



# Riverside County Juvenile Court

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Riverside County Office of Education

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### School Description

The Riverside County Office of Education (RCOE) Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall operated by Riverside County Probation. The Court School enrollment is determined by the Riverside County Juvenile Justice system (Courts and Probation). There are currently three Court School sites located at three juvenile hall sites in Riverside County.

The Court school program is WASC accredited and provides state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. The instructional program is focused on the California standards along with rigorous and relevant learning activities that include project-based learning, high-impact classroom strategies and routines, Positive Behavioral Supports and Intervention (PBIS) with restorative practices, inter-disciplinary thematic lessons, and literacy across the curriculum. Students are enrolled in UC a-g courses and have an option to enroll in one Career Technical Education pathway. Students are supported by systems to assess college/career/workforce readiness skills and have opportunities to complete the High School Equivalency Test (GED and HiSET).

The Court School staff members focus on RCOE's Mission, Vision, and Pledge:

**Mission:** The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships.

**Vision:** RCOE will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools and students countywide.

**Pledge:** All students in Riverside County will graduate from high school well prepared for college and the workforce.

The Court School engages students in learning activities in order to meet the following 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	4
Grade 9	8
Grade 10	35
Grade 11	58
Grade 12	69
<b>Total Enrollment</b>	<b>175</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.1
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0
Hispanic or Latino	59.4
Native Hawaiian or Pacific Islander	0.6
White	20
Two or More Races	0.6
Socioeconomically Disadvantaged	98.9
English Learners	17.1
Students with Disabilities	9.7
Foster Youth	14.3

## 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 Juvenile Court	14-15	15-16	16-17
<b>With Full Credential</b>	12	10	12
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Riverside County Office of Education	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	169
<b>Without Full Credential</b>	♦	♦	35
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Juvenile Court	14-15	15-16	16-17
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>2</b>	<b>1</b>

\* "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

2015-16 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
This School		
<b>Districtwide</b>		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

\* 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 2016-17)**

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	<p>2013</p> <p>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.</p> <p>2016</p> <p>Grade 9: Pearson myPerspectives, English Language Arts, California Teachers Edition            Grade 10: Pearson myPerspectives, English Language Arts, California Teachers Edition            Grade 11: Pearson myPerspectives, English Language Arts, California Teachers Edition            Grade 12: Pearson myPerspectives, English Language Arts, California Teachers 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>

**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>Mathematics</b>	<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>
<b>Science</b>	<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.:</p> <p>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 Alternative Education Department expects students in the Juvenile Court Schools program to attend to and fulfill their educational requirements while incarcerated in one of the three juvenile detention centers located in Riverside County. Juvenile Court personnel monitor visitations at the three sites. Visitors are asked to check-in and sign a log stating their presence and their reason for visiting. Limits and controls regarding authorized or unauthorized access to the juvenile detention centers during the school day are clearly posted.

Classrooms for students enrolled in the Juvenile Court Schools program are housed within the juvenile detention centers to facilitate easy access to learning. The educational programs and personnel provide all other services within the juvenile detention centers. Each center location has facility accommodations for both students and staff.

The court school classrooms under this County-District-School (CDS) code are located in three (3) institutions and are operated by Riverside County Probation. Probation provides both custodial and maintenance services for the classrooms. Annual school inspections are completed by probation and RCOE also conducts independent inspections annually. As indicated in the annual school inspections, the classrooms throughout the court school locations are in good condition.

The following facilities are included in the CDS code assigned to the juvenile court programs:

- Lawrence F. Smith Juvenile Hall, Indio
- Riverside Juvenile Hall, Riverside
- Southwest Detention Center, Murrieta

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2016				
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.
<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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	5	14	38	38	44	48
Math	2	1	25	24	34	36

\* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	4	3	3	6	7	40	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	68	40	58.8	2.5
Male	56	36	64.3	2.8
Female	12	4	33.3	
Black or African American	14	9	64.3	11.1
Hispanic or Latino	43	25	58.1	
Socioeconomically Disadvantaged	45	28	62.2	
English Learners	14	7	50.0	

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded
All Students	11	129	88	68.2	15.7
Male	11	105	73	69.5	15.9

**School Year 2015-16 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 Met or Exceeded
Female	11	24	15	62.5	14.3
Black or African American	11	29	18	62.1	11.1
Hispanic or Latino	11	65	47	72.3	16.3
White	11	28	20	71.4	21.1
Socioeconomically Disadvantaged	11	85	56	65.9	18.9
English Learners	11	19	15	79.0	7.1
Students with Disabilities	11	11	10	90.9	

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 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 Met or Exceeded
All Students	11	127	86	67.7	1.2
Male	11	103	72	69.9	1.5
Female	11	24	14	58.3	
Black or African American	11	30	19	63.3	5.6
Hispanic or Latino	11	62	44	71.0	
White	11	28	19	67.9	
Socioeconomically Disadvantaged	11	83	53	63.9	1.9
English Learners	11	18	14	77.8	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## 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 (School Year 2016-17)

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

### 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 by March of each school year by RCOE staff and probation officials. During the 2014 -15 school year, the plan was reviewed by administrators, school staff, and probation representatives in January 2016. The School Safety Plan is discussed regularly at leadership, staff, 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.).

### 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
- Commercial Sexual Exploitation of Children

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; students' attire should reflect pride and respect. Health and safety are guidelines to acceptable school attire.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	14.7	8.0	2.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.6	3.7	2.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

## 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.

2016-17 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 4	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	60.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
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	0

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English		5			12	12						
Mathematics		5			12	12						
Science		5			11	11						
Social Science		5			11	11						

\* 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.

### Professional Development provided for Teachers

Staff training and development is conducted throughout the school year in the form of 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 special education, increasing student achievement, and other topics to help improve student performance.

During the 2015-16 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (SILK); 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; AERIES 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. Teachers are also provided opportunities to attend trainings related to CTE, project-based learning, and other education related activities in order to increase their skills.

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; 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 (PLC) 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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,539	\$43,787
Mid-Range Teacher Salary	\$58,552	\$64,314
Highest Teacher Salary	\$89,341	\$85,084
Average Principal Salary (ES)	N/A	\$100,438
Average Principal Salary (MS)	N/A	\$103,661
Average Principal Salary (HS)	\$107,376	\$111,896
Superintendent Salary	\$261,884	\$131,536
Percent of District Budget		
Teacher Salaries		25.77%
Administrative Salaries		4.52%

\* 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/).

#### Types of Services Funded

The following programs and services are available to support and assist students enrolled in the Riverside County Office of Education Court School:

- CTE Pathways
- High School Equivalency Test Preparation
- Multi-Tiered System of Support
- Positive Behavior Intervention Support (PBIS)/Restorative Justice
- Transition to College Support Services
- UC a-g Approved Courses
- Weekend Tutoring Services

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Riverside County Juvenile Court	2011-12	2013-14	2014-15
Dropout Rate	9.50	9.30	7.70
Graduation Rate	84.41	85.24	87.38
Riverside County Office of Education	2011-12	2013-14	2014-15
Dropout Rate	9.50	9.30	7.70
Graduation Rate	84.41	85.24	87.38
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 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	\$66,741
District	♦	♦	N/D	\$66,741
State	♦	♦	\$5,677	\$72,535
Percent Difference: School Site/District			N/D	0.0
Percent Difference: School Site/ State			N/D	-8.0

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% 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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

\* Where there are student course enrollments.

2015-16 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%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	41	62	86
Black or African American	67	68	78
American Indian or Alaska Native	0	78	78
Asian	0	85	93
Filipino	0	100	93
Hispanic or Latino	41	56	83
Native Hawaiian/Pacific Islander	0	33	85
White	33	72	91
Two or More Races	0	63	89
Socioeconomically Disadvantaged	50	50	66
English Learners	25	48	54
Students with Disabilities	36	56	78

### Career Technical Education Programs

The RCOE Alternative Education program continues to expand CTE course offerings based on student interest and current job market trends.

### DataQuest

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

### Internet Access

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