Riverside Preparatory School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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, Shawn Bell
E-mail Address	eugene_titus@riversideprep.net, mark_andreasen@riversideprep.net,shawn_bell@riversideprep.net
Web Site	www.riversideprep.net
Grades Served	K-12
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 (Most Recent Year)

We believe that Riverside Preparatory school offers an extraordinary educational choice to students and families. Riverside Preparatory believes that quality education for all students can be achieved through high standards for academic performance and behavior. Riverside Preparatory School is a high academic, College Preparatory, FREE Public Charter School with separate programs for grades K-5, 6-8, and 9-12. We are Fully WASC Accredited. Our program is designed to educate the whole child and as such we offer an extensive fine arts program along with rigorous college preparatory classes.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	159
Grade 1	154
Grade 2	164
Grade 3	158
Grade 4	152
Grade 5	160
Grade 6	193
Grade 7	235
Grade 8	219
Grade 9	196
Grade 10	168
Grade 11	180
Grade 12	157
Total Enrollment	2,295

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	12.9
American Indian or Alaska Native	1.7
Asian	1
Filipino	0.5
Hispanic or Latino	50.2
Native Hawaiian or Pacific Islander	0.4
White	29.3
Two or More Races	3.9
Socioeconomically Disadvantaged	62.8
English Learners	5.4
Students with Disabilities	3.8
Foster Youth	1

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
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	91	109	113	
Without Full Credential	12	2	6	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.3	0.7
High-Poverty Schools in District	99.3	0.7
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 2015-16)

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

Riverside Preparatory School held a public hearing on September 17, 2010 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: Grades K-6 (Adopted in 2003) 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%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%
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 in which data were collected: 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.
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 in which data were collected: 12-1-15				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	36	35	44
Mathematics	20	20	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	159	158	99.4	34	30	22	15
	4	157	155	98.7	35	30	23	12
	5	162	160	98.8	39	33	23	6
	6	206	201	97.6	35	39	22	4
	7	241	238	98.8	35	37	24	3
	8	225	220	97.8	32	40	27	1
	11	180	174	96.7	4	21	48	26
Male	3		81	50.9	37	28	21	14
	4		79	50.3	41	29	22	9
	5		74	45.7	50	28	18	4
	6		99	48.1	37	40	18	4
	7		113	46.9	40	39	18	3
	8		111	49.3	39	34	25	2
	11		80	44.4	5	23	43	28
Female	3		77	48.4	30	32	22	16
	4		76	48.4	29	32	24	16
	5		86	53.1	29	36	28	7
	6		102	49.5	32	38	25	4
	7		125	51.9	30	35	30	4
	8		109	48.4	26	45	28	1
	11		94	52.2	3	19	53	24
Black or African American	3		17	10.7	65	18	12	6
	4		25	15.9	44	48	4	4
	5		17	10.5	29	41	24	6
	6		32	15.5	50	38	9	3
	7		36	14.9	39	53	8	0
	8		28	12.4	21	50	29	0
	11		17	9.4	0	47	41	12
American Indian or Alaska Native	3		4	2.5	--	--	--	--
	4		2	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		3	1.9	--	--	--	--
	6		2	1.0	--	--	--	--
	7		5	2.1	--	--	--	--
	8		2	0.9	--	--	--	--
	11		2	1.1	--	--	--	--
Asian	4		5	3.2	--	--	--	--
	5		3	1.9	--	--	--	--
	6		2	1.0	--	--	--	--
	7		3	1.2	--	--	--	--
	8		3	1.3	--	--	--	--
	11		2	1.1	--	--	--	--
Filipino	3		1	0.6	--	--	--	--
	6		1	0.5	--	--	--	--
	7		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
	11		2	1.1	--	--	--	--
Hispanic or Latino	3		83	52.2	35	36	17	12
	4		68	43.3	25	34	29	12
	5		84	51.9	45	31	20	4
	6		104	50.5	39	34	24	3
	7		114	47.3	43	32	24	0
	8		119	52.9	37	41	21	1
	11		91	50.6	8	21	53	16
Native Hawaiian or Pacific Islander	3		2	1.3	--	--	--	--
	5		1	0.6	--	--	--	--
	7		1	0.4	--	--	--	--
	8		2	0.9	--	--	--	--
	11		1	0.6	--	--	--	--
White	3		45	28.3	27	20	31	22
	4		44	28.0	43	11	27	18
	5		45	27.8	36	27	31	7
	6		45	21.8	22	47	27	4
	7		69	28.6	20	36	33	10
	8		60	26.7	27	32	38	3
	11		54	30.0	0	11	48	41
Two or More Races	3		6	3.8	--	--	--	--
	4		11	7.0	27	45	9	18
	5		7	4.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		15	7.3	20	67	7	7
	7		9	3.7	--	--	--	--
	8		5	2.2	--	--	--	--
	11		5	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		104	65.4	41	30	19	10
	4		97	61.8	38	33	20	9
	5		80	49.4	41	35	20	4
	6		86	41.7	41	40	17	2
	7		121	50.2	44	35	18	2
	8		110	48.9	38	37	25	0
	11		73	40.6	7	29	53	11
English Learners	3		10	6.3	--	--	--	--
	4		15	9.6	53	40	7	0
	5		13	8.0	77	23	0	0
	6		11	5.3	73	27	0	0
	7		12	5.0	67	25	8	0
	8		6	2.7	--	--	--	--
	11		1	0.6	--	--	--	--
Students with Disabilities	3		5	3.1	--	--	--	--
	4		6	3.8	--	--	--	--
	5		8	4.9	--	--	--	--
	6		11	5.3	100	0	0	0
	7		9	3.7	--	--	--	--
	8		7	3.1	--	--	--	--
	11		1	0.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	159	158	99.4	35	25	32	8
	4	157	154	98.1	31	44	21	5
	5	162	160	98.8	58	29	11	3
	6	206	202	98.1	39	43	12	6
	7	241	237	98.3	51	36	9	3
	8	225	215	95.6	63	25	12	0
	11	180	174	96.7	47	27	21	5
Male	3		81	50.9	33	26	32	9
	4		79	50.3	27	46	25	3
	5		74	45.7	58	28	9	4
	6		100	48.5	37	43	14	6
	7		112	46.5	55	34	7	3
	8		108	48.0	64	21	14	1
	11		80	44.4	39	30	25	5
Female	3		77	48.4	36	25	31	6
	4		75	47.8	36	41	16	7
	5		86	53.1	58	29	12	1
	6		102	49.5	40	42	11	7
	7		125	51.9	46	38	11	4
	8		107	47.6	63	28	9	0
	11		94	52.2	53	24	17	5
Black or African American	3		17	10.7	65	12	24	0
	4		25	15.9	44	36	20	0
	5		17	10.5	65	35	0	0
	6		32	15.5	63	28	6	3
	7		35	14.5	63	37	0	0
	8		28	12.4	71	25	4	0
	11		17	9.4	65	18	12	6
American Indian or Alaska Native	3		4	2.5	--	--	--	--
	4		2	1.3	--	--	--	--
	5		3	1.9	--	--	--	--
	6		2	1.0	--	--	--	--
	7		5	2.1	--	--	--	--
	8		2	0.9	--	--	--	--
	11		2	1.1	--	--	--	--
Asian	4		5	3.2	--	--	--	--
	5		3	1.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		2	1.0	--	--	--	--
	7		3	1.2	--	--	--	--
	8		3	1.3	--	--	--	--
	11		2	1.1	--	--	--	--
Filipino	3		1	0.6	--	--	--	--
	6		1	0.5	--	--	--	--
	7		1	0.4	--	--	--	--
	8		1	0.4	--	--	--	--
	11		2	1.1	--	--	--	--
Hispanic or Latino	3		83	52.2	40	30	22	8
	4		68	43.3	26	54	16	3
	5		84	51.9	68	23	8	1
	6		105	51.0	40	42	12	6
	7		114	47.3	60	31	8	2
	8		114	50.7	68	22	10	1
	11		91	50.6	55	26	18	0
Native Hawaiian or Pacific Islander	3		2	1.3	--	--	--	--
	5		1	0.6	--	--	--	--
	7		1	0.4	--	--	--	--
	8		2	0.9	--	--	--	--
	11		1	0.6	--	--	--	--
White	3		45	28.3	22	27	40	9
	4		43	27.4	23	37	33	7
	5		45	27.8	38	40	16	7
	6		45	21.8	27	53	11	9
	7		69	28.6	33	43	16	7
	8		60	26.7	53	30	17	0
	11		54	30.0	30	31	24	15
Two or More Races	3		6	3.8	--	--	--	--
	4		11	7.0	45	36	9	9
	5		7	4.3	--	--	--	--
	6		15	7.3	27	47	27	0
	7		9	3.7	--	--	--	--
	8		5	2.2	--	--	--	--
	11		5	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		104	65.4	39	27	26	7
	4		97	61.8	34	44	20	2
	5		80	49.4	63	31	6	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		86	41.7	49	35	13	3
	7		120	49.8	56	34	7	3
	8		107	47.6	63	27	10	0
	11		73	40.6	62	23	12	3
English Learners	3		10	6.3	--	--	--	--
	4		15	9.6	47	40	13	0
	5		13	8.0	100	0	0	0
	6		11	5.3	64	27	9	0
	7		12	5.0	83	17	0	0
	8		6	2.7	--	--	--	--
	11		1	0.6	--	--	--	--
Students with Disabilities	3		5	3.1	--	--	--	--
	4		6	3.8	--	--	--	--
	5		8	4.9	--	--	--	--
	6		11	5.3	91	9	0	0
	7		9	3.7	--	--	--	--
	8		7	3.1	--	--	--	--
	11		1	0.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	65	60	53	65	59	52	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	53
Male	58
Female	47
Black or African American	36
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	--
White	71
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	25
Students with Disabilities	47
Foster Youth	--

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 2014-15)

Career Technical Education Participation (School Year 2014-15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	42.96
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	52.08

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	64	72	57	47	44	27	57	56	58
Mathematics	60	65	55	41	37	21	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	56	23	21	67	28	5
All Students at the School	43	23	34	45	45	10
Male	43	24	34	42	43	15
Female	43	22	35	48	47	5
Black or African American	65	5	30	75	25	
Hispanic or Latino	51	26	24	54	39	7
White	29	25	46	25	59	15
Socioeconomically Disadvantaged	47	23	30	51	41	8

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.10	26.00	35.40

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 (Most Recent Year)

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. Additionally, a formal parent organization was formed in May of 2011. The PAC (Parent Advisory Council) is 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.10	0.00	1.50	1.10	0.00	1.50	13.10	11.40	11.50
Graduation Rate	97.83	97.70	73.60	97.83	97.70	73.60	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.36	58.95	84.6
Black or African American	100	64	76
American Indian or Alaska Native	100	66.67	78.07
Asian	50	50	92.62
Filipino	100	75	96.49
Hispanic or Latino	97.26	54.91	81.28
Native Hawaiian/Pacific Islander			83.58
White	97.67	66.35	89.93
Two or More Races	100	68.42	82.8
Socioeconomically Disadvantaged	100	68.42	61.28
English Learners		15.71	50.76
Students with Disabilities	100	56.61	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.45	0.27	0.21	0.28	0.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 2013.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13 Avg. Class Size	Number of Classes 1-20	21-32	33+	2013-14 Avg. Class Size	Number of Classes 1-20	21-32	33+	2014-15 Avg. Class Size	Number of Classes 1-20	21-32	33+
K	26		6		26		6		7	7		
1	27		5		25		6		14	3	3	
2	24		6		23	1	6		10	4	2	
3	26		6		25		6		14	4	3	
4	26		6		27		6		11	4	2	
5	27		6		27		6		14	2	2	
6	23	9	32		27	4	31		19	14	29	
Other	25		1						5	2		

Note: 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	2012-13 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2013-14 Avg. Class Size	Number of Classrooms 1-22	23-32	33+	2014-15 Avg. Class Size	Number of Classrooms 1-22	23-32	33+
English	23	11	19		26	2	26		26	9	36	
Mathematics	25	12	30	2	24	18	32		25	14	33	
Science	26	7	30		27	9	29		24	12	27	
Social Science	27	6	32		28	3	35		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 2014-15)

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 2013-14)

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	$6113.33	
Percent Difference: School Site and District	N/A	N/A	14.4	9.8%
State	N/A	N/A	$5,348	$59,180
Percent Difference: School Site and State	N/A	N/A	30.8	-12.0

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$39,948
Mid-Range Teacher Salary		$57,401
Highest Teacher Salary		$73,183
Average Principal Salary (Elementary)		$94,578
Average Principal Salary (Middle)		$97,400
Average Principal Salary (High)		
Superintendent Salary		$112,657
Percent of Budget for Teacher Salaries	10%	35%
Percent of Budget for Administrative Salaries	10%	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 2014-15)

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.

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. Techniques to incorporate Project-Based Learning are incorporated into all professional development. 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.