



Riverside County Community School

PO Box 868 • Riverside, CA, 92502-0868 • (951) 826-6464 • Grades 7-12
Vincent Chugbo, Ed.D., Randy Covacevich, Arthur Kimball, Sandra Penalzoza, Timothy Worthington, Principal
vchugbo@rcoe.us; rcovacevich@rcoe.us; akimball@rcoe.us; spenalzoza@rcoe.us; tworthington@rcoe.us
www.rcoe.us

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Riverside County Office of Education

3939 13th Street
Riverside, CA 92502-0868
(951) 826-6530
www.rcoe.us

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School Description

The Alternative Education Community School provides a comprehensive instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students (pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code). The Riverside County Superintendent of Schools, in conjunction with the 23 school districts in Riverside County, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926. The RCOE Community School program includes the classroom-based program for expelled students or SARB/DARB referred students, independent study, and the program for parenting teens (formerly Cal-SAFE).

The Community School program is WASC accredited and serves the educational needs of a unique and diverse student population. 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, the Advancement Via Individual Determination (AVID) program, dual enrollment opportunities, and Career Technical Education pathways. 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 RCOE Community School is located at twelve (12) sites throughout Riverside County and serves 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. A Community School placement term is typically for one or two school semesters. RCOE Community School sites feature staff who are dedicated to helping students improve academically, socially, and emotionally. Students are expected to participate and achieve academic success, learn problem solving and coping skills, and develop a network of support. A primary goal is to help students transition back to a comprehensive school site.

The Community 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. Riverside County High School's mission is to inspire students to meet their full potential.

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.

All students are provided with instruction to meet the Community School Schoolwide Learner Outcomes (SLOs):

Become self-directed, life-long learners:

- Who are motivated to meet their maximum potential
- Who persevere and demonstrate the tenacity to overcome obstacles

Become outstanding communicators prepared for the 21st century workforce:

- Who are well prepared to use academic communication, collaborate, and apply real-world solutions to problems
- Who use technology to enhance their learning

Become academically proficient learners:

- Who use academic language and critical thinking skills
- Who graduate from high school well prepared for college and careers

Become responsible and productive citizens:

- Who advocate for themselves and others
- Who demonstrate respect for individual differences and diversity

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	2
Grade 7	8
Grade 8	30
Grade 9	38
Grade 10	56
Grade 11	79
Grade 12	97
Total Enrollment	310

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.2
American Indian or Alaska Native	1.6
Asian	0.6
Filipino	0.0
Hispanic or Latino	71.0
Native Hawaiian or Pacific Islander	0.3
White	10.0
Socioeconomically Disadvantaged	96.1
English Learners	25.8
Students with Disabilities	22.9
Foster Youth	7.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Riverside County Community School	16-17	17-18	18-19
With Full Credential	22	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Office of Education	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Community	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	3	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The Riverside County Board of Education 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 science development textbooks and instructional materials adopted for the 2017-18 school year:

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>2013 Grade 6: Houghton Mifflin Reading: A Legacy of Literature (2003) Grade 7: Prentice Hall Literature: Timeless Voices, Timeless Themes Grade 8: Prentice Hall Literature: Timeless Voices, Timeless Themes Grade 9: World Literature, Pearson Education, Inc. Grade 10: World Literature, Pearson Education, Inc. Grade 11: American Literature, Pearson Education, Inc. Grade 12: British Literature, Pearson Education, Inc.</p> <p>2016 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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	<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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

<p>Science</p>	<p>2017</p> <p>MIDDLE SCHOOL - Earth & Space iScience Student Edition eStudent Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Reading Essentials, Student Edition Science Notebook, Student Edition Teacher Edition, Volume 1 Teacher Edition, Volume 2 Teacher Edition Package (PPK) eTeacher Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Science Notebook, Teacher Edition Reading Essentials, Teacher Edition</p> <p>MIDDLE SCHOOL - Life iScience Student Edition eStudent Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Reading Essentials, Student Edition Science Notebook, Student Edition Teacher Edition, Volume 1 Teacher Edition, Volume 2 Teacher Edition Package (PPK) eTeacher Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Science Notebook, Teacher Edition Reading Essentials, Teacher Edition</p> <p>MIDDLE SCHOOL - Physical iScience Student Edition eStudent Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Reading Essentials, Student Edition Science Notebook, Student Edition 9780078894299 \$ 12.48 Teacher Edition, Volume 1 Teacher Edition, Volume 2 Teacher Edition Package (PPK) eTeacher Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Science Notebook, Teacher Edition Reading Essentials, Teacher Edition</p> <p>HIGH SCHOOL - Glencoe Biology Student Edition eStudent Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Reading Essentials, Student Edition Science Notebook, Student Edition Teacher Edition eTeacher Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Reading Essentials, Teacher Edition Science Notebook, Teacher Edition</p> <p>HIGH SCHOOL - Glencoe Chemistry Matter & Change Student Edition eStudent Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Science Notebook, Student Edition Print Teacher Edition eTeacher Edition, 6-year subscription (ConnectedED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Science Notebook, Teacher Edition</p> <p>HIGH SCHOOL - Glencoe Physics: P&P</p>
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Textbooks and Instructional Materials
Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Student Edition eStudent Edition, 6-year subscription (ConnectED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Teacher Edition eTeacher Edition, 6-year subscription (ConnectED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS)</p> <p>HIGH SCHOOL - Glencoe Earth Science Student Edition eStudent Edition, 6-year subscription (ConnectED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Science Notebook, Student Edition Teacher Edition eTeacher Edition, 6-year subscription (ConnectED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Science Notebook, Teacher Edition</p> <p>HIGH SCHOOL - Glencoe Physical Science Student Edition eStudent Edition, 6-year subscription (ConnectED includes LS) COMPLETE Student Bundle , 6-year subscription (SE + eSE/LS) Reading Essentials, Student Edition Science Notebook, Student Edition Teacher Edition eTeacher Edition, 6-year subscription (ConnectED includes LS) COMPLETE Teacher Bundle, 6-year subscription (TE + eTE/LS) Reading Essentials, Teacher Edition Science Notebook, Teacher Edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>2015 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>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Edmentum The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
Health	<p>2017 HIGH SCHOOL - HEALTH Glencoe Health, 2014 Student Edition Glencoe Health. Human Sexuality, Student Edition CUS Glencoe Health w/Human Sexuality, Online Teacher Edition 6 year Glencoe Health, Teacher Edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Edmentum The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

The Community School classrooms operated by the Riverside County Office of Education under this County-District-School (CDS) code are located at eleven (11) sites including regional learning centers operated and maintained by RCOE staff, or at local school districts and/or community learning centers. The facility department inspected all Community School classrooms during the 2016-2017 school year and confirmed that all sites are clean, safe, functional and in good repair.

Repairs Needed

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

Corrective Actions Taken or Planned

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

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

- Arlington Regional Learning Center, Riverside
- Blythe Community School, Blythe
- Betty G. Gibbel Regional Learning Center, San Jacinto
- Corona Community School, Corona
- Desert Safehouse, Thousand Palms, CA
- Hemet Cal-SAFE, Hemet
- Don F. Kenny Regional Learning Center, Indio
- David L. Long Regional Learning Center, Murrieta
- Moreno Valley Cal-SAFE (Moreno Valley Regional Learning Center), Moreno Valley
- Palm Springs Community School, Palm Springs
- Safehouse Community School, Riverside
- Val Verde Regional Learning Center, Perris

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Interior: Interior Surfaces	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Electrical: Electrical	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Safety: Fire Safety, Hazardous Materials	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Structural: Structural Damage, Roofs	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Overall Rating	Good	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	5.0	5.0	38.0	43.0	48.0	50.0
Math	1.0	0.0	27.0	29.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	**	**	**
9	33.3	13.9	8.3

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	203	186	91.63	4.86
Male	143	130	90.91	5.38
Female	60	56	93.33	3.64
Black or African American	34	29	85.29	0.00
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	132	94.29	3.79
White	18	16	88.89	13.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	185	169	91.35	4.76
English Learners	62	60	96.77	0.00
Students with Disabilities	37	36	97.30	2.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	20	16	80.00	0.00

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	185	88.94	0
Male	147	131	89.12	0
Female	61	54	88.52	0
Black or African American	35	29	82.86	0
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	144	132	91.67	0
White	18	15	83.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	168	88.42	0
English Learners	63	60	95.24	0
Students with Disabilities	37	36	97.3	0
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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

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

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The RCOE School Safety Plan is updated annually in March of each school year by RCOE staff. During the 2018-19 school year, the plan was reviewed and updated in January 2019.

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

Positive Learning Environment & Discipline:

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

- Gang Risk Intervention
- Conflict Management
- Classroom Management
- Hate Violence-Motivated Behavior
- Harassment
- Child Abuse Reporting
- Commercial Sexual Exploitation of Children

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	14.3	23.9	24.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	4.4	4.6
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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	1
Social Worker	0
Nurse	.125
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	19.5
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	14.0	4.0	4.0	11	52	53	1					
Mathematics	12.0	6.0	5.0	8	20	40						
Science	7.0	7.0	4.0	6	25	34			1			
Social Science	12.0	5.0	4.0	8	42	42	1					

* 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 after school workshops and training sessions for all site and management staff.

During the 2018-19 school year, all teachers attended the Summer institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday. Teachers engaged in colleague classroom visits in which ELA/literacy strategies were observed and feedback provided. Areas of focus in ongoing professional development include IEP writing development, Multi-tiered systems of support (MTSS), positive behavior reinforcement and standards, and student data analysis.

During the 2017-18 school year, all teachers attended the Summer institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday. Teachers engaged in colleague classroom visits in which ELA/literacy strategies were observed and feedback provided. Teachers are also provided training on implementing project-based learning in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study, service learning projects and experiential learning activities. In addition, teachers received training on implementation of the Next Generation Science Standards (NGSS). The leadership team is provided ongoing professional development during monthly and quarterly through leadership team meetings.

During the 2016-17 school year, all teachers attended the Summer Institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday for a total of 34 sessions for the school year. Teachers engaged in colleague classroom visits in which ELA/literacy strategies were observed and feedback provided. Teachers received training from the Administrator II of Alternative Education/Special Education and the Teachers on Assignment (TOAs) provided services all year. Paraprofessionals received training during the PLCs and accessed an online training series through the Master Teacher program. Teachers are provided ongoing support through teacher-principal meetings, coaching and mentoring, peer collaboration, 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 AVID, CTE, project-based learning, and other education related activities in order to increase their skills.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/D	N/D	N/D	\$63,114
District	◆	◆	N/D	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			N/D	-1.3
Percent Difference: School Site/ State			N/D	-7.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The following programs and services are available to support and assist students enrolled in the Riverside County Community School program:

- Advancement Via Individual Determination (AVID)
- After School Tutoring Services
- Alcohol and Drug Prevention Counseling
- Bullying Prevention
- CTE Pathways
- Experiential learning activities including visits to colleges/universities and local businesses and industries.
- High School Equivalency Test Preparation
- Intramural Sports Program
- Multi-tiered System of Support
- Opportunity to participate in experiential learning at Vocademy Makerspace.
- Peer Mentoring
- Physical Education
- Positive Behavior Intervention Support (PBIS)/Restorative Justice
- Social Work Interns
- Tutoring - Mathematics
- Transition to College Support Services
- UC a-g Approved Courses

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Riverside County Community School	2014-15	2015-16	2016-17
Dropout Rate	60.8	55.2	62.5
Graduation Rate	27.1	28.1	24.3
Riverside County Office of Education	2014-15	2015-16	2016-17
Dropout Rate	55.4	53.6	45.9
Graduation Rate	21.4	20.2	29.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	98
% of pupils completing a CTE program and earning a high school diploma	3.8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	41.1
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 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 2017		
	School	District	State
All Students	47.9	44.5	88.7
Black or African American	40.0	36.9	82.2
American Indian or Alaska Native	0.0	44.4	82.8
Asian	0.0	31.3	94.9
Filipino	0.0	50.0	93.5
Hispanic or Latino	50.0	40.7	86.5
Native Hawaiian/Pacific Islander	100.0	50.0	88.6
White	47.1	59.3	92.1
Two or More Races	100.0	45.2	91.2
Socioeconomically Disadvantaged	46.4	39.7	88.6
English Learners	36.8	30.1	56.7
Students with Disabilities	56.3	35.8	67.1
Foster Youth	46.2	39.3	74.1

Career Technical Education Programs

During the 2017-2018 school year, the RCOE Alternative Education Community School implemented CTE pathways and courses. Four CTE pathways were implemented in the Community School. Career pathways include Design, Visual, and Media Arts; Food Service and Hospitality; Hospitality, Tourism, and Recreation; and Product Innovation and Design. The Community School offers over 50 CTE courses for students to choose based on their interests. 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.