Riverside Preparatory School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.

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.

2023-24 School Contact Information

School Name	Riverside Preparatory School
Street	19900 National Trail Highway
City, State, Zip	Oro Grande, CA 92368
Phone Number	(760) 243-5884
Principal	Heather Vennes
Email Address	heather_vennes@riversideprep.net
School Website	www.riversideprep.net
County-District-School (CDS) Code	36-67827-0113928

2023-24 District Contact Information

District Name	Riverside Preparatory School - Charter
Phone Number	760-243-5884
Superintendent	Derrick Delton
Email Address	ddelton@orogrande.org
District Website	www.riversideprep.net

2023-24 School Description and Mission Statement

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 extended instructional day program for all students, students are able to explore multiple pathways and topics, including athletics, visual and performing arts, and dual enrollment (community college and university). Class sizes are below state averages, adding to the personalized learning experiences.

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 be successful adults.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	182
Grade 1	122
Grade 2	135
Grade 3	139
Grade 4	166
Grade 5	191
Grade 6	187
Grade 7	279
Grade 8	260
Grade 9	245
Grade 10	222
Grade 11	196
Grade 12	184
Total Enrollment	2,508

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.3%
American Indian or Alaska Native	1.4%
Asian	0.9%
Black or African American	17.9%
Filipino	0.6%
Hispanic or Latino	60.1%
Native Hawaiian or Pacific Islander	1%
Two or More Races	2.4%
White	15.5%
English Learners	10.9%
Foster Youth	2%
Homeless	5.2%
Socioeconomically Disadvantaged	81.5%
Students with Disabilities	10%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	96.80	74.75	126.10	51.07	228366.10	83.12
Intern Credential Holders Properly Assigned	11.40	8.82	12.00	4.86	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.70	9.80	13.70	5.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	0.93	87.70	35.52	12115.80	4.41
Unknown	7.30	5.68	7.30	2.98	18854.30	6.86
Total Teaching Positions	129.50	100.00	247.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	82.30	77.39	112.40	48.87	234405.20	84.00
Intern Credential Holders Properly Assigned	9.00	8.55	9.30	4.06	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.90	9.34	11.10	4.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	0.86	92.20	40.06	11953.10	4.28
Unknown	4.00	3.85	5.00	2.18	15831.90	5.67
Total Teaching Positions	106.30	100.00	230.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	12.70	9.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	12.70	9.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00
Local Assignment Options	0.30	0.90
Total Out-of-Field Teachers	1.20	0.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.8	13.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.5	2.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	11/01/2021

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%
Mathematics	McGraw Hill, My Math: Common Core Grade TK-5 (Adopted 2012) McGraw Hill, California Math I-III, Grades 6-8 (Adopted 2012) Glencoe - Integrated Math I-III, Grades 9-12 (Adopted 2012) Glencoe - Elementary Statistics, Calculus, Houghton-Mifflin, Pre-calculus, (Adopted in 2006) Glencoe - Business Math (Adopted 2016)	Yes	0%
Science	Discovery Education: Grades K-5 (Adopted in 2021) StemScopes: Grades 6-12 (Adopted in 2021)	Yes	0%
History-Social Science	Stem Scopes Adopted 2022 Grades TK-12th grade	Yes	0%
Foreign Language	Prentice-Hall "Realidades" (Adopted in 2006) Glencoe "Bienvenue" (Adopted in 2006)	Yes	0%
Health	Positive Prevention Plus	Yes	0%
Visual and Performing Arts	Band, Choir, Art, Music, Drama	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Riverside Preparatory School provides a safe, clean environment for students, staff, and volunteers. All school facilities were built since 2007. These facilities includes: portable classrooms, a multi-purpose room, gymnasium, computer lab, music room, playgrounds, restrooms, shade structures, staff rooms, and administrative offices. The facilities strongly support teaching and learning through its ample classroom and playground space.

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.

Year and month of the most recent FIT report	12/02/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All systems in good condition. New HVAC units have been replaced over the last 5 years.
Interior: Interior Surfaces	X			Interior is maintained throughout the year, new carpet is being replaced on a maintenance schedule.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Sites are clean and safe.
Electrical	X			Standard maintenance keeps older building in good condition. There are no electrical issues in new buildings.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		1 restroom is closed due to maintenance issues. There are additional restrooms in close proximity for students.
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			A new playground complex will be completed in 2022. New playground equipment, blacktop and work to provide safer ingress and regress will start in 2021.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	29	25	24	47	46
Mathematics (grades 3-8 and 11)	12	13	7	7	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1385	1379	99.57	0.43	29.30
Female	675	673	99.70	0.30	32.39
Male	710	706	99.44	0.56	26.35
American Indian or Alaska Native	15	15	100.00	0.00	33.33
Asian	13	13	100.00	0.00	30.77
Black or African American	222	219	98.65	1.35	21.46
Filipino	--	--	--	--	--
Hispanic or Latino	869	866	99.65	0.35	29.21
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	35.71
Two or More Races	40	40	100.00	0.00	32.50
White	205	205	100.00	0.00	36.59
English Learners	156	154	98.72	1.28	11.69
Foster Youth	22	22	100.00	0.00	22.73
Homeless	71	70	98.59	1.41	25.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1167	1161	99.49	0.51	27.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	154	154	100.00	0.00	8.44

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1383	1376	99.49	0.51	13.45
Female	674	671	99.55	0.45	10.60
Male	709	705	99.44	0.56	16.17
American Indian or Alaska Native	15	15	100.00	0.00	20.00
Asian	13	13	100.00	0.00	23.08
Black or African American	220	215	97.73	2.27	7.91
Filipino	--	--	--	--	--
Hispanic or Latino	868	866	99.77	0.23	11.79
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	21.43
Two or More Races	40	40	100.00	0.00	10.00
White	206	206	100.00	0.00	24.76
English Learners	155	155	100.00	0.00	4.52
Foster Youth	20	20	100.00	0.00	10.00
Homeless	71	70	98.59	1.41	15.71
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1165	1158	99.40	0.60	12.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	153	152	99.35	0.65	7.95

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.99	15.95	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	817	815	99.76	0.24	15.95
Female	369	368	99.73	0.27	14.95
Male	447	446	99.78	0.22	16.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	117	116	99.15	0.85	6.03
Filipino	--	--	--	--	--
Hispanic or Latino	520	519	99.81	0.19	14.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	20.69
White	122	122	100.00	0.00	30.33
English Learners	91	90	98.90	1.10	1.11
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	665	663	99.70	0.30	15.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	82	100.00	0.00	1.22

2022-23 Career Technical Education Programs

Riverside Preparatory is currently working to provide a variety of CTE pathways. Currently, there is one CTE pathway offered in health services. Students are currently working towards completing a pathway in kinesiology. Nest school year, this pathway will grow to include CNA certificates.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	147
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.82
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	29.94

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	98.9	98.9	98.9	100
Grade 7	92.7	91.6	91.6	90.1	90.8
Grade 9	91.7	97.5	100	97.5	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.1	1.3	1.7	8.5	9.3	22.8	9.4	7.8	8.2
Graduation Rate	95	97.5	97.2	80.6	84.4	76.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	180	175	97.2
Female	76	74	97.4
Male	103	100	97.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	31	31	100.0
Filipino	--	--	--
Hispanic or Latino	103	102	99.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	34	30	88.2
English Learners	14	14	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	156	151	96.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	21	20	95.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2730	2664	707	26.5
Female	1335	1299	362	27.9
Male	1393	1363	344	25.2
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	34	34	11	32.4
Asian	26	25	8	32.0
Black or African American	502	486	115	23.7
Filipino	15	15	3	20.0
Hispanic or Latino	1641	1602	437	27.3
Native Hawaiian or Pacific Islander	30	28	16	57.1
Two or More Races	58	58	20	34.5
White	419	412	95	23.1
English Learners	298	290	65	22.4
Foster Youth	71	68	19	27.9
Homeless	140	137	50	36.5
Socioeconomically Disadvantaged	2253	2201	644	29.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	322	319	96	30.1

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.05	8.21	0.00	3.63	3.21	0.20	3.17	3.60
Expulsions	0.00	0.07	0.11	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.21	0.11
Female	5.17	0
Male	11.13	0.22
Non-Binary		
American Indian or Alaska Native	5.88	0
Asian	7.69	0
Black or African American	13.75	0.4
Filipino	0	0
Hispanic or Latino	6.58	0.06
Native Hawaiian or Pacific Islander	13.33	0
Two or More Races	17.24	0
White	6.92	0
English Learners	7.72	0
Foster Youth	16.9	0
Homeless	7.14	0.71
Socioeconomically Disadvantaged	8.61	0.09
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.18	0

2023-24 School Safety Plan

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 2021-2022 school year. The plan is approved on or before March 1 by the Oro Grande School District Board of Trustees.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	9		
1	12	9	1	
2	13	12		
3	14	9	2	
4	15	9	2	
5	13	10	2	
6	16	56	12	3

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	5	
1	20	3	3	
2	21	2	4	
3	22	2	5	
4	25		7	
5	25		7	
6	16	41	27	3
Other	12	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	7	0
1	20	4	2	0
2	22	1	5	0
3	22	1	5	0
4	23	0	7	0
5	27	0	7	0
6	19	24	44	0
Other	11	2	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	51	10	5
Mathematics	18	45	8	2
Science	20	42	13	
Social Science	22	33	14	5

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	37	41	1
Mathematics	21	26	33	4
Science	21	24	34	4
Social Science	19	35	30	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	31	36	13
Mathematics	20	36	32	1
Science	23	18	28	8
Social Science	19	36	27	11

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	425.08

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	$64,352
Percent Difference - School Site and District	N/A	N/A	54.6	-5.1
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	47.5	-37.2

Fiscal Year 2022-23 Types of Services Funded

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,238	$54,215
Mid-Range Teacher Salary	$70,563	$86,843
Highest Teacher Salary	$100,165	$111,440
Average Principal Salary (Elementary)	$137,309	$140,851
Average Principal Salary (Middle)	$157,889	$147,065
Average Principal Salary (High)	$157,889	$142,189
Superintendent Salary	$264,808	$252,466
Percent of Budget for Teacher Salaries	6.7%	33.16%
Percent of Budget for Administrative Salaries	20.4%	5.15%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

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 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	