



# Riverside County Community School

PO Box 868 • Riverside, CA, 92502-0868 • (951) 826-6464 • Grades 7-12  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### Riverside County Office of Education

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### School Description

The Riverside County Office of Education (RCOE) Alternative Education Community School program staff, under the guidance and leadership of the RCOE Executive Director of Alternative Education, are committed to providing a high quality educational program for students. The community school program is WASC accredited and serves the educational needs of a unique and diverse student population and provides an educational program for students placed by Probation or expelled from one of the county's 23 local school districts. In order for a student to receive academic services in the county's community schools, they must fall into one of the following categories: Mandatory Expulsion, Non-Mandatory/Highly Recommended Expulsion, Probation, or Parent/Guardian/District Referred.

Students in community schools are placed by Probation, by the student's local school district, or by parent request under special placement factors. Community school placement factors may include: credit deficiency; multiple suspensions or signs of difficulty in school; concern on the part of the parent that their son/daughter is not succeeding; and/or, other factors identified by school personnel, Probation, or family.

Along with the referral, each student is given a mandated rehabilitation plan. The student must comply with and fulfill the mandates prior to re-entry into the comprehensive school district setting. Terms of the rehabilitation plan usually include, but are not limited to, meetings with a probation officer, counseling, community service hours, a good attendance profile, grades of "C" or better, and anger management classes.

The RCOE community schools are located at fourteen (14) sites throughout Riverside County and serve students in grades 7-12. The term of a student's stay is dependent upon successfully meeting the terms and conditions of their rehabilitation plan, or probation, and acceptable behavior components. A community school placement term is typically for one or two school semesters.

RCOE community schools feature a staff dedicated to helping students improve academically, socially, and emotionally. Students are expected to participate and achieve academic success, learn problem solving and coping skills, and develop a network of support. A primary goal is to help students transition back to a comprehensive school site.

#### Alternative Education Mission Statement:

The Mission of the Riverside County Alternative Education Community School program is to ensure the success of all students through extraordinary service, support, and partnerships.

#### Expected School-Wide Learning Results (ESLRs):

1. Become self-directed, life-long learners.
2. Become outstanding communicators.
3. Become academically proficient learners.
4. Become responsible and productive citizens.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 826-6464 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	2
Grade 6	4
Grade 7	7
Grade 8	27
Grade 9	63
Grade 10	111
Grade 11	161
Grade 12	173
<b>Total Enrollment</b>	<b>548</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.4
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.5
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	0.4
White	16.4
Two or More Races	3.3
Socioeconomically Disadvantaged	82.3
English Learners	22.3
Students with Disabilities	3.3
Foster Youth	4.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Riverside County Community School	13-14	14-15	15-16
<b>With Full Credential</b>	25	18.5	16
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Riverside County Office of Education	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	203
<b>Without Full Credential</b>	♦	♦	14
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Community	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	5

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	70.0	30.0
Districtwide		
<b>All Schools</b>	89.4	10.6
<b>High-Poverty Schools</b>	89.4	10.6
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Pursuant to Education Code Section 60119, a Public Hearing was held to determine that each pupil enrolled in a school has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Education Code Section 60605 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the state board: Mathematics, Science, History-Social Science, English/Language Arts, including the English Language development component of an adopted program, foreign language and health courses.

The Riverside County Board of Education Resolution No. 01-16 certifies that students in Riverside County Office of Education classes have sufficient textbooks and/or instructional materials and that the Board held a public hearing regarding such materials in the time frame and manner prescribed by statute.

At the same Public Hearing, The Riverside County Board of Education approved the adoption of new mathematics textbooks and instructional materials, as outlined in the in the list below.

No new textbooks were adopted for the 2014-15 school year. The list below includes textbooks adopted for the 2013-14 and 2015-16 school years.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2013  Grade 6: Houghton Mifflin Reading: A Legacy of Literature (2003) Grade 7: Prentice Hall Literature: Timeless Voices, Timeless Themes Grade 8: Prentice Hall Literature: Timeless Voices, Timeless Themes Grade 9: World Literature, Pearson Education, Inc. Grade 10: World Literature, Pearson Education, Inc. Grade 11: American Literature, Pearson Education, Inc. Grade 12: British Literature, Pearson Education, Inc.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

**Textbooks and Instructional Materials**

**Year and month in which data were collected: August 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Mathematics</b></p>	<p>2015</p> <p>Grade 6: Glencoe Math Course 1 California Student Edition            Grade 6: Glencoe Math Course 1 California Student Edition CD            Grade 6: Glencoe Math C1 Interactive Guide Student Edition            Grade 6: Glencoe Math Course 1 California Teacher Edition CD            Grade 6: Glencoe Math Course 1 Assessment            Grade 6: Think Smart for the Smarter Balanced Assessment Course 1            Grade 6: Math Connects CSPA Classroom Manipulative Kit            Grade 6: ALEKS Add On - 1 Year Subscription            Grade 7: Glencoe Math Course 2 California Student Edition            Grade 7: Glencoe Math Course 2 California Student Edition CD            Grade 7: Glencoe Math Course 2 Interactive Guide Student Edition            Grade 7: Glencoe Math Course 2 California Teacher Edition CD            Grade 7: Glencoe Math Course 2 Assessment Masters            Grade 7: Think Smart for the Smarter Balanced Assessment Course 2            Grade 7: Math Connects CSPA Classroom Manipulative Kit            Grade 7: ALEKS Add On - 1 Year Subscription            Grade 8: Glencoe Math Course 3 California Student Edition            Grade 8: Glencoe Math Course 3 California Student Edition CD            Grade 8: Glencoe Math C3 Interactive Guide Student Edition            Grade 8: Glencoe Math Course 3 California Teacher Edition CD            Grade 8: Glencoe Math Course 3 Assessment Masters            Grade 8: Think Smart for the Smarter Balanced Assessment Course 3            Grade 8: Math Connects CSPA Classroom Manipulative Kit            Grade 8: ALEKS Add On – 1-Year Subscription            Grade 9: CUS Integrated Math I SE            Grade 9: CUS Integrated Math I Teacher Edition            Grade 9: CUS Integrated Math 1 Teacher Edition – 6-Year Subscription            Grade 10: CUS Integrated Math II SE            Grade 10: CUS Integrated Math II Teacher Edition            Grade 10: CUS Integrated Math 2 Teacher Edition            Grade 10: CUS Integrated Math 2 Teacher Edition – 6-Year Subscription            Grade 11: CUS Integrated Math III SE            Grade 11: CUS Integrated Math III Teacher Edition            Grade 11: CUS Integrated Math 3 Teacher Edition – 6-Year Subscription</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Science</b></p>	<p>2013</p> <p>Grade 6: Earth Science, Pearson Education, Inc.            Grade 7: Life Science, Pearson Education, Inc.            Grade 8: Physical Science, Pearson Education, Inc.            Grade 9: Earth Science, Pearson Education, Inc.            Grade 10: Life Science or Biology, Pearson Education, Inc.            Grade 11: Physical Science, Pearson Education, Inc.            Grade 12: Chemistry, Pearson Education, Inc.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

**Textbooks and Instructional Materials**

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	<p>2015</p> <p>United States History and Geography, Student Learning Center 2013, Student Edition, McGraw-Hill                      United States History and Geography, Student Learning Center 2014, Student Edition, McGraw-Hill                      United States History and Geography, Teacher Lesson Center 2013, Teacher Edition, McGraw-Hill                      United States History and Geography, Teacher Lesson Center 2014, Teacher Edition, McGraw-Hill                      World History and Geography, Student Learning Center 2014, Student Edition, McGraw-Hill                      World History and Geography, Teacher Lesson Center 2013, Teacher Edition, McGraw-Hill                      World History and Geography, Teacher Lesson Center 2014, Teacher Edition, McGraw-Hill                      World History and Geography: Modern Times, Student Learning Center 2013, Student Edition, McGraw-Hill</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Foreign Language</b>	<p>Course currently not offered.</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> N/A</p>
<b>Health</b>	<p>2013</p> <p>Pearson Education, Inc.:                      Life Skills Health - Inclusion Class Set                      Life Skills Health - Student Text                      Life Skills Health - Teacher's Edition                      Life Skills Health - Student Workbook                      Life Skills Health - Healthy Sexual Development, Student Edition                      Life Skills Health - Healthy Sexual Development, Teacher Edition                      Life Skills Health c 2007 - Curriculum Class Set                      Life Skills Health - Inclusion Class Set                      Life Skills Health - Student Text                      Life Skills Health - Teacher's Edition                      Life Skills Health - Student Workbook                      Life Skills Health - Healthy Sexual Development, Student Edition                      Life Skills Health - Healthy Sexual Development, Teacher Edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<b>Visual and Performing Arts</b>	<p>Course currently not offered.</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> N/A</p>
<b>Science Laboratory Equipment</b>	<p>Lab course currently not offered.</p> <p><b>The textbooks listed are from most recent adoption:</b> No  <b>Percent of students lacking their own assigned textbook:</b> N/A</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The RCOE community school classes are located throughout Riverside County in regional learning centers. Several of these sites were built in collaboration with RCOE where county building funds were utilized to build a portion of the school to be used by county classes. In areas where county-owned classrooms or sites do not exist, the county rents space. The RCOE takes great efforts to ensure all school sites are clean, safe, functional, and provide an environment conducive to student learning. To assist in this effort, site facility inspections are conducted by RCOE staff on a continuous basis. The LEA uses the facility inspection tool developed by the State of California Office of Public School Construction (OPSC). The results of these inspections are available at the RCOE.

All school sites are maintained and in good condition in order to provide an environment conducive to student learning. Custodial services are provided directly by RCOE staff, through private vendors, or by the district with whom we partner. Repair and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.

The community school classrooms operated by the Riverside County Office of Education under this County-District-School (CDS) code are located at fourteen (14) sites including regional learning centers operated and maintained by RCOE staff, or at local school districts and/or community learning centers. The facility department inspected all community school classrooms during the 2015-2016 school year and confirmed that all sites are clean, safe, functional and in good repair.

Additional regional learning centers are in the planning stage and offer a full range of program types, including community schools, Cal-SAFE classrooms, Independent Study, Special Education, and the Career Technical Education Program.

**Repairs Needed**

All community school sites are maintained on a regular basis and kept in good repair. Sites are checked regularly by site and maintenance staff to ensure safety regulations are met and that all city, state, and federal regulations are met. Repairs and maintenance are performed regularly by RCOE staff, and emergency repairs are conducted immediately upon notification to appropriate staff.

**Corrective Actions Taken or Planned**

All corrective actions are noted and taken care of within a timely manner.

The following facilities are included in the CDS code assigned to the Riverside County Community School program:

- Arlington Regional Learning Center, Riverside
- Blythe Community School, Blythe
- Betty G. Gibbel Regional Learning Center, San Jacinto
- Corona Community School, Corona
- Grindstaff Community School, Riverside
- Hemet Cal-SAFE, Hemet
- Dr. Milo P. Johnson Center for Learning, Banning
- Don F. Kenny Regional Learning Center, Indio
- David L. Long Regional Learning Center, Murrieta
- Moreno Valley Cal-SAFE, Moreno Valley
- Moreno Valley Regional Learning Center, Moreno Valley
- Palm Springs Cal-SAFE, Palm Springs
- Palm Springs Community School, Palm Springs
- Safehouse Community School, Riverside
- Val Verde Regional Learning Center, Perris

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Interior:</b> Interior Surfaces		X		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Electrical:</b> Electrical	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Structural:</b> Structural Damage, Roofs	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
Math	1	1	33

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	8	5	8	9	6	7	59	60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.20	22.70	4.50

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	7
All Student at the School	8
Male	8
Female	0
Black or African American	0
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	9
White	13
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	4
Foster Youth	--

\* 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.

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	1	0	0.0	--	--	--	--
	<b>5</b>	1	0	0.0	--	--	--	--
	<b>6</b>	3	2	66.7	--	--	--	--
	<b>7</b>	17	9	52.9	--	--	--	--
	<b>8</b>	69	41	59.4	56	10	0	0
	<b>11</b>	232	126	54.3	48	23	9	0
<b>Male</b>	<b>3</b>		0	0.0	--	--	--	--
	<b>5</b>		0	0.0	--	--	--	--
	<b>6</b>		2	66.7	--	--	--	--
	<b>7</b>		6	35.3	--	--	--	--
	<b>8</b>		31	44.9	58	10	0	0
	<b>11</b>		73	31.5	58	23	3	0
<b>Female</b>	<b>7</b>		3	17.6	--	--	--	--
	<b>8</b>		10	14.5	--	--	--	--
	<b>11</b>		53	22.8	34	23	17	0
<b>Black or African American</b>	<b>3</b>		0	0.0	--	--	--	--
	<b>7</b>		2	11.8	--	--	--	--
	<b>8</b>		4	5.8	--	--	--	--
	<b>11</b>		12	5.2	42	33	8	0
<b>American Indian or Alaska Native</b>	<b>8</b>		1	1.4	--	--	--	--
	<b>11</b>		2	0.9	--	--	--	--
<b>Asian</b>	<b>11</b>		1	0.4	--	--	--	--
<b>Filipino</b>	<b>8</b>		2	2.9	--	--	--	--
	<b>11</b>		2	0.9	--	--	--	--
<b>Hispanic or Latino</b>	<b>5</b>		0	0.0	--	--	--	--
	<b>6</b>		2	66.7	--	--	--	--
	<b>7</b>		6	35.3	--	--	--	--
	<b>8</b>		29	42.0	55	14	0	0
	<b>11</b>		84	36.2	50	21	8	0
<b>Native Hawaiian or Pacific Islander</b>	<b>11</b>		1	0.4	--	--	--	--
<b>White</b>	<b>7</b>		1	5.9	--	--	--	--
	<b>8</b>		4	5.8	--	--	--	--
	<b>11</b>		21	9.1	43	19	10	0
<b>Two or More Races</b>	<b>8</b>		0	0.0	--	--	--	--
	<b>11</b>		3	1.3	--	--	--	--



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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	33.3	--	--	--	--
	7		7	41.2	--	--	--	--
	8		26	37.7	54	12	0	0
	11		94	40.5	49	24	9	0
English Learners	5		0	0.0	--	--	--	--
	6		1	33.3	--	--	--	--
	7		1	5.9	--	--	--	--
	8		12	17.4	75	8	0	0
	11		25	10.8	52	20	8	0
Students with Disabilities	11		3	1.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	0	0.0	--	--	--	--
	5	1	0	0.0	--	--	--	--
	6	3	2	66.7	--	--	--	--
	7	17	10	58.8	--	--	--	--
	8	69	41	59.4	71	2	0	0
	11	232	124	53.4	69	6	1	0
Male	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		2	66.7	--	--	--	--
	7		7	41.2	--	--	--	--
	8		31	44.9	77	0	0	0
	11		72	31.0	72	6	0	0

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		3	17.6	--	--	--	--
	8		10	14.5	--	--	--	--
	11		52	22.4	65	6	2	0
Black or African American	3		0	0.0	--	--	--	--
	7		2	11.8	--	--	--	--
	8		4	5.8	--	--	--	--
	11		12	5.2	67	0	0	0
American Indian or Alaska Native	8		1	1.4	--	--	--	--
	11		1	0.4	--	--	--	--
Asian	11		1	0.4	--	--	--	--
Filipino	8		2	2.9	--	--	--	--
	11		2	0.9	--	--	--	--
Hispanic or Latino	5		0	0.0	--	--	--	--
	6		2	66.7	--	--	--	--
	7		6	35.3	--	--	--	--
	8		29	42.0	76	3	0	0
	11		83	35.8	70	4	1	0
Native Hawaiian or Pacific Islander	11		1	0.4	--	--	--	--
White	7		2	11.8	--	--	--	--
	8		4	5.8	--	--	--	--
	11		21	9.1	57	19	0	0
Two or More Races	8		0	0.0	--	--	--	--
	11		3	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	33.3	--	--	--	--
	7		7	41.2	--	--	--	--
	8		27	39.1	70	4	0	0
	11		92	39.7	71	7	1	0
English Learners	5		0	0.0	--	--	--	--
	6		1	33.3	--	--	--	--
	7		1	5.9	--	--	--	--
	8		12	17.4	83	0	0	0
	11		21	9.1	76	5	0	0
Students with Disabilities	11		2	0.9	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement**

Parent involvement is critical to the success of students and highly encouraged by RCOE staff. Parents have the opportunity to become involved through the following options:

- Enrollment
- Parent/teacher conferences (formal and informal)
- Individualized Education Program (IEP) process
- School Site Council
- English Learner Advisory Council
- District English Learner Advisory Council
- Parent Activity Nights
- Student Events

Anyone interested in volunteering in any capacity may contact the Alternative Education Program by calling the county office at (951) 826-6465.

**State Priority: School Climate**

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

**School Safety Plan**

The RCOE School Safety Plan is updated annually in March of each school year by RCOE staff. During the 2014-15 school year, the plan was reviewed and updated in January 2015.

The Safety Plan includes information intended to identify elements and resources important in improving school safety and preventing campus violence throughout the county and is categorized into assessment data, funding sources, discipline policies and practices, professional development, counseling and guidance, collaboration, programs and strategies, and campus security. Relevant data is reviewed to identify school safety issues (e.g., California Healthy Kids Survey, school crime data, suspensions and expulsions, counseling referrals, law enforcement reports, etc.).

**Positive Learning Environment & Discipline:**

Counseling, guidance, psychological services, and social services are available to all students. Mental health, probation and law enforcement agencies are actively involved in the activities that contribute to improving the safety of the school environment at RCOE. Prevention/intervention programs are used to create a safe drug-free learning environment. The types of issues addressed through these programs that impact students are:

- Gang Risk Intervention
- Conflict Management
- Classroom Management
- Hate Violence-Motivated Behavior
- Harassment

- Child Abuse Reporting
- Commercial Sexual Exploitation of Children

Existing school discipline rules and procedures are reviewed prior to the beginning of each school year to ensure they address student behavior problems and school safety issues. The rules and procedures are given to all students and parents upon enrollment and explain codes of conduct, unacceptable behavior, and disciplinary consequences. The dress code states that students should be dressed appropriately for normal school activities and that students' attire should reflect pride and respect. Health and safety are guidelines to acceptable school attire.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	13.41	14.50	14.30
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.20	4.55	3.71
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	No	No	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	60.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
	2012-13	2013-14	2014-15	1-22			23-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	20	14.2	14	26	12	14	3	3	1	0	0	0
Math	20	14.2	14	26	12	14	3	3	1	0	0	0
Science	20	14.2	11	26	12	14	3	3	1	0	0	0
SS	20	14.2	12	26	12	14	3	3	1	0	0	0

\* 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 at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	138

\* 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.

**Professional Development provided for Teachers**

Staff training and development is conducted throughout the school year in the form of after school workshops and training sessions for all site and management staff. At the beginning of each school year, an annual kick-off event is held for all staff, which includes an overview of programs and services, and presentations on current education topics, such as Common Core, special education, increasing student achievement, school safety, and other topics to help improve staff and student performance.

During the 2014-15 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (SILK); Capturing Kids Hearts; Common Core; Positive Behavioral Interventions and Supports (PBIS); Crisis Prevention and Intervention; Research Investigate Strategic Experience (RISE) Dropout Prevention/Engagement Strategies to promote high school graduation; Common Core; data analysis; Project Based Learning; Developmental Assets; PROMIS Student Information System; AVID; and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in Professional Learning Communities (PLCs) on a weekly basis, each Wednesday of the week. Teachers are provided ongoing support through teacher-principal meetings, coaching and mentoring, and review student performance data on a regular basis in order to determine effectiveness of services.

During the 2013-14 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (SILK); Capturing Kids Hearts; Common Core; Positive Behavioral Interventions and Supports (PBIS); Crisis Prevention and Intervention; Research Investigate Strategic Experience (RISE) Dropout Prevention/Engagement Strategies to promote high school graduation; Common Core; data analysis; Project Based Learning; Developmental Assets; PROMIS Student Information System; and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in Professional Learning Communities (PLCs) on a weekly basis, each Wednesday of the week. Teachers are provided ongoing support through teacher-principal meetings, coaching and mentoring, and review student performance data on a regular basis in order to determine effectiveness of services.

During the 2012-13 school year, staff training and professional development included the following: SILK; Capturing Kids Hearts; HOLT Algebra Readiness; PLATO Online Learning; PBIS; Crisis Prevention and Intervention (CPI); RISE Dropout Prevention/Engagement Strategies to promote high school graduation; ELA teachers were trained on the Expository Reading and Writing Course (ERWC); and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in PLCs each Wednesday.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,948 (185)	\$38,953
Mid-Range Teacher Salary	\$53,451 (185)	\$57,103
Highest Teacher Salary	\$81,580 (185)	\$74,127
Average Principal Salary (ES)	N/A	\$90,225
Average Principal Salary (MS)	N/A	\$98,146
Average Principal Salary (HS)	104,760	\$97,758
Superintendent Salary	261,884	N/D
Percent of District Budget		
Teacher Salaries	33%	N/D
Administrative Salaries	21.8%	N/D

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/D	N/D	N/D	\$63,114
District	♦	♦	N/D	\$63,114
State	♦	♦	\$5,348	\$71,396
Percent Difference: School Site/District			N/D	0.0
Percent Difference: School Site/ State			N/D	-11.6

\* Cells with ♦ do not require data. \*Due to the frequent movement of students, expenditures per pupil data is not available.

### Types of Services Funded

Programs and services provided through the Consolidated Application Federal Entitlement fund process include:

- Title 1 A (Basic, Neglected, and Delinquent)
- Title II (Teacher Quality)
- Title III (Limited English Proficient)
- Title III (Immigrant)
- Supplemental Educational Services

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	65	18	17	70	22	8
All Students at the School	83	11	6	89	10	1
Male	84	9	7	88	10	1
Female	81	16	3	93	7	
Black or African American	77	23		100		
Hispanic or Latino	86	8	6	92	6	2
White	79	14	7	62	38	
Socioeconomically Disadvantaged	82	11	6	89	10	1
English Learners	95	5		100		

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Riverside County Community School	2012-13	2013-14	2014-15
English-Language Arts	12	11	17
Mathematics	7	14	11
Riverside County Office of Education	2012-13	2013-14	2014-15
English-Language Arts	36	35	35
Mathematics	29	35	30
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Riverside County Community School	2011-12	2012-13	2013-14
Dropout Rate	11.10	9.50	9.30
Graduation Rate	82.51	84.41	85.24
Riverside County Office of Education	2011-12	2012-13	2013-14
Dropout Rate	11.10	9.50	9.30
Graduation Rate	82.51	84.41	85.24
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	243
% of pupils completing a CTE program and earning a high school diploma	0.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	35.48	56.52	84.6
Black or African American	24.32	48	76
American Indian or Alaska Native		88.89	78.07
Asian	33.33	53.85	92.62
Filipino	100	57.14	96.49
Hispanic or Latino	31.82	48.73	81.28
Native Hawaiian/Pacific Islander		150	83.58
White	59.09	79.19	89.93
Two or More Races	66.67	68.97	82.8
Socioeconomically Disadvantaged	4.55	41.05	61.28
English Learners	25	32.84	50.76
Students with Disabilities	36.27	54.91	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0%	♦
Foreign Language	0%	♦
Mathematics	0%	♦
Science	0%	♦
Social Science	0%	♦
All courses	0%	0%

\* Where there are student course enrollments.

### Career Technical Education Programs

During the 2014-2015 school year, the RCOE Alternative Education and CTE programs offered students access to CTE courses offered at various locations throughout Riverside County. The RCOE Alternative Education program continues to expand CTE course offerings based on student interest and current job market trends.

Students were also offered the opportunity to enroll in countywide CTE courses including the following:

- Automotive Body Repair and Refinishing
- Automotive Mechanics
- Careers in Child Development
- Carpentry
- Construction Technology (Wood Shop)
- Cosmetology
- First Responders Basic
- Food and Hospitality Services
- Forensic Science
- General Merchandise Retailing
- Information Processing
- Law Enforcement Occupations
- Medical Terminology
- Medical Office
- Office Occupations

**DataQuest**

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

**Internet Access**

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