Opportunity Program
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

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

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

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

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

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Opportunity Program
Street	6401 Lincoln Ave.
City, State, Zip	Riverside
Phone Number	951-276-7670
Principal	Dennis Deets
E-mail Address	ddeets@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/domain/2442
CDS Code	33-67215-3330511

District Contact Information	
District Name	Riverside Unified
Phone Number	951.788.7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusdlink.org

School Description and Mission Statement (School Year 2017-18)

The mission of Opportunity School is to provide small classroom instruction on an individualized basis in a demanding yet supportive environment. Opportunity School services both middle school and high school students. The students have either not adjusted well to the traditional school or are on a suspended expulsion. Opportunity School is based at the Educational Options Center (EOC).

School-wide Learner Outcomes (SLOs) were adopted in 2010 by the staff and School Site Council for all schools at EOC including Opportunity. They describe the basic qualities that each student should possess when leaving high school. The SLOs listed below, along with the school's mission statement, help guide the creation of curriculum and instruction. In addition to achieving mastery of grade-level and/or content area standards, every student will become:

1. An effective communicator who...

• Responds to the topic

• Develops ideas with support

• Attends to the needs of the audience

• Demonstrates proficiency with multiple communication strategies

2. A skilled problem solver who...

• Restates a given situation

• Explains possible choices and consequences

• Develops the ability to think logically and abstractly with language, numbers, and symbols

• Builds imaginative, creative and innovative responses that incorporate efficient feedback cycles

3. A proficient technology user who...

• Manages data efficiently

• Interacts with various print and digital resources

• Manipulates print and digital media to communicate ideas

• Effectively and appropriately integrates text, graphics, and information sources

4. An informed career planner who...

• Researches various career fields

• Identifies a career and/or college pathway

• Applies study time to building pathways for attaining a career or college entrance

- Understands the importance of networking

5. An engaged community member who...

- Understands the importance of being an active member of a larger community

- Volunteers time and energy to causes in the community

- Seeks appropriate mentors

- Makes relevant connections to continued learning opportunities

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 8	6
Grade 9	4
Grade 10	13
Grade 11	12
Grade 12	14
Total Enrollment	49

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	14.3
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	71.4
Native Hawaiian or Pacific Islander	0
White	12.2
Two or More Races	0
Socioeconomically Disadvantaged	77.6
English Learners	26.5
Students with Disabilities	34.7
Foster Youth	2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	14	5	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year 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

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7 (adopted in 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 1	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Language Arts 8 (adopted in 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010) Introduction to Literature and Composition, Grade 9 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010) CA StudySyn Grades 7-12 (adopted in 2017		
Mathematics	Introduction to Algebra / Introduction to Algebra Concepts (adopted in 2008) Holt, Rinehart & Winston: California Mathematics Course 2 – Pre-Algebra Holt, Rinehart & Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart & Winston: California Algebra Readiness – Volumes 1-4 Holt, Rinehart & Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart & Winston: California Algebra 1 Holt, Rinehart & Winston: Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Holt, Rinehart & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)		
Science	Holt, Rinehart & Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007) Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	Yes	0%
History-Social Science	Holt, Rinehart & Winston: World History, Grade 7 (adopted in 2006) Holt, Rinehart & Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart & Winston: United States History, Grade 8 (adopted in 2006) Holt, Reinhart & Winston: United States History: Independence to 1914: Holt CA Social studies World History, Cultures and Geography, Grade 10 (adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	American Government, Grade 12 (adopted in 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (adopted in 2006 Economics: Principles and Practices: Glencoe-McGraw-Hill		
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

EOC Campus (Opportunity, Raincross, RVS and Summit View)
Lot Size: 6.5 acres
Year Constructed: 1994
0 Permanent Classrooms
26 Portable Classrooms
Indoor and Outdoor Cafeteria
Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

As of September of 2012, Opportunity had three classrooms at the Educational Options Center.

Opportunity Program at EOC campus has one full time and one part time custodial staff who, along with other district personnel, maintains the grounds and facilities.

Each classroom has access to Computer-Assisted Instruction and the packet-based curriculum that is share in common with Summit View Independent Study and Raincross High School.

# of Work Orders = 431
Labor Hours = 1208.66
Assessed Value of Work = $51,722.82

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			E3: Large split in wood door frame trim piece , found HVAC unit breaker off WO#17-282513 E5: Electric panel missing , spare breaker emply slot, blank off plate panel not lockable, very warm to hot, temp set point should be 68 htg rooom 78-80 unit running in heat E6/Library: Moving/sliding book shelves block OCC sensor on first entry
Interior: Interior Surfaces		X		200: Damaged ceiling tiles 301: Damaged ceiling tiles (many) 302: Damaged ceiling tiles (many) 303: Damaged ceiling tiles (many) 304: Damaged ceiling tiles (many) 700: Damaged ceiling tiles, 2 fixtures out 901: Door block missing WO 17-282376, ants or fleas - some type of small insect on wall WO 17-282378, carpet loose & ripples 904: Ceiling tiles bowed, loose from frame, stained walls & carpets E1: Dirty carpet, needs to be cleaned S2: Carpet stained, ceiling stained, loose tiles S4: Damaged ceiling tiles WO #17-276605

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		400: Mens restroom - waterless urinal will not drain, women's restroom door very hard to open, fountain doesn't work, sagging tiles, faded-worn and stained carpet, counter faded and stained 501: Vinyl tiles dirty - scratched marked, dirty wall board 704: Door doesn't self latch, room empty - dirty 901: Door block missing WO 17-282376, ants or fleas - some type of small insect on wall WO 17-282378, carpet loose & ripples 902: Fixture out, modular wall popped from frame WO 17-281357, carpet stained 903: Stained ceiling tiles & walls, carpet very stained, light fixture out, door will not self latch 904: Ceiling tiles bowed, loose from frame, stained walls & carpets Boys Restroom 700W: Room is really dirty, carpet, walls, etc Boys Restroom 800W: Room is really dirty, carpet, walls, etc Girls Restroom 800 W: Room is really dirty, carpet, walls, etc Portable Restroom Building: Fountain very dirty, corroded and chipped, girls ADA stall no flush, dirty chipped walls, ramp skirting significant dry rot, exterior T1-11 paneling rest, door no self close
Electrical: Electrical			X	401: Dining area light fixture out, walk-in cooler light doesn't work 500: 2 light fixtures out 504: 2 light fixtures out 505: 1 light fixture out 602: 1 light fixture out 700: Damaged ceiling tiles, 2 fixtures out 803: 1 fixture out, door will not shut 805: 1 fixture out 902: Fixture out, modular wall popped from frame WO 17-281357, carpet stained 903: Stained ceiling tiles & walls, carpet very stained, light fixture out, door will not self latch 905: Missing receptical cover plate E4: 1 light fixture out, fountain does not work E5: Electric panel missing , spare breaker emply slot, blank off plate panel not lockable, very warm to hot, temp set point should be 68 htg rooom 78-80 unit running in heat E6/Library: Moving/sliding book shelves block OCC sensor on first entry Main Office: Nurses space and utility closet lamps out in fixture S6: 3 light fixtures out

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/21/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			304: Damaged ceiling tiles (many) 400: Mens restroom - waterless urinal will not drain, women's restroom door very hard to open, fountain doesn't work, sagging tiles, faded-worn and stained carpet, counter faded and stained E4: 1 light fixture out, fountain does not work Girls Restroom 700 W: Door spring will not close WO# 17-282373, right hand sink faucet broken Portable Restroom Building: Fountain very dirty, corroded and chipped, girls ADA stall no flush, dirty chipped walls, ramp skirting significant dry rot, exterior T1-11 paneling rest, door no self close
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			902: Fixture out, modular wall popped from frame WO 17-281357, carpet stained E3: Large split in wood door frame trim piece , found HVAC unit breaker off WO#17-282513 Portable Restroom Building: Fountain very dirty, corroded and chipped, girls ADA stall no flush, dirty chipped walls, ramp skirting significant dry rot, exterior T1-11 paneling rest, door no self close
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		702:00:00 701: Door will not self latch on close 704: Door doesn't self latch, room empty - dirty 803: 1 fixture out, door will not shut 901: Door block missing WO 17-282376, ants or fleas - some type of small insect on wall WO 17-282378, carpet loose & ripples 903: Stained ceiling tiles & walls, carpet very stained, light fixture out, door will not self latch Girls Restroom 700 W: Door spring will not close WO# 17-282373, right hand sink faucet broken Portable Restroom Building: Fountain very dirty, corroded and chipped, girls ADA stall no flush, dirty chipped walls, ramp skirting significant dry rot, exterior T1-11 paneling rest, door no self close S1: Door doesn't self latch

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/21/2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	3	8	48	47	48	48
Mathematics (grades 3-8 and 11)		0	35	34	36	37

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	25	71.43	8.33
Male	30	22	73.33	9.52
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	24	15	62.5	7.14
White	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.57	9.52
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	8.33
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	35	25	71.43	0
Male	30	22	73.33	0
Female	--	--	--	--
Black or African American	--	--	--	--
Hispanic or Latino	24	15	62.5	0
White	--	--	--	--
Socioeconomically Disadvantaged	28	22	78.57	0
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86	0
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	20	8	58	54	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

California Partnership Academies

- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy

- Media and the Arts Academy

Career Technical Education Pathways
- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

ROP Programs
- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	4,100
% of pupils completing a CTE program and earning a high school diploma	98.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.92
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Numerous points of contact exist between the school and parents. In addition to the administrators, the counselor and campus manager are readily available to parents by phone or at a conference. Teachers and/or their assistants call home when students are absent. A Teacher/Parent/Student Conference day is scheduled each Fall to allow teachers, parents and students to meet to discuss progress and next steps.

Parents are encouraged to become involved by joining the School Site Council (SSC) and/or English Learner Advisory Council (ELAC) or by attending their meetings. SSC meets seven times per year. ELAC meets four times yearly. Both councils exist as a means for parents to advise the school on issues involving school improvement and for the school to provide information to the community.

Parents are also informed about students and school events through auto-dialer, auto-email, social media, our web site, and the marquee at the front of the campus. The annual Back-to-School event allows parents to discover ways to become involved and parent/teacher/student conferences allow parents to hear first hand how their child is doing in school.

For more information on parent opportunities to become involved, please contact Judy Dunbar at 276.7670 ext. 69101.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	44	29.2	40	6.5	4.9	5.3	11.5	10.7	9.7
Graduation Rate	24	29.17	13.33	87.15	89.39	89.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	29.41	88.45	87.11
Black or African American	0	87.69	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	95.45	94.42
Filipino	0	100	93.76
Hispanic or Latino	35.71	86.65	84.58
Native Hawaiian/Pacific Islander	0	94.44	86.57
White	0	91.2	90.99
Two or More Races	0	80	90.59
Socioeconomically Disadvantaged	35.71	67.56	63.9
English Learners	0	58.7	55.44
Students with Disabilities	20	86.09	85.45
Foster Youth	0	52.94	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	23.4	14.6	10.3	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	3.6	4.6	5.6	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	25			3	37			2	37		
Mathematics	5	26			3	27			3	19		
Science	7	10			4	19			3	12		
Social Science	4	18			3	25			2	23		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	40885	34485	6400	84671
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-10.3	-8.5
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-20.1	0.7

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

Types of Services Funded (Fiscal Year 2016-17)

Opportunity Program received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$18,407   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$17,066 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	6%	5%

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 2016-17)

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		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

2015-16

Teachers completed PD in the areas of California Common Core State Standards curriculum development and the use of instructional technology. Other topics included:

• Technology

• Digital Citizenship

• Mandated Reporting

• Bullying Prevention

• Human-trafficking

• Active Shooter

• Gallup Engagement and Strengths-Based Learning

Support Staff have received training/professional development on the following topics:

- Technology/Google

- Mandated Reporting

- Bullying Prevention

- Human-trafficking

2016-17
This year, teachers developed personalized professional development plans based upon their own unique and individual needs. Each teacher assessed their own needs and developed a plan that included a goal, an activity and how they would assess or evaluate what they learned. Some teachers had similar professional development needs; therefore, they planned and implemented their professional development in pairs or teams. Teachers chose a range of professional development activities, including but not limited to: presenting at conferences, attending district professional development offerings, visiting other school sites/districts, attending workshops/conferences offered through outside organizations, and/or having small group professional development delivered to them from District Instructional Specialists.

The school ensures that all classified staff receive training and have monthly business meetings. This year, classified staff are receiving specialized training in the following topics:

- Google Beginner, Intermediate and Advanced, including developing their own work product.

- Gallup Strengths Based Learning

- Active Shooter

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.

2017-18
Staff participate in Professional Development based upon their needs and newly adopted curriculum. Teachers chose a range of professional development activities, including but not limited to: presenting at conferences, attending district professional development offerings, visiting other school sites/districts, attending workshops/conferences offered through outside organizations, and/or having small group professional development delivered to them from District Instructional Specialists.

In 2016-17, the District developed a Guide for Instructional Direction. This guide includes district vision, goals, shared leadership, and other components that are organized in a manner to assist staff in seeing how the parts make up the whole. This year, the school site staff, including the Classified Staff, have been working through the guide during faculty meetings, Leadership Team meetings and collaboration time.

In addition to teacher professional development, the school continues to ensure that all classified staff receive training and have monthly business meetings. The Classified Office Staff have monthly meetings to discuss the smooth running of the front office which includes attendance, registration, the health office and other essential components. Google forms are used to survey staff and provide professional development in the area of need/desire. The monthly business meetings are used to share updates about what's happening in the district or the school, provide team building opportunities, and addressing areas of concern or questions.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.