

**Riverside Preparatory School**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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.

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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, Heather Vennes
Email Address	eugene_titus@riversideprep.net, heather_vennes@riversideprep.net
Website	www.riversideprep.net
County-District-School (CDS) Code	36-67827-0113928

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Riverside Preparatory School- Charter
Phone Number	7602435884
Superintendent	Dr. Heather Griggs
Email Address	heather_griggs@orogrande.org
Website	www.riversideprep.net

### School Description and Mission Statement (School Year 2020-2021)

Riverside Preparatory School is a 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, dual enrollment (community college and university) 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	133
Grade 1	157
Grade 2	165
Grade 3	163
Grade 4	162
Grade 5	166
Grade 6	211
Grade 7	268
Grade 8	269
Grade 9	249
Grade 10	196
Grade 11	161
Grade 12	156
<b>Total Enrollment</b>	<b>2,456</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	18
American Indian or Alaska Native	1.3
Asian	0.7
Filipino	0.3
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.7
White	18.4
Two or More Races	5
Socioeconomically Disadvantaged	75.2
English Learners	10.1
Students with Disabilities	7.3
Foster Youth	1.5
Homeless	2.1

## 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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	94	105	142	142
Without Full Credential	8	32	10	10
Teaching Outside Subject Area of Competence (with full credential)	1	0	2	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	1	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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 12/20/2020

Riverside Preparatory School has determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment. 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Grades TK-12 (Adopted in 2016)  ERWC California State University	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Grades Kindergarten through Fifth, McGraw Hill, My Math (Common Core) Adopted 2012 Glencoe - Integrated Math I-III, Elementary Statistics, Calculus, Business Math, Houghton-Mifflin ,Pre-calculus, (Adopted in 2006)	Yes	0%
<b>Science</b>	Houghton Mifflin: Grades K-6 (Adopted in 2007)  Pearson Biology, AP Biology, Physics, Physical Science Grades 7-12, Universal Physics (Adopted in 2006-2008) McGraw-Hill Earth Science: Geology, Chemistry: Matter and Change, Grade 9-12 AP Environmental Science	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin: Grades K-6 (Adopted in 2006)  Teacher Curriculum Institute History Alive, Government Alive, Economics Alive 9-12 (Adopted 2006-2008)	Yes	0%
<b>Foreign Language</b>	Prentice-Hall "Realidades" (Adopted in 2006) Glencoe "Bienvenue" (Adopted in 2006)	Yes	0%
<b>Health</b>	Positive Prevention Plus	Yes	0%
<b>Visual and Performing Arts</b>	Band, Choir, Art, Music, Drama	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Full Science Lab	Yes	0%

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

## School Facility Conditions and Planned Improvements

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.

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

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 of the most recent FIT report: 10/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	All systems in good condition.
<b>Interior: Interior Surfaces</b>	Good	Interior is maintained throughout the year, with painting completed during non-school attendance days.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Sites are clean and safe.
<b>Electrical: Electrical</b>	Good	Standard maintenance keeps older building in good condition. There are no electrical issues in new buildings.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Some older fixtures need replacing. Newer buildings have more modern and up-to-date equipment. Restrooms are cleaned and stocked daily.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	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.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Newer buildings are in excellent shape.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Playgrounds have been updated, and are clean and safe. Asphalt is patched regularly
Overall Rating	Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	28	N/A	50	N/A
Mathematics (grades 3-8 and 11)	22	N/A	12	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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	16	N/A	10	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.

**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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

### Career Technical Education Programs (School Year 2019-2020)

Riverside Preparatory currently does not provide CTE programs

### Career Technical Education (CTE) Participation (School Year 2019-2020)

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

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.74
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	35.34

### 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.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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.

## 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 2020-2021)

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) , LCAP Community Engagement, and English Language Advisory Committee (ELAC) and School Site Council (SSC) 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 Riverside Preparatory.

### 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)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	1.3	0.8	0	20.7	18.3	14	9.1	9.6	9
Graduation Rate	98.7	98.4	99.1	59.9	66.9	67.8	82.7	83	84.5

### State Priority: School Climate

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

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

### Suspensions and Expulsions

(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	5.8	4.4	2.8	1.9	3.5	3.5
Expulsions	0.2	0.2	0.1	0.1	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	4.2	4.2	2.5
Expulsions	0.15	.15	0.1

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.

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

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 and School Site Council in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in 2020-2021 school year. The plan is approved on or before March 1 by the Oro Grande School District Board of Trustees.

## 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.

### 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	22	1	7		23		7		19	6	1	
1	22		7		22	1	6		22	2	5	
2	22	1	6		22	1	6		24	1	6	
3	23	1	6		23		7		23	2	5	
4	24		7		21	2	6		27	1	5	
5	27		6		27		6		28		6	
6	23	9	32	3	24	6	34	3	20	36	32	4

\*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 Language Arts	22	22	38	2	19	41	31		23	22	40	7
Mathematics	23	22	32	1	21	22	37		26	11	31	8
Science	26	11	32	1	22	18	30		27	9	28	7
Social Science	24	13	26	2	25	5	34		26	12	22	13

\*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.

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

Title	Ratio
Academic Counselors*	629.7

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	10.3

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,702	\$795	\$10,702	\$58,053
District	N/A	N/A	\$6,113.33	\$68,259
Percent Difference - School Site and District	N/A	N/A	54.6	-16.2
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	32.0	-20.7

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

## Types of Services Funded (Fiscal Year 2019-2020)

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, afters school tutoring and Free and Reduced Lunch Programs.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,000	\$46,965
Mid-Range Teacher Salary	\$59,332	\$67,638
Highest Teacher Salary	\$89,927	\$88,785
Average Principal Salary (Elementary)	\$127,021	\$112,524
Average Principal Salary (Middle)	\$140,207	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$229,928	\$128,853
Percent of Budget for Teacher Salaries	10.0	30.0
Percent of Budget for Administrative Salaries	18.0	6.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses	3	7.6

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

## 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	5

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.