152	151	99.3	29.8
	5	160	158	98.8	47.1
	6	206	204	99.0	26.0
	7	248	246	99.2	30.6
	8	248	246	99.2	29.4
	11	147	145	98.6	65.5
Male	3	90	89	98.9	30.3
	4	78	78	100.0	26.9
	5	86	85	98.8	45.2
	6	98	96	98.0	13.5
	7	116	115	99.1	27.8
	8	114	113	99.1	24.8
	11	82	80	97.6	63.8
Female	3	81	80	98.8	35.0
	4	74	73	98.7	32.9
	5	74	73	98.7	49.3
	6	108	108	100.0	37.0
	7	132	131	99.2	33.1
	8	134	133	99.3	33.3
	11	65	65	100.0	67.7
Black or African American	3	22	22	100.0	18.2
	4	20	20	100.0	15.0
	5	27	27	100.0	34.6
	6	28	27	96.4	14.8
	7	45	45	100.0	28.9
	8	36	36	100.0	25.0
	11	15	15	100.0	40.0
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Filipino	4	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	86	86	100.0	33.7
	4	78	78	100.0	24.4
	5	80	80	100.0	48.8
	6	103	103	100.0	21.4
	7	135	134	99.3	24.8
	8	125	123	98.4	23.8
	11	74	72	97.3	65.3
Native Hawaiian or Pacific Islander	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
White	3	45	44	97.8	34.1
	4	39	38	97.4	42.1
	5	39	37	94.9	51.4
	6	60	60	100.0	33.3
	7	48	47	97.9	42.5
	8	68	68	100.0	39.7
	11	49	49	100.0	71.4
Two or More Races	3	16	15	93.8	40.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	15	15	100.0	46.7
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	121	121	100.0	28.1
	4	107	107	100.0	24.3
	5	103	102	99.0	45.5
	6	133	131	98.5	20.6
	7	170	168	98.8	25.1
	8	152	151	99.3	22.5
	11	75	74	98.7	63.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	13	13	100.0	23.1
	4	--	--	--	--
	5	13	13	100.0	15.4
	6	23	22	95.7	9.1
	7	16	15	93.8	13.3
	8	16	16	100.0	
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	16	16	100.0	18.8
	7	11	11	100.0	
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	171	169	98.8	32.5
	4	153	152	99.3	28.3
	5	160	157	98.1	25.5
	6	204	201	98.5	22.5
	7	249	245	98.4	16.3
	8	248	246	99.2	11.9
	11	147	145	98.6	19.6
Male	3	90	89	98.9	34.8
	4	78	78	100.0	33.3
	5	86	84	97.7	29.8
	6	97	94	96.9	18.3
	7	117	115	98.3	19.1
	8	114	113	99.1	8.1
	11	82	80	97.6	19.2
Female	3	81	80	98.8	30.0
	4	75	74	98.7	23.0
	5	74	73	98.7	20.6
	6	107	107	100.0	26.2
	7	132	130	98.5	13.8
	8	134	133	99.3	15.2
	11	65	65	100.0	20.0
Black or African American	3	22	22	100.0	9.1
	4	20	20	100.0	10.0
	5	27	26	96.3	23.1
	6	28	27	96.4	11.1
	7	46	45	97.8	6.7
	8	36	36	100.0	5.7
	11	15	15	100.0	6.7
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Asian	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Filipino	4	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	3	86	86	100.0	29.1
	4	79	79	100.0	24.1
	5	80	80	100.0	22.5
	6	102	102	100.0	18.8
	7	135	133	98.5	14.3
	8	125	124	99.2	11.5
	11	74	72	97.3	13.9
Native Hawaiian or Pacific Islander	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
White	3	45	44	97.8	45.5
	4	39	38	97.4	39.5
	5	39	37	94.9	32.4
	6	59	58	98.3	31.0
	7	48	47	97.9	25.5
	8	68	67	98.5	17.9
	11	49	49	100.0	25.5
Two or More Races	3	16	15	93.8	46.7
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	15	15	100.0	26.7
	8	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	121	121	100.0	28.9
	4	108	108	100.0	26.9
	5	103	101	98.1	22.8
	6	132	129	97.7	18.8
	7	171	168	98.3	13.1
	8	152	151	99.3	9.5
	11	75	74	98.7	17.6

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**3**	13	13	100.0	15.4
	4	--	--	--	--
	5	13	13	100.0	15.4
	6	23	22	95.7	
	7	16	15	93.8	
	8	16	16	100.0	
	11	--	--	--	--
Students with Disabilities	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	16	16	100.0	6.3
	7	12	11	91.7	
	8	--	--	--	--
	11	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	60	53	45	59	52	33	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	562	552	98.2	44.9
Male	280	274	97.9	50.4
Female	282	278	98.6	39.6
Black or African American	88	86	97.7	36.1
Hispanic or Latino	289	284	98.3	40.9
White	144	141	97.9	58.2
Two or More Races	20	20	100.0	45.0
Socioeconomically Disadvantaged	347	340	98.0	38.8
English Learners	34	34	100.0	17.7
Students with Disabilities	22	21	95.5	38.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	42.96
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	58.4

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Riverside Preparatory School greatly benefits from its supportive parents who volunteer in numerous capacities. Parents volunteer in classroom, for extra-curricular activities, and in other school-wide support roles. Parents are also welcome to join one of several School Committees. The school benefits from several community partnerships and encourages students to volunteer in their community. The school also sponsors numerous clubs. The PAC (Parent Advisory Council) and School Site Council are tasked to provide a line of communication with school officials, organize and train volunteers, and provide services through out the school, and receive information about academics. All parents and community members members are encouraged to participate in our Local Control Accountability Plan (LCAP) to ensure that program and resources are being used to best educated the students of Oro Grande School District.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	1.50	4.90	0.00	1.50	4.90	11.40	11.50	10.70
Graduation Rate	97.70	73.60	42.16	97.70	73.60	42.16	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	95	80	86
Black or African American	85	78	78
American Indian or Alaska Native	100	86	78
Asian	0	0	93
Filipino	100	100	93
Hispanic or Latino	99	75	83
Native Hawaiian/Pacific Islander	0	100	85
White	93	91	91
Two or More Races	100	100	89
Socioeconomically Disadvantaged	100	100	66
English Learners	0	49	54
Students with Disabilities	100	80	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.3	5.4	0.3	0.2	3.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.The district evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in 2016-17 school year.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	2013-14 Number of Classes 1-20	2013-14 Number of Classes 21-32	2013-14 Number of Classes 33+	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	2015-16 Number of Classes 21-32	2015-16 Number of Classes 33+
K	26		6		7	7			7	7		
1	25		6		14	3	3		14	3	3	
2	23	1	6		10	4	2		10	4	2	
3	25		6		14	4	3		14	4	3	
4	27		6		11	4	2		11	4	2	
5	27		6		14	2	2		14	2	2	
6	27	4	31		19	14	29		19	14	29	
Other					5	2			5	2		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Avg. Class Size	2013-14 Number of Classrooms 1-22	2013-14 Number of Classrooms 23-32	2013-14 Number of Classrooms 33+	2014-15 Avg. Class Size	2014-15 Number of Classrooms 1-22	2014-15 Number of Classrooms 23-32	2014-15 Number of Classrooms 33+	2015-16 Avg. Class Size	2015-16 Number of Classrooms 1-22	2015-16 Number of Classrooms 23-32	2015-16 Number of Classrooms 33+
English	26	2	26		26	9	36		26	9	36	
Mathematics	24	18	32		25	14	33		25	14	33	
Science	27	9	29		24	12	27		24	12	27	
Social Science	28	3	35		27	10	32	3	27	10	32	3

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	3
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,276	$280	$6,995	$52,081
District	N/A	N/A	$6,113.33	$60,935
Percent Difference: School Site and District	N/A	N/A	14.4	-14.5
State	N/A	N/A	$5,677	$60,985
Percent Difference: School Site and State	N/A	N/A	23.2	-14.6

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

Types of Services Funded (Fiscal Year 2015-16)

The Oro Grande School district provides the following services to the Riverside Preparatory Charter School; speech services, inclusive special education, English Learner programs, busing, reading intervention, and Free and Reduced Lunch Programs.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$41,085
Mid-Range Teacher Salary		$59,415
Highest Teacher Salary		$75,998
Average Principal Salary (Elementary)		$100,438
Average Principal Salary (Middle)		$101,868
Average Principal Salary (High)		
Superintendent Salary		$116,069
Percent of Budget for Teacher Salaries	12%	33%
Percent of Budget for Administrative Salaries	14%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science	2	N/A
All courses	9	.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers extensive staff development prior to the opening of a new school year. All staff K-12 participate in six rounds of professional development focusing on mastery of common core standards, quality teaching practices, assessment and grading, data analysis of student progress, and vertical grade level planning. In addition, staff members are offered professional growth opportunities in curriculum, instructional strategies, and methodologies regularly throughout the year. For additional support in their profession, new teachers enlist the services of the California Teachers Induction (CTI) and Riverside Preparatory's new teacher orientation . Additionally, state-mandated training for health and safety issues are included in regular training throughout the year.