



## Executive Summary School Accountability Report Card 2010–11

# For Riverside County Community

<b>Address:</b>	PO Box 868, Riverside, CA, 92502-0868	<b>Phone:</b>	(951) 826-6464
<b>Principal:</b>	Richard M. Collins, Executive Director	<b>Grade Span:</b>	7-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

*The Riverside County Office of Education (RCOE) Alternative Education Community Schools Program staff, under the guidance and leadership of the RCOE Executive Director of Alternative Education, is committed to providing the best educational program possible for students. The community schools program serves the educational needs of a unique and diverse student population and 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.*

*Nine RCOE community schools 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. Usually a community school placement term is 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 people. A primary goal is to help students transition back to a comprehensive school site.

**RCOE Mission Statement:**

The mission of the Riverside County Office of Education is to ensure the success of all students through extraordinary service, support, and partnerships.

**Alternative Education Mission Statement:**

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

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## Student Enrollment

Group	Enrollment
Number of students	1,067
Black or African American	10.2%
American Indian or Alaska Native	1.3%
Asian	1.7%
Filipino	0.7%
Hispanic or Latino	67.0%
Native Hawaiian or Pacific Islander	0.5%
White	18.2%
Two or More Races	0.2%
Socioeconomically Disadvantaged	22.2%
English Learners	23.5%
Students with Disabilities	10.7%

## Teachers

Indicator	Teachers
Teachers with full credential	28
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	12%
Mathematics	12%
Science	12%
History-Social Science	9%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	532
Statewide Rank (from 2010 Base API Report)	B
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 14
2011–12 Program Improvement Status (PI Year)	Year 3

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

The RCOE takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, site facility inspections are conducted by RCOE staff on a continuous basis. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the RCOE.

All school sites are clean, safe, functional, and kept 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. Repairs and maintenance services are completed in a timely manner and service as work repair orders are given the highest priority.

The Community School classrooms operated by the County Office of Education under this CDS code are located on nine (9) sites and are located at regional learning centers operated and maintained by RCOE staff, strip malls, or with local school districts and/or community learning centers. The facility department inspected all community school classrooms during the 2010-2011 school year and 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, Independent Study, Special Education, and the Career Technical Education Program.

The RCOE Alternative Education Program 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 or plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2010-11 school year, redevelopment funds were contributed to the Deferred Maintenance Program, along with matching funds from the state.

### 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. Plans are for all community schools located at strip malls to be relocated to regional learning centers within or near the communities served.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	0.0%
Health	0.0%
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	0.0%

## School Finances\*

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	N/A
State	N/A

***\*Due to the frequent movement of students who attend this program, this information is not available.***

## School Completion

Indicator	Result
Graduation Rate (if applicable)	82.13%

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.*

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	Riverside County Community	<b>District Name</b>	Riverside County Office of Education
<b>Street</b>	PO Box 868	<b>Phone Number</b>	(951) 826-6670
<b>City, State, Zip</b>	Riverside, CA, 92502-0868	<b>Web Site</b>	www.rcoe.us
<b>Phone Number</b>	(951) 826-6464	<b>Superintendent</b>	Kenneth Young
<b>Principal</b>	Richard M. Collins, Executive Director	<b>E-mail Address</b>	kyoung@rcoe.us
<b>E-mail Address</b>	rcollins@rcoe.us	<b>CDS Code</b>	33103303331055

### School Description and Mission Statement (School Year 2010–11)

*The Riverside County Office of Education (RCOE) Alternative Education Community Schools Program staff, under the guidance and leadership for the RCOE Director of Alternative Education, is committed to providing the best educational program possible for students. The community schools program serves the educational needs of a unique and diverse student population and 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.*

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## Opportunities for Parental Involvement (School Year 2010–11)

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)
- 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.***

## Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	59
Grade 1	0	Ungraded Elementary	0
Grade 2	3	Grade 9	124
Grade 3	0	Grade 10	176
Grade 4	3	Grade 11	249
Grade 5	6	Grade 12	405
Grade 6	3	Ungraded Secondary	1
Grade 7	38	Total Enrollment	1,067



## Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	10.2%
American Indian or Alaska Native	1.3%
Asian	1.7%
Filipino	0.7%
Hispanic or Latino	67.0%
Native Hawaiian or Pacific Islander	0.5%
White	18.2%
Two or More Races	0.2%
Socioeconomically Disadvantaged	22.2%
English Learners	23.5%
Students with Disabilities	10.7%

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A				N/A				N/A			
1	N/A				N/A				N/A			
2	N/A				N/A				N/A			
3	N/A				N/A				N/A			
4	N/A				N/A				N/A			
5	N/A				N/A				N/A			
6	N/A				N/A				N/A			
Other	13.3	3	0	0	N/A				N/A			

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

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

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.8	13	8	3	21.4	16	5	0	19.4	17	4	0
Mathematics	22.8	13	8	3	21.4	16	5	0	19.4	17	4	0
Science	22.8	13	8	3	21.4	16	5	0	19.4	17	4	0
Social Science	23.7	12	8	3	21.4	16	5	0	19.4	17	4	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.

### III. School Climate

#### School Safety Plan (School Year 2010–11)

The RCOE School Safety Plan is updated annually by March 1st of each school year by RCOE staff. During the 2010-11 school year, the plan was reviewed and updated in July 2010 and discussed with school administrators and faculty in September 2010. The School Safety Plan is discussed regularly at leadership and management team meetings.

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.).

Available funding sources 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 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. 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 discipline rules and procedures are reviewed at the beginning of each school year to ensure they address student behavior problems and school safety issues. The rules and the procedures are given to all students and parents upon enrollment explaining 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	1,851	657	1,148	2,134	879	1,331
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

The RCOE community school classes are located throughout Riverside County in strip malls and 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 school sites where county owned classrooms or sites do not exist, the county rents space. All school sites are clean, safe, and functional, and provide an environment conducive to student learning.

Custodial services are provided through a variety of means. Some are contracted through private vendors, some through the district 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.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		9			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	46	42	28	387
Without Full Credential	4	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	35
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 (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2011	Yes	0.0%
Mathematics	2011	Yes	0.0%
Science	2011	Yes	0.0%
History-Social Science	2011	Yes	0.0%
Foreign Language	2011	Yes	0.0%
Health	2011	Yes	0.0%
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	2011	Yes	0.0%

*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 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.*

*Resolution No. 03-12 confirms that each pupil enrolled has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects. It also confirms the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12, inclusive.*

*A complete list of adopted textbooks is available for review, upon request.*

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A*	N/A*	N/A*	\$75,943.
District			N/A*	\$77,999.
Percent Difference – School Site and District			N/A*	N/A**
State			N/D	N/D
Percent Difference – School Site and State			N/A*	N/D

Note: Cells shaded in black do not require data.

\*Due to the frequent movement of students who attend this program, this information is not available.

\*\*Percent difference cannot be calculated due to the number of days teachers are contracted to work. Teachers are assigned 185 or 220 days, depending upon assignment.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

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

- Title 1 (Basic, Neglected, and Delinquent)
- Title II (Teacher Quality)
- Title II D (Technology)
- Title III (Limited English Proficient)
- Title III (Immigrant)



## Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	37,948 (10 Month)	\$31,609
	45,130 (12 Month)	
Mid-Range Teacher Salary	\$53,451 (10 Month)	\$67,006
	\$63,563 (12 Month)	
Highest Teacher Salary	\$81,580 (10 Month)	\$102,402
	\$97,013 (12 Month)	
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	\$97,530	N/D
Average Principal Salary (High)	N/A	N/D
Superintendent Salary	\$243,628	N/D
Percent of Budget for Teacher Salaries	42%	N/D
Percent of Budget for Administrative Salaries	7%	N/D

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

# IX. Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	10%	10%	12%	40%	42%	45%	49%	52%	54%
Mathematics	8%	6%	12%	30%	29%	33%	46%	48%	50%
Science	9%	11%	12%	27%	34%	34%	50%	54%	57%
History-Social Science	8%	6%	9%	17%	18%	24%	41%	44%	48%

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

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	45%	33%	34%	24%
All Students at the School	12%	12%	12%	9%
Male	12%	14%	13%	9%
Female	12%	5%	7%	7%
Black or African American	4%	6%	3%	5%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	10%	11%	10%	8%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	25%	21%	24%	13%
Two or More Races	12%	0%	0%	8%
Socioeconomically Disadvantaged	7%	5%	9%	6%
English Learners	8%	12%	8%	10%
Students with Disabilities	3%	5%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	18%	16%	16%	33%	30%	36%	52%	54%	59%
Mathematics	14%	12%	12%	24%	24%	24%	53%	54%	56%

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	64%	21%	15%	76%	19%	5%
All Students at the School	84%	13%	3%	88%	11%	1%
Male	87%	9%	4%	85%	13%	1%
Female	76%	24%	0%	94%	6%	0%
Black or African American	92%	8%	0%	88%	12%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	87%	10%	3%	91%	8%	1%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	66%	26%	8%	75%	22%	3%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	89%	11%	0%	91%	9%	0%
English Learners	86%	12%	2%	91%	9%	0%
Students with Disabilities	100%	0%	0%	100%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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

## California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	B	31	-39
Black or African American	-78	68	-29
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	30	27	-26
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	-39	-1	-74
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	-8	52	-71
English Learners	N/D	90	35
Students with Disabilities	-75	189	-158

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	211	532	320	549	4,683,676	778
Black or African American	23	488	40	508	317,856	696
American Indian or Alaska Native	2	N/D	2	N/D	33,774	733
Asian	4	N/D	5	N/D	398,869	898
Filipino	1	N/D	2	N/D	123,245	859
Hispanic or Latino	133	534	204	543	2,406,749	729
Native Hawaiian or Pacific Islander	1	N/D	2	N/D	26,953	764
White	40	553	57	588	1,258,831	845
Two or More Races	7	N/D	8	N/D	76,766	836
Socioeconomically Disadvantaged	81	484	164	536	2,731,843	726
English Learners	52	515	89	532	1,521,844	707
Students with Disabilities	22	279	42	413	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.



### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	No	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	Yes	Yes

### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0%

Note: Cells shaded in black do not require data.

# XI. School Completion and Postsecondary Preparation

## Admission Requirements for California’s Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	36.8	48.7	63.2	29.7	35.2	41.2	4.9	5.7	4.6
Graduation Rate	80.50	79.97	82.13	80.50	79.97	82.13	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

## Completion of High School Graduation Requirements\*

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: “N/D” means that no data were available to the CDE or LEA to report.

**\*Data currently not available.**

## Career Technical Education Programs (School Year 2010–11)

During the 2010 – 11 school year, the Riverside County Office of Education (RCOE) Alternative Education Career Technical Education (CTE) program continued offering a program of study in alternative fuels and energy. The program of study integrates its general education requirements that lead to a high school diploma with the career pathway in energy and environmental technology. Also, Alternative Education students who enroll in this section have access to additional CTE courses, such as math construction and construction technology courses. Classes are 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.

### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	29
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

### Advanced Placement Courses (School Year 2010–11)

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	0.0%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During the 2009-10 school year, staff training and development was conducted in the form of training sessions that included all site and management staff. Types of trainings offered included Language! training, Capturing Kids Hearts, Successfully Implementing Supplemental Educational Services, Gallup training, and other trainings and staff development days specifically designed to improve teacher and student performance.

Each Wednesday staff was given a minimum day to provide staff training time which included Professional Learning Communities (PLC) one Wednesday per month. Trainings on positive behavior supports and direct instruction were followed by individual classroom visits by the presenters providing support to those needing it.

The total number of days dedicated to staff development was approximately 45 days for Professional Learning Communities and 26 days of other staff trainings.

RCOE was recognized by the California School Board Association with a Golden Bell Award for its outstanding collaboration between teachers.

During the 2010 – 11 school year, staff training and development was conducted in the form of training sessions that included all site and management staff. Types of trainings offered included Holt Algebra Readiness; California English Language Development Test (CELDT); Positive Behavioral Interventions and Supports (PBIS); Choices; PLATO Online Learning; Project Delta; Teen Leadership; Process Champions; Summer Institute for Learning Knowledge (SILK); RenLearn, and other trainings and staff development days specifically designed to improve teacher and student performance.

Each Wednesday staff was given a minimum day to provide staff training time which included Professional Learning Communities (PLC) one Wednesday per month. The total number of days dedicated to staff development was approximately 45 days for Professional Learning Communities and approximately 35 days for other staff trainings.