Opportunity 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	Opportunity School
Street	6401 Lincoln Ave.
City, State, Zip	Riverside, CA 92506
Phone Number	951.276.7670
Principal	Dennis Deets
Email Address	ddeets@riversideunified.org
Website	http://eoc.riversideunified.org/schools/opportunity_program
County-District-School (CDS) Code	33-67215-3330511

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Riverside Unified School District
Phone Number	951.788.7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@riversideunified.org
Website	www.rusdlink.org

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

The mission of Opportunity School is to provide small classroom instruction on an individualized basis with rigorous expectations in a 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).

Schoolwide Learner Outcomes (SLOs) were adopted in 2010 by the staff and School Site Council. 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. All schools in the Educational Options division share the same SLOs. In addition to achieving mastery of grade-level and/or Common Core State 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 2019-2020)

Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	9
Grade 10	22
Grade 11	22
Grade 12	9
Total Enrollment	67

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

Student Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	3
Hispanic or Latino	71.6
White	10.4
Two or More Races	4.5
Socioeconomically Disadvantaged	82.1
English Learners	16.4
Students with Disabilities	16.4
Foster Youth	3
Homeless	

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	8	2	2	1811
Without Full Credential	0	1	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 10/01/20

The table displays information collected in 10/02/2020 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education StudySync Grades 9-12 (adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Expository Reading and Writing Grade 12 (adopted 2009) Scholastic: Read 180, System 44 (adopted 2010) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12 Structured English (RUSD created Intervention)	Yes	0%
Mathematics	College Prepartory Mathematics Integrated Math I Grades 9-12 (adopted 2018) College Prepartory Mathematics Integrated Math II Grades 9-12 (adopted 2018) College Prepartory Mathematics Integrated Math III Grades 10-12 (adopted 2018) Cengage Learning Pre-Calculus Grades 9-12 (adopted 2008) McDougall Littell Calculus of a Single Variable AB/BC AP Grades 11-12 (adopted 2008) Houghton Mifflin Calculus with Analytical Geometry Grades 11-12 (Poly only) Prentice Hall Statistics- Modeling the World Grades 10-12 (adopted 2008) Haese Publications Mathematics for the International Student HL/SL IB Grades 10-12 (adopted 2006) Cengage Learning Advanced Algebra with Financial Applications Grade 11-12 (adopted 2018) Glencoe/McGraw Hill Mathematics With Business Applications Grades 10-12 (adopted 2004) Educational Holdings, Inc Agile Mind Grades 9-12 (Supplemental) (adopted 2018) Fundamentals of Java AP Computer Science	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Glencoe/McGraw Hill Biology Grade 9 (adopted 2007) Pearson/Benjamin Cummings AP Biology Grades 10-12 (adopted 2016) AGS Publishing AGS Biology Grades 9-12 (EOC only) AGS Publishing AGS Earth Science Grades 9-12 (EOC only) Pearson Prentice Hall Chemistry Grades 10-12 (adopted 2007) Houghton Mifflin AP Chemistry Grades 11-12 (adopted 2007) Prentice Hall College Physics: A Strategic Approach Grades 11-12 (adopted 2019) Holt Rinehart Winston Earth Science Grades 9-12 (adopted 2009) Holt Rinehart Winston Environmental Science Grades 9-12 (adopted 2006) Cengage/National Geographic Living in the Environment AP Environmental Science (adopted 2015) Pearson Prentice Hall Earth: Introduction to Physical Geology Grades 11-12 Pearson Prentice Hall Essentials of Human Anatomy & Physiology Grades 10-12 (adopted 2006) Cengage Forensic Science Grades 10-12 (adopted 2016) McGraw Hill Marine Biology Grades 11-12 (adopted 2012) CPO Science Foundations of Physics Grades 11-12 (adopted 2004) 2nd Edition Chemistry for IB Diploma (adopted 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted 2017)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Pearson African American Odyssey Grades 10-12 (adopted 2020) McDougall Littell Modern World History Grade 10 (adopted 2006) McDougal Littel American Pageant: A History of the Republic AP Grade 11 (adopted 2006) AGS Publications AGS World History (EOC only) AGS Publications AGS American History (EOC only) Pearson/Longman/Prentice Hall Government in America: People, Politics and Policy AP Grade 12 (adopted 2008) Thompson Wadsworth Western Civilization: Since 1300 Grade 11 (adopted 2006) McDougal-Littell The Americans: Reconstruction to the 21st Century; California Edition Grade 11 (adopted 2006) Prentice Hall McGruder's American Government: California Edition Grade 12 (adopted 2006) Pearson Prentice Hall Economics Principles in Action Grade 12 (adopted 2007) Pearson Addison Wesley Foundations of Economics AP Grade 12 (adopted 2007) National Textbook Psychology and You Grades 10-12 (adopted 2000) Worth Publishers Psychology AP Grades 11-12 (adopted 2004) Holt Rinehart & Winston Sociology Grades 10-12 (adopted 2003) Prentice Hall Historia Del Mundo Grade 9 DLI	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Holt, Rinehart & Winston: Allez Viens! French 1, 2 & 3 Grades 9-12 (adopted 2004) Holt, Rinehart & Winston: Ven Conmigo! Spanish Level 1, 2 & 3 Grades 9-12 (adopted 2004) Holt, Rinehart & Winston: Pre-AP Spanish Grades 9-12 (adopted 2009) Holt, Rinehart & Winston: Ven Conmigo! Nuevas Vistas Uno Grades 9-12 (adopted 2003) Holt, Rinehart & Winston: Ven Conmigo! Nuevas Vistas Dos Grades 9-12 (adopted 2003) Holt, Rinehart & Winston: Ven Conmigo! Nuevas Vistas Dos AP Grades 11-12 (adopted 2006) Prentice Hall L'Art de Lire; Le Recit AP (AP French) Grades 11-12 (King only) (adopted 2002) Better Chinese Ltd. Discovering Chinese 1, 2, 3 & 4 Grades 9-12 (adopted 2009) Better Chinese Ltd. Magical Tour of China 1, 2, 3 & 4 Grades 9-12 (adopted 2006) Pearson Reflexiones (AP Spanish Literature) Grades 11-12 (adopted 2013) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (adopted 2019) Vista Higher Learning Temas (AP Spanish Language) Grades 9-12 (adopted 2020) Vista Higher Learning Themes (AP French Language) Grades 9-12 (adopted 2016) Longman Publishing Una Vez Mas AP Grades 11-12 (King only)	Yes	0%
Visual and Performing Arts	McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (adopted 2005) Glencoe Art in Focus Grades 9-12 (adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (adopted 2005) McGraw Hill Theatre in Action (adopted 2005) Davis Publications The Visual Experience (adopted 2005)	Yes	

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

School Facility Conditions and Planned Improvements

EOC Campus (Opportunity, Raincross, 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 the 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 2021, Opportunity had two classrooms at the Educational Options Center.

The 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 Learning Management Systems and teacher generated Google Classrooms.

# of Work Orders = 359
Labor Hours = 1315.5
Assessed Value of Work = $66223.64

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: 12/07/2020 - 12/07/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	EOC300-301 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose EOC300-303 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose (D) Maximize Social Distancing needed EOC500-503 (Classroom): 4: (D) Ceiling tiles are stained EOC500-504 (Classroom): 4: (D) Ceiling tiles are stained EOC500-505 (Classroom): 4: (D) Ceiling tiles are stained EOC700-700 (Classroom): 4: (D) Ceiling tiles are stained EOC700-704 (Classroom): 4: (D) Ceiling tiles are stained EOC800-805 (Classroom): 4: (D) Ceiling tiles are stained EOC900-904 (Classroom): 4: (D) Ceiling tiles are stained EOC900-905 (Classroom): 4: (D) Ceiling tiles are stained EOCE-E1-E1 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose EOCS-S1-S1 (Classroom): 4: (D) Maximize Social Distancing needed EOCS-S5-S5 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	EOCS-S4-S4 (Classroom): 7: (D) Lighting covers are missing, damaged, or loose
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	3	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	36	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
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
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)	3	N/A	27	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
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 Unified School District (RUSD) prepares students to succeed in real-world contexts through its career education pathways to develop critical thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has 42 pathways - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of 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. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests and strengths. Our programs provide robust academic knowledge, technical competency, and professional skills so they can build a competitive advantage.

CTE Advisory Committee:
Representative: Ron Weston, CTE Coordinator
Industries Represented: Engineering, Healthcare, Construction

Arts, Media, and Entertainment: Design, Visual and Media Arts
Applied Digital Media
Design for Digital Print I
Design for Digital Print II
Design for Digital Print III

Business and Finance: International Business
International Business
Business Seminar
International Business I
Introduction to Logistics
Principles of Business

Education, Child Development, and Family Services: Child Development
Early Childhood Education
Early Childhood Education

Health Science and Medical Technology
Administrative Services - ROP
RCOE Medical Assisting Administrative

Patient Care - ROP
RCOE Body Systems and Disorders
RCOE Allied Health Occupations
RCOE Advanced Medical Assisting

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	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	66.67

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)

Numerous points of contact exist between the school and parents:
- In addition to the administrators, the counselors and campus manager are readily available to parents by phone or to schedule a conference.
- The Attendance Assistant maintains very close contact with families when students are tardy, truant or absent.
- Teachers and/or their assistants also call parents when students are absent, not producing work/credits, or having behavioral issues, as needed. They also contact parents when students complete classes or for other positive acknowledgments.
- If a student has poor attendance, a 1:1 SART meeting is held with the School Counselor or Assistant Principal to discuss concerns and provide resources, if needed.
- The District uses GoGuardian software program to help schools easily manage their devices, better understand their students, and keep them safer online. If the GoGuardian filtering system identifies concerning student searches (e.g., suicide, depression, acts of violence), it will notify the parent(s), the District, school administration, and school/mental health counselors.
- SST, 504 Plan, and IEP meetings are held, as needed with students, parents, teachers, and counselors.
- The school has a Google Site: https://sites.google.com/riversideunified.org/educationaloptionscenter/home and the EOC Student Center/College and Career Center also has a Google Site: https://sites.google.com/riversideunified.org/eocstudentcenter/home

There are various events and committees that parents are invited to participate in:

- Every Fall, the campus holds a Meet and Greet in lieu of a typical Back to School Night. Meet and Greet encourages parents, students, and staff to come together for a fun community and family event. The event hosts community agency businesses and resources, provides a meal, raffle prizes, games, face-painting, and music.
- A Parent/Teacher/Student Conference day is also scheduled in the Fall, after Meet and Greet, to allow teachers to meet with parents and students 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.
- Throughout the 2019-20 school year, Opportunity School hosted three (3) 1-hour Parent Workshops. Each workshop is scheduled twice, one in the morning, one in the afternoon. Parents are invited to attend workshops planned by the teachers regarding how to help their child at home and more!
- Parents are also informed about students and school events through Parent Messenger (auto-dialer and auto-email), social media, the school's webpage, a News Flash that is updated on an ongoing basis and accessible through the website, the School Newsletter (The Campus Scoop), US Mail letters/flyers/notices and the marquee at the front of the campus. Teachers have their own Google Classroom Hub and some teachers also use a class Facebook page and parents can contact the teachers through Facebook Messenger.
- RCC and FAFSA Workshops are held multiple times a year to support parents and students.
- EOC holds an annual College and Career Fair and annual Wellness Fair, where students and parents are invited to attend. Community resources attend to support the school community.

For more information on parent opportunities to become involved, please contact Ed Davalos at 951-276-7670.

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	50	66.7	--	4.8	4.7	2.1	9.1	9.6	9
Graduation Rate	50	33.3	--	91	91.1	95.2	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	9.6	19.3	3.8	4.4	3.5	3.5
Expulsions	8.0	5.2	0.2	0.3	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	107.69	3.13	
Expulsions	9.23	0.18	

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)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist and template is provided by the Pupil Services Department 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 January 31 of each year. The school's safety committee makes monthly safety inspections and meets monthly to discuss needs. A school Disaster Preparedness Plan that addresses a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of the current status of school crime; provisions of any schoolwide dress code including the definition of "gang-related apparel"; the safe movement of pupils, parents, and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has 38 cameras on campus and is assigned a School Resource Officer (SRO).

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	3	28			3	27			11	18		2
Mathematics	3	20			3	16			4	21		
Science	3	15			3	11			5	18		
Social Science	3	18			3	16			6	19		

*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*	0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	61768.64	45927.31	15841.33	97305.79
District	N/A	N/A	6736.52	$95,171
Percent Difference - School Site and District	N/A	N/A	80.7	2.2
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	68.6	15.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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

$2,655 Unduplicated: Local Control Funding Formula (LCFF): for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan.

$7,794 Title I: supplemental services and materials to assist at-promise students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,521	$50,029
Mid-Range Teacher Salary	$87,788	$77,680
Highest Teacher Salary	$114,812	$102,143

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$134,972	$128,526
Average Principal Salary (Middle)	$141,981	$133,574
Average Principal Salary (High)	$153,027	$147,006
Superintendent Salary	$303,086	$284,736
Percent of Budget for Teacher Salaries	37.0	33.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

*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	3	3	5

This year, 2020-21, teachers attended a week's worth of professional development prior to school beginning. The focus of this professional development was technology and instructional technology and how to teach students all of the content that the teachers are well-versed in, but online during this time of distance learning. Teachers continue to be trained in strategies to address student social-emotional wellness and social justice. The Certificated and Classified school site staff continued to work with the RUSD Guide for Instructional Direction during faculty/staff meetings, Leadership Team meetings, and collaboration time.

In addition to teacher professional development, the school continues to ensure that all classified staff receive ongoing training and have monthly business meetings. Over the years, Google forms have been 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. The Classified Office Staff also continues to hold monthly meetings to discuss the smooth running of the front office which includes attendance, registration, the health office, and other essential components. Classified staff training topics have included: Google, Gallup Strengths, Restorative Practices, RUSD Guide for Instructional Direction, Social/Emotional Needs of our Students and will include various guest speakers, etc. Some teachers and classified staff are also be trained in Pro-Act. The Pro-ACT Philosophy or Principle (rather than techniques) is based upon a set of principles that focus on maintaining student dignity while keeping students and staff safe during behavioral episodes. Classified Office Staff and administration meet monthly to discuss procedures and maintain the smooth running of the front office.

In 2017-19, teachers participated in Professional Development based upon their needs and the newly adopted Mathematics curriculum. ELA teachers continued to be provided with professional development opportunities and coaching support in the Tier II Literacy Intervention (Achieve 3000). Teachers also chose a range of professional development activities, including but not limited to presenting at conferences or training others, 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. Teachers will also participate in professional development in the areas of social justice, social-emotional wellness and they have coaching available from the Learning Together Strengths Academy consultants. Teachers attended one pull out day and one Faculty meeting training regarding the newly adopted Danielson Framework. Depending on the grade level, subject, or school focus, teachers participated in 3 – 10 days of professional development.

Teachers and classified are supported during their implementation of various training. Administration offers "Chat Time" to allow teachers to drop in and ask questions and chat, impromptu phone calls to staff, links to schedule virtual meetings to provide support, and in-class coaching. The district's Instructional Specialists and coaches support staff at EOC by offering workshops, classroom visits and are always very responsive to emails and calls.