

# RIVERSIDE COUNTY COMMUNITY SCHOOL

## SCHOOL ACCOUNTABILITY REPORT CARD

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2004-2005 School Year

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### SCHOOL DESCRIPTION & MISSION STATEMENT

#### School Description:

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of Riverside County Office of Education's (RCOE) Alternative Education Community Schools Program. The data presented in this report are reported for the 2004-2005 school year.

The RCOE Alternative Education Community Schools Program staff, under the guidance and leadership of the RCOE Director of Alternative Education, is committed to providing the best educational program possible for students. Community Schools Program serves the educational needs of a unique and diverse student population. The Community Schools Program provides an educational program for students placed by the probation department 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, Formal Probation, or Parent/Guardian/District Referred.

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.

Sixteen RCOE community schools serve students in grades 7-12, and three serve students in grades K-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. Usually a community school placement term is for one to 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 people. A primary goal is to help students transition back to a comprehensive school site.

#### RCOE Mission Statement:

*We are here to help children become better students; to help school personnel become better teachers and administrators; and to help communities become better places in which to live and work. We are here to shape our future.*

#### Alternative Education Mission Statement:

*The Mission of the Riverside County Alternative Education Community Schools Program is to inspire students to meet their full potential.*

**PARENT INVOLVEMENT**

Parents have the opportunity to become involved in the following ways:

- Enrollment
- Parent/teacher conferences (formal and informal)
- IEP process
- Volunteers

If you are interested in volunteering in any capacity, please contact The Alternative Education Program by calling the county office at (951) 826-6464.

**DEMOGRAPHIC INFORMATION**

The tables below show our school's 2004-2005 demographic information.<sup>1</sup> The first table breaks down student enrollment by grade level. The second table breaks down each racial/ethnic category by number and percentage.

**Enrollment by Grade Level:**

Grade Level	Enrollment	Grade Level	Enrollment
K	4	7	48
1	3	8	81
2	7	9	245
3	10	10	228
4	7	11	183
5	11	12	133
6	18	Total	978

**Enrollment by Subgroups:**

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	160	16.4%
American Indian or Alaska Native	3	0.3%
Asian	8	0.8%
Filipino	10	1%
Hispanic or Latino	507	51.8%
Pacific Islander	5	0.5%
White	283	28.9%
Multiple or No Response	2	0.2%

<sup>1</sup>The above data are based upon October 1, 2004 CBEDS information.

**SCHOOL SAFETY & CLIMATE FOR LEARNING**

**School Safety Plan:**

The RCOE school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294. RCOE adopts its comprehensive school safety plan by March 1<sup>st</sup> of each school year. RCOE reports on the status of its school safety plan, including a description of its key elements. The key elements, reviews, and updates are discussed with school faculty at the beginning of each school year and again prior to any new adoptions.

The safety plan includes information that is intended to identify elements and resources important in improving school safety and preventing campus violence throughout the county. This information is categorized into assessment data collection, funding sources, discipline policies and practices, professional development, counseling and guidance, collaboration, programs and strategies, and campus security. Relevant assessment 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).

Available funding sources that are targeted to address school safety issues at RCOE come from Title IV (Part A), Safe and Drug-Free School and Communities Act, State Grant Program funds, No Child Left Behind *partial* funds that are transferred from other program areas and from State AB 1113, School Safety and Violence Prevention Act, and local funding resources.

**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 activities that contribute to improving the safety of the school environment at RCOE. Prevention/intervention programs are used to create a safe and drug-free learning environment. Some of the issues addressed through these programs that impact students are:

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

Existing school site discipline rules and procedures are reviewed at the beginning of each school year to ensure that they address student behavior problems and school safety issues. These rules and procedures are given to all students and parents upon enrollment in document form that explains codes of conduct, unacceptable behavior, and disciplinary consequences. The dress code states that dress should be appropriate for normal school activities; it should reflect pride and respect. Health and safety are guides to acceptable school attire.

**SCHOOL SAFETY & CLIMATE FOR LEARNING**

**Positive Learning Environment & Discipline:**

The table below provides suspension and expulsion data for the last three years.

	Suspension Number	Suspension Rate	Expulsion Number	Expulsion Rate
School 02-03	No data available		0	0%
District 02-03	No data available		0	0%
School 03-04	51	6%	0	0%
District 03-04	102	3%	0	0%
School 04-05	173	17%	0	0%
District 04-05	328	9%	0	0%

**SCHOOL FACILITIES**

**General Information:**

The RCOE Alternative Education Department expects community school students to show up to school on time and leave directly from the site upon the end of a school day. All visitors to each school site are required to enter the school through a designated door where they are asked to check-in and sign a log stating their presence and their reason for visiting. There are postings about the exterior grounds clearly depicting the limits and controls regarding unauthorized access to school premises during the school day.

Classrooms for community school students are housed in storefront locations or in Learning Community Centers throughout the county where the programs and personnel are managed and maintained by RCOE staff. Students have access to the space available at the site for recreation and physical education. Each site location has facility accommodations for both students and staff.

All RCOE school sites are clean, safe, and functional. Custodial services are provided through a variety of means. Some are contracted through private vendors, some through the district or probation department with whom we partner, and some are directly provided by RCOE staff. Repairs and maintenance services are completed in a timely manner at all locations. All sites are kept in good repair and working order. Service as repair work orders are given the highest priority.

The 32 community school classrooms operated by the county office of education under this CDS code are located on 19 sites. The sites are primarily located in strip malls and are occupied through contractual agreements with private lessors. The RCOE facility department is involved in multiple new building projects to construct regional learning centers to house the students enrolled in the leased classrooms. In addition, the facility department inspected all community classrooms during the 2005-2006 school year, which resulted in the renovation of six sites. These renovations included providing new carpeting, painting, and new classroom furniture. Three community classrooms were moved into a new regional learning center in the Val Verde Unified School District.

The third in a series of learning centers being constructed has just been completed and is now occupied. Two more regional learning centers are in the planning stage. Regional centers have a full range of program types, including community schools, Cal-SAFE, Independent Study, Special Education, and the Regional Occupational Program.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2005-2006 school year, the district has budgeted \$28,615 for the deferred maintenance program. This represents 0.01% of the district's general fund budget.

**Inspection & Evaluation:**

Interim Evaluation Instrument*	In Good Repair?	
	Yes	No
Gas Leaks	X	
Mechanical Systems	X	
Windows/Doors/Gates (Interior & Exterior)	X	
Interior Surfaces (Walls, Floors, Ceilings)	X	
Hazardous Materials (Interior & Exterior)	X	
Structural Damage	X	
Fire Safety	X	
Electrical (Interior & Exterior)	X	
Pest/Vermin Infestation	X	
Drinking Fountains (Inside & Outside)	X	
Restrooms	X	
Sewer		X (To be repaired by original contractor).
Playground/School Grounds	X	
Other	X	

\*Inspection was completed on: January 2005

TESTING/ACADEMIC DATA

**Standardized Testing and Reporting (STAR):**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. The STAR program includes **California Standards Tests (CST)** and a **norm-referenced test (NRT)**. The CST tests English-Language Arts and Mathematics in grades 2-11, Science in grades 5, 9, 10, and 11, and History-Social Science in grades 8, 10, and 11. Prior to 2005, the NRT tested Reading/Language Arts and Mathematics in grades 2-11, Spelling in grades 2-8, and Science in grades 9-11. Beginning in 2005, the NRT tests Reading/Language Arts, Spelling, and Mathematics in grades 3 and 7 only, and no longer tests Science in any grade.

**California Standards Test (CST):**

The CST measures how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are **Advanced** (exceeds state standards), **Proficient** (meets standards), **Basic** (approaching standards), **Below Basic** (below standards), and **Far Below Basic** (well below standards). Students scoring at the Proficient or Advanced level meet state standards in that content area.

The following tables show three-year data on the percentage of students achieving at the proficient or advanced level in the areas of English Language Arts, Mathematics, Science, and History/Social Science. Percentages are compared to those of the district and state. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at <http://star.cde.ca.gov>.

CST English Language Arts Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	—
	03-04	4
	04-05	10
District	02-03	8
	03-04	9
	04-05	7
State	02-03	35
	03-04	36
	04-05	40

CST Mathematics Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	—
	03-04	2
	04-05	6
District	02-03	8
	03-04	5
	04-05	5
State	02-03	35
	03-04	34
	04-05	38

CST Science Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	—
	03-04	1
	04-05	21
District	02-03	4
	03-04	8
	04-05	6
State	02-03	27
	03-04	25
	04-05	27

CST History/Social Science Overall School, District, State		
	Year	% Proficient or Advanced
School	02-03	—
	03-04	4
	04-05	7
District	02-03	5
	03-04	5
	04-05	5
State	02-03	28
	03-04	29
	04-05	32

TESTING/ACADEMIC DATA

**CST Subgroups:**

The following tables show 2004-2005 data on the percentage of students in specific subgroups achieving at the proficient or advanced level in the areas of English Language Arts, Mathematics, Science, and History/Social Science. **Note:** To protect student privacy, subgroups and/or their relative scores are not shown when the number of students tested is 10 or less. Detailed information regarding results for each grade and proficiency level can be found at <http://star.cde.ca.gov>.

CST English Language Arts School Subgroups	
	% Proficient or Advanced
Male	6
Female	19
English Learners	0
Economically Disadvantaged	3
Students with Disabilities	2
African American	9
Hispanic or Latino	4
White	22

CST Mathematics School Subgroups	
	% Proficient or Advanced
Male	6
Female	8
English Learners	—
Economically Disadvantaged	2
Students with Disabilities	0
African American	5
Hispanic or Latino	4
White	11

CST Science School Subgroups	
	% Proficient or Advanced
Male	21
Female	21
English Learners	—
Economically Disadvantaged	—
Students with Disabilities	—
African American	—
Hispanic or Latino	—
White	25

CST History/Social Science School Subgroups	
	% Proficient or Advanced
Male	6
Female	9
English Learners	0
Economically Disadvantaged	3
Students with Disabilities	0
African American	7
Hispanic or Latino	3
White	16

**TESTING/ACADEMIC DATA**

**Norm-Referenced Test (NRT):**

The NRT was formerly the Stanford 9 test up until 2003, but was changed to the "California Achievement Test 6" (CAT-6). The following tables show three-year data on the percentage of students who scored at or above the 50th percentile (the national average) in Reading and Mathematics. Percentages are compared to those of the district and state. Beginning in 2005, the NRT tests Reading/Language Arts, Spelling, and Mathematics in grades 3 and 7 only, and no longer tests Science in any grade. Detailed information regarding results for each grade level can be found at <http://star.cde.ca.gov>.

NRT Reading Overall School, District, State			
	02-03	03-04	04-05
School	—	10	19
District	16	16	16
State	43	43	41

NRT Mathematics Overall School, District, State			
	02-03	03-04	04-05
School	—	6	14
District	13	13	11
State	50	51	52

**NRT Subgroups:**

The following table shows 2004-2005 data on the percentage of students in specific subgroups who scored at or above the 50th percentile (the national average) in Reading and Mathematics. **Note:** To protect student privacy, subgroups and/or their relative scores are not shown when the number of students tested is 10 or less. Detailed information regarding results for each grade and proficiency level can be found at <http://star.cde.ca.gov>.

NRT Reading & Mathematics School Subgroups		
	Reading	Mathematics
Male	17	14
Female	25	16
Economically Disadvantaged	5	6
African American	18	14
Hispanic or Latino	15	12
White	33	21

**Local Assessment:**

No data are available for this section.

**Academic Performance Index (API):**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school). Schools also receive a **Similar Schools Rank** that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by an API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

The annual **Growth Target** for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. **Actual Growth** is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. In order to be eligible for awards, elementary and middle schools must test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on the STAR assessments. Schools that do not meet their targets and have a state-wide rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.<sup>2</sup>

The following tables summarize the key elements of the school-wide API base and growth data for the past three years. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at <http://www.cde.ca.gov/ta/ac/ap/>.

School-wide API Base Data			
	01-02	02-03	03-04
% Tested	—	*	*
Base Score	—	*	*
Growth Target	—	*	*
Statewide Rank	—	*	*
Similar Schools Rank	—	*	*

<sup>2</sup>Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

“\*” API scores are not created for county-run schools, community day schools, alternative schools, continuation schools and independent study schools unless they specifically requested to be included in the main API Accountability System.

TESTING/ACADEMIC DATA

**Academic Performance Index (API):**

School-wide API Growth Data			
	From 01-02 to 02-03	From 02-03 to 03-04	From 03-04 to 04-05
<b>% Tested</b>	N/A	N/A	93
<b>Growth Score</b>	N/A	N/A	484
<b>Actual Growth</b>	N/A	N/A	B

**API Subgroups:**

In addition to school-wide API, schools also receive API scores for each numerically significant subgroup.<sup>3</sup> Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards. The following tables summarize the key elements of the API base and growth data for reported numerically significant subgroups.

Subgroup API Base Data			
	01-02	02-03	03-04
<b>Hispanic or Latino</b>			
<b>Base Score</b>	—	*	*
<b>Growth Target</b>	—	*	*
<b>White</b>			
<b>Base Score</b>	—	*	*
<b>Growth Target</b>	—	*	*
<b>Economically Disadvantaged</b>			
<b>Base Score</b>	—	*	*
<b>Growth Target</b>	—	*	*

Subgroup API Growth Data			
	From 01-02 to 02-03	From 02-03 to 03-04	From 03-04 to 04-05
<b>Hispanic or Latino</b>			
<b>Growth Score</b>	N/A	N/A	454
<b>Actual Growth</b>	N/A	N/A	B
<b>White</b>			
<b>Growth Score</b>	N/A	N/A	551
<b>Actual Growth</b>	N/A	N/A	B
<b>Economically Disadvantaged</b>			
<b>Growth Score</b>	N/A	N/A	435
<b>Actual Growth</b>	N/A	N/A	B

**Adequate Yearly Progress (AYP):**

The federal *No Child Left Behind Act* (NCLB) of 2001 requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following: **Requirement 1:** Participation rate on the state's standards-based assessments. **Requirement 2:** Percent proficient on the state's standards-based assessments. **Requirement 3:** API as an additional indicator. **Requirement 4:** Graduation rate (for secondary schools).

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

**Overall AYP Status:**

A "Yes" or a "No" in the following table indicates whether all AYP criteria were met for all groups of students in this school or district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
<b>Met all AYP Criteria</b>	—	No	No	No	No	No

"B" The school did not have a valid 2004 API Base and will not have any growth or target information.

<sup>3</sup>Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid test scores OR (2) comprises at least 15% of the school population tested and contains at least 50 students with valid scores.

**TESTING/ACADEMIC DATA**

**AYP Status by Subgroup:**

A "Yes" or a "No" in the following table indicates whether all students or a particular group of students in this school or district met the AYP criteria for both the minimum participation rates and the percent proficient or above on the state's standards-based assessments. **Note:** "N/A" means that the student subgroup is not numerically significant. To protect student privacy, subgroups are not shown when the number of students is 10 or less.

	School			District		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	—	No	No	No	No	No
African-American	—	N/A	No	No	No	No
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	No	No	No	No
Pacific Islander	—	N/A	N/A	N/A	N/A	N/A
White	—	No	No	No	No	No
Economically Disadvantaged	—	No	No	No	No	No
English Learners	—	N/A	N/A	Yes	No	N/A
Students with Disabilities	—	No	N/A	No	No	N/A

**Federal Intervention Program:**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs School Level	
First Year of Program Improvement Implementation	N/A
Year in Program Improvement (Implementation Level)	N/A
Year Exited Program Improvement	N/A
Federal Intervention Programs District Level	
Number of Schools Currently in Program Improvement	0
Percent of Schools Currently in Program Improvement	0%

**California Physical Fitness Test:**

No data are available for this section.

**SCHOOL COMPLETION**

**California High School Exit Exam:**

Beginning with the graduating class of 2006, students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE. These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.

**Dropout Rates & Graduation Rates:**

For the most recent three-year period, we compare our dropout data with that of the district and state. The formula for the one-year dropout rate is grades 9-12 dropouts divided by grades 9-12 enrollment multiplied by 100. The graduation rate, included as one of the requirements of California's definition of AYP, as required by No Child Left Behind (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. **Note:** State certification/release dates for dropout data occur too late for inclusion of 2004-2005 data. Therefore, 2003-2004 data are utilized for reports prepared during 2005-2006.

	Year	School	District	State
Enrollment Grades 9-12	01-02	0	2,205	1,772,417
	02-03	484	2,300	1,830,903
	03-04	754	2,559	1,876,927
# of Dropouts	01-02	154	172	47,871
	02-03	107	194	58,189
	03-04	48	117	61,253
1-Year Dropout Rate	01-02	0%	7.8%	2.7%
	02-03	22.1%	8.4%	3.2%
	03-04	6.4%	4.6%	3.3%
Graduation Rate	01-02	77.3%	70.4%	87%
	02-03	82.7%	88.4%	86.7%
	03-04	64.1%	88.5%	85.1%



**CLASS SIZE**

**Average Class Size & Distribution:**

The tables below report three-year data on the average class sizes by grade level and number of classrooms that fall into each size category.<sup>4</sup>

02-03				
Grade	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
Other (self-contained)	20	15	14	1

03-04				
Grade	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
Other (self-contained)	4	1	0	0

04-05				
Grade	Average Class Size	Number of Classrooms		
		1-20	21-32	33+
Other (self-contained)	20.5	16	8	2

**TEACHER & STAFF INFORMATION**

**Teacher Credentials:**

The Community School staff is a highly qualified, enthusiastic, and energetic group of educators. Below are three-year data regarding the credentials of our teaching staff. Data reflect both full-time and part-time teachers, and each teacher is counted as "1".

Teacher Credentials			
	02-03	03-04	04-05
<b>Total Number of Teachers</b>	35	34	35
<b>Teachers with Full Credential</b>	32	29	31
<b>Teachers in Alternative Routes to Certification</b> (District and University Internship)	0	1	1
<b>Pre-Internship</b>	1	1	1
<b>Teachers with Emergency Permits</b> (Not qualified for a credential or internship but meeting minimum requirements)	4	3	2
<b>Teachers with Waivers</b> (Does not have credential and does not qualify for an Emergency Permit)	0	0	1

**Teacher Education Level:**

The following data reports on the percent of teachers teaching in core content areas as defined by the No Child Left Behind Act (NCLB) at each education level for the 2004-2005 school year.

Teacher Education Level		
	School	District
<b>Doctorate</b>	0%	2%
<b>Master's Degree plus 30 or more semester units</b>	34.3%	31%
<b>Master's Degree</b>	11.4%	23.9%
<b>Bachelor's Degree plus 30 or more semester hours</b>	51.4%	35.4%
<b>Bachelor's Degree</b>	2.9%	7.7%
<b>Less than Bachelor's Degree</b>	0%	0%

**NCLB Compliant Teachers:**

The NCLB requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-2006 school year. In general, the NCLB requires that each teacher must have: 1). A Bachelor's Degree, 2). A state credential or an Intern Certificate/Credential for no more than three years, and 3). Demonstrated subject matter competence for each core subject they teach.

The data reported below are the percent of classes in core content areas taught by NCLB compliant teachers.

Percent of Core Academic Courses Taught by NCLB Compliant Teachers	
<b>This School</b>	14.4%
<b>All Schools in District</b>	10.7%
<b>High-Poverty Schools in District</b>	15.7%
<b>Low-Poverty Schools in District</b>	0%

<sup>4</sup>The above data are based on enrollment taken on "CBEDS day" in October of each year and do not accurately reflect the required calculation by the California Department of Education for purposes of qualification for payment.

**TEACHER & STAFF INFORMATION**

**Teacher Misassignments:**

A “misassignment” is the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. The following table reports on the number of teacher misassignments for the most current three-year period.

Teacher Misassignments			
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

**Vacant Teacher Positions:**

A vacant teacher position is one in which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. The following data reports on the number of vacant teacher positions for the most current three-year period.

Vacant Teacher Positions			
	03-04	04-05	05-06
<b>Total Vacant Teacher Positions</b>	0	0	0

**Substitute Teachers:**

RCOE recruits for the most qualified personnel to serve students in the classroom. Substitute teachers must have the minimum requirements as outlined by the CCTC in order to be considered for an assignment. The minimum requirements for substitute teaching assignments are a Bachelor's Degree and passage of the California Basic Educational Skills Test (CBEST). If an individual meets these requirements, they may apply for an Emergency 30-Day Substitute Permit. The substitute permit is valid for one year and allows the individual to substitute teach on a day-to-day basis for up to 30 days in the same classroom. RCOE's ability to secure qualified substitute teachers varies from year to year. As always, the quality of the substitute determines the quality of impact upon the instructional program.

**Teacher Evaluations:**

Part of the Evaluation of Certificated Employees is the development of performance objectives and the measurement of the degree to which these objectives are met. California Education Code 44662 requires that:

1. The governing board of each school district shall establish standards of expected pupil achievement at each grade level in each area of study.
2. The governing board of each school district shall evaluate and assess certificated employee competency as it reasonably relates to:
  - The progress of pupils toward the standards established pursuant to subdivision 1.
  - The instructional techniques and strategies used by the employee.
  - The employee's adherence to curricular objectives.
  - The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

In addition to the above areas, the RCOE requires adherence to the following objectives:

- Employees will perform duties as described in specific job descriptions.
- Employees will comply with RCOE established rules, regulations, policies, contracts, and laws.
- A minimum of one Growth or Developmental Objective must be written. A **Growth Objective** is written when improvement is needed to meet one or more standards. A **Developmental Objective** is written when the teacher consistently meets or exceeds all standards, and the objective is to further the teacher's professional development.

Riverside County Teachers' Association (RCOTA)- Agreement, Article X, Performance Appraisal states that:

- The Employer shall evaluate all unit members who have two years or less of service no less than once every school year.
- The Employer shall evaluate unit members who have more than two years of service no less than once every two school years.
- The written procedures for evaluation, which are currently in effect, shall be maintained by the Employer for the duration of this Agreement. An official copy of the procedures shall be kept in the Personnel Services Division. All bargaining unit members shall receive a copy of the Performance Appraisal procedures. If there is a change in the procedures, bargaining unit members shall receive a copy.
- Neither the judgment of the evaluator nor the content of the evaluation shall be subject to the grievance procedure.
- For purposes of this Article, an evaluator is a coordinator, director, assistant superintendent, associate superintendent, deputy superintendent, or other designated person responsible for the supervision and/or administration of the school program or service in which the unit member is assigned.

**TEACHER & STAFF INFORMATION**

***Counselors & Support Staff:***

During the 2004-2005 school year, the Community School program had the services of the following support personnel. Positions are reported in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

- 1 FTE Counselor Coordinator (Connect to Achieve)
- 3 FTE Counselors (2 Pupil Personal Services, 1 Marriage and Family Therapy)
- School psychology services are contracted out based on need

**CURRICULUM & INSTRUCTION**

***School Instruction & Leadership:***

The table below provides information on the individuals responsible for leadership in the Alternative Education programs at RCOE as it relates to their tenure and education.

Name/Title	Length of Service at RCOE	Education/Degrees
Regina Patton-Stell Director, Alternative Education	30 years	Ed.D., Education MS, Urban Curriculum
Thomas Arthur Coordinator/Principal	32 years	MA, School Administration
Janice Augente Coordinator/Principal	1 year	MA, Education Administration MA, Social Science
Bill Cooper Coordinator/Principal	16 years	MA, English
Norman Diggs Coordinator/Principal	21 years	MS, Educational Administration
Dianne Gaffney Coordinator/Principal	12 years	Ed.D. and Ed.S., Education Administration and Leadership MA, Home Economics
Tony Johnson Coordinator/Principal	28 years	MA, School Administration
Art Paz Coordinator/Principal	9 years	MA, Education Administration
Leland Daniels Coordinator/Principal	28 years	MA, Education Administration
Denise Zuckerman Coordinator/Counselor	7 months	MFCC MA, Psychology MA, Education

Administrators involve parents and staff in the decision-making process through the following: Parent advisory committees, meetings with parents and community stakeholders, staff meetings, various Professional Learning Community committees and activities, Program Services Quality Review committee meetings, and ongoing communication with representatives of the Riverside County Teachers' Association.

The school-wide instructional focus for the Alternative Education Department has four overarching themes: to develop a compilation of formal assessments for core curricular areas; to write curriculum outlines with timelines for each; to enhance the current English learner (EL) and Special Education program through quality EL and Special Education strategies development; and to develop a uniform report card system for Cal-SAFE, Court Schools, and Community Schools.

RCOE adheres to the California Department of Education's "Core Knowledge" approach of establishing a grade-by-grade core of common learning. The framework for implementing the content standards, adopted by the California State Board of Education, are developed by the State's Curriculum Development and Supplemental Materials Commission. The subject areas that have content standards are foreign language, health, history-social science, mathematics, physical education, reading and language arts, science, and visual and performing arts. In order to achieve academic excellence, greater fairness, and higher literacy, RCOE provides shared core curriculum in order to help students establish strong foundations of knowledge.

RCOE takes a universally designed approach based on the No Child Left Behind Act (NCLB) to ensure equal access to core curriculum so that all children, including those with disabilities, have equal opportunities to a high-quality education. In order to increase the implementation of accountability for students in the community school setting, the RCOE Alternative Education Department conducts formative and summative assessments that can accurately measure progress for students. Curriculum is flexible and adaptive providing appropriate levels of educational expectation for every student. The curriculum combines research-based practices and flexibility for students directly into core curricular methods and materials.

***Monitoring Student Achievement:***

Student performance and progress are monitored through the following:

- STAR Testing
- California High School Exit Exam (CAHSEE)
- California High School Proficiency Exam (CHSPE)
- GED
- Quarterly Progress Reports
- Semester Report Cards
- Parent Conferences as needed
- Individualized Learning Plans
- Pre/Post Assessment for CAHSEE

***Professional Development:***

During the 2004-2005 school year, RCOE provided 12 days of professional development. Each day is listed below by date and topic:

- November 6, 2004 – Alternative Education Buy Back Day
- January 10 – 12, 2005 – Professional Learning Communities
- January 22, 2005 – Alternative Education Buy Back Day
- January 28, 2005 – Professional Learning Communities
- February 24, 2005 – Professional Learning Communities
- March 23, 2005 – Professional Learning Communities
- March 31, 2005 – Sexual Harassment Training
- April 14 – 15, 2005 – House Observation Training
- April 23, 2005 – Alternative Education Buy Back Day

Professional development sessions are provided to staff on non-school days, after school, and through their attendance at workshops and conferences. Teachers are supported with implementation of topics addressed by ongoing observations, in-class coaching, and with their participation on various Professional Learning Community committees and other committees.

**CURRICULUM & INSTRUCTION**

***Instructional Minutes & Minimum Days:***

During the 2004-2005 school year, the Community School offered 240 instructional minutes per day for first through sixth grades, and 300 instructional minutes per day for seventh through twelfth grades. There were no minimum days for this site.

***Textbooks/Instructional Materials:***

Students have access to current, standards-based textbooks and other instructional materials on a daily basis within the classroom. The quality and care of textbooks/materials are monitored and replaced when needed. There are resources for all core subjects. RCOE maintains that all books/materials be from the most recent list of standards-based materials adopted by the California State Board of Education.

The table below shows some of the textbooks used. Due to the nature of high school and alternative education, with different subjects being taught at different grade levels, a complete list of all textbooks and resources is too numerous to include here. *A comprehensive list of textbooks and instructional materials used is available for review in the Riverside County Office of Education.*

Currency of Textbooks/Instructional Materials		
Publisher	Subject	Year Adopted
Pearson/Globe Fearon	History/Social Science	2004
Glencoe	History/Social Science	2004
McDougal Littell	History/Social Science	2004
McGraw Hill	History/Social Science	2004
AGS Publishing	History/Social Science	2004
Prentice Hall	Mathematics	2004
Houghton-Mifflin	Mathematics	2004
Pearson/Globe Fearon	Mathematics	2004
AGS Publishing	Mathematics	2004
Pearson/Globe Fearon	English Language Arts	2004
McGraw Hill	English Language Arts	2004
Pearson/Globe Fearon	Science	2004
Holt Rinehart	Science	2004
Glencoe	Science	2004
Pearson/Globe Fearon	Health	2004

Students have textbooks and instructional materials to use in class and to take home to complete required homework assignments in the core curriculum areas of: Reading/Language Arts, Mathematics, Science, History/Social Science, and Health. The last textbook review/inventory took place in November 2004.

Availability of Textbooks/Instructional Materials	
Core Curriculum Area	One Textbook/Instructional Material per Student?
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History/Social Science	Yes
Foreign Language	No— offered through ROP or online
Health	Yes
Science Laboratory Equipment	No— offered through ROP or online

**POST-SECONDARY PREPARATION**

***AP/IB Courses Offered:***

No data are available for this section.

***Enrollment in UC/CSU Courses:***

No data are available for this section.

***Completion Rate in UC/CSU Courses:***

The table below reports the number and percent of graduates who completed all courses required for UC and/or CSU admission during 2004-2005. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

# of Graduates	# of Graduates Who Completed All Courses Required For UC and/or CSU Admission	% of Graduates Who Completed All Courses Required For UC and/or CSU Admission
141	4	2.8%

**POST-SECONDARY PREPARATION**

**SAT Reasoning Test:**

Students may voluntarily take the SAT test for college entrance. Students may take the test more than once, but only the highest score is reported at the year of graduation. Each subject on the SAT is scored on a scale of 200-800 points. Beginning with results reported from 2005, students receive verbal, math, and writing scores. For the past three years, we compare our SAT data with that of the district and state. **Note:** To protect student privacy, scores are not shown when the number of students tested is 10 or less. Detailed information regarding SAT results may be found at <http://www.cde.ca.gov/ds/sp/api/>.

	Year	School	District	State
<b>Grade 12 Enrollment</b>	02-03	0	377	385,356
	03-04	150	415	395,194
	04-05	133	435	409,576
<b>% of Grade 12 Enrollment Taking the SAT</b>	02-03	N/A	0.5%	36.7%
	03-04	0%	0.2%	35.3%
	04-05	0%	1.1%	35.9%
<b>Average Verbal Score</b>	02-03	N/A	—	494
	03-04	N/A	—	496
	04-05	N/A	—	499
<b>Average Math Score</b>	02-03	N/A	—	518
	03-04	N/A	—	519
	04-05	N/A	—	521

**College Admission Test Preparation:**

RCOE does not have a college admission test preparation course program. Advanced Academics Online is used.

**Workforce Preparation:**

The Riverside County ROP is an accredited, publicly funded, career/technical-training program. Each year, the program serves more than 21,807 high school students and adults in more than 553 class sections in 43 career areas and in more than 2,000 local businesses, hospitals, offices, restaurants, day-care centers and other places of employment. Courses offered fall into the following categories:

- Agribusiness
- Arts & Communications
- Business & Marketing
- Consumer & Human Services
- Health & Medical
- Industry & Technology
- Information Technology
- Office Occupations/Word Processing

There is a uniform alignment with academic courses and ROP courses that meets the state standards. In addition, ROP provides career academics to the Alternative Education program. Alternative Education teachers also assist students with career development.

**Career-Technical Education Programs:**

The RCOE participates in the Career/Technical Education (CTE) program. This program is a federal act established to improve career-technical education programs, integrate academic and special populations, and meet gender equity needs. During the 2003-2004 school year, Riverside County Office of Education had a total course enrollment of 19,302 students in the CTE program. The tables below report additional district-wide data regarding the enrollment and the completion rate in CTE programs for the 2003-2004 school year. **Note:** State certification/release dates for CTE data occur too late for inclusion of 2004-2005 data. Therefore, 2003-2004 data are utilized for reports prepared during 2005-2006.

Secondary CTE Participants		
Number of Concentrators	Number of Completers	Completion Rate
18,800	14,035	74.6%

Grade 12 CTE Participants		
Number of Completers	Number Earning Diploma	Graduation Rate
7,578	3,080	40.6%

**FISCAL & EXPENDITURE DATA**

***Teacher & Administrative Salaries:***

County offices of education are not required to report average salaries and expenditures. The California Department of Education's (CDE) School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

***District Expenditures:***

County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.

***Types of Services Funded:***

The continuum of program options offered through the RCOE Alternative Education Department includes student access to the regular education programs, a resource specialist program, and designated instruction and services. These services include, but are not limited to, speech and language development services, audiological services, instruction in the home or hospital, adapted physical education, vision services, orientation and mobility services, counseling and guidance services, psychological services, health and nursing services, social worker services, specialized services for low-incidence disabilities, such as readers, transcribers, and vision and hearing services, and interpreting services. Additionally, there are interagency support services provided through Riverside County Mental Health, Riverside County Probation, and other community-based civic support services.

**Notes Regarding Data:** Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>. Though this report was published during the current 2005-2006 school year, a majority of the data presented in this report were collected from the 04-05 school year. Data from preceding years are also utilized for comparison purposes. Due to the state's certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 03-04.

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