



Executive Summary School Accountability Report Card 2009–2010

Riverside County Juvenile Court School

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Riverside, CA 92501-0868
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<http://www.rcoe.k12.ca.us/>

Executive Director: Rick Collins

Grade Span: 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. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the county office.

About This School

The Riverside County Office of Education (RCOE) Alternative Education Juvenile Court 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. Court schools educational programs are designed to increase students' basic level in reading, writing, and mathematics; to provide opportunities to complete high school graduation or General Education Development (GED) test requirements; and to compete effectively for jobs or to seek higher education. There are three educational settings for students in the court school system: three juvenile Hall sites, Twin Pines Ranch in Banning, and Van Horn Youth Center in Riverside.

Through personalized and self-paced instruction, the Juvenile Hall Education program encourages students to work toward completing a high school education, GED test, or California High School Proficiency Exam and become successful citizens in society. Students are placed in juvenile hall by the juvenile justice system.

Riverside County Office of Education provides the education and redirection of probation-referred youth who are involved in a boot camp program at Twin Pines Ranch (Banning) and Van Horn Youth Center (Riverside). The educational program at these two sites assist in the rehabilitation process of the student in the development of self-esteem, confidence, and a feeling of accomplishment as reflected in student work toward completing a high school diploma, GED test, or California High School Proficiency Exam through personalized and self-paced instruction. English Language Learner (ELL) students are also given assistance in improving their ability to communicate in English.

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.

Student Enrollment

Group	Enrollment
Number of students	339
Black or African American	13%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0.3%
Hispanic or Latino	57%
Native Hawaiian/Pacific Islander	0%
White (not of Hispanic origin)	13.5%
Two or More Races	0%
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A

Teachers

Indicator	Teachers
Teachers with full credential	22
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 ¹ Program Results
English-Language Arts	3.7%
Mathematics	0.0%
Science	1.1%
History-Social Science	1.4%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	509
Statewide Rank (from 2009 Base API Report)	B
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 9
2010–11 Program Improvement Status (PI Year)	In PI Year 2

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² 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 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 found 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 are managed and maintained by RCOE staff. Juvenile Court personnel provide all other services within the Juvenile Detention Centers. Each center location has facility accommodations for both students and staff.

All RCOE school sites are clean, safe, and functional. Custodial services are provided through a variety of means, including private vendors, the probation department, and some are directly provided by RCOE staff. Repairs and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.

The court school classrooms under this CDS code are located in several institutions and are operated by the Riverside County Probation Department. The probation department provides both custodial and maintenance services for the classrooms and annual school inspections are completed. As indicated in the annual school inspection, the classrooms throughout the court school locations are in good condition.

For the 2009-10 school year, redevelopment funds were contributed to the Deferred Maintenance program, along with matching funds from the state.

Repairs Needed

All court school program classrooms are maintained on a regular basis and kept in good repair. Classrooms 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 probation staff.

Corrective Actions Taken or Planned

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

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	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 these programs, this information is not available.*

School Completion

Indicator	Result
Graduation Rate (if applicable)	7.8%

**2008-09 data*

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Riverside County Juvenile Court School	District Name	Riverside County Office of Education
Street	3939 13 th Street	Phone Number	(951) 826-6464
City, State, Zip	Riverside, CA 92501-0868	Web Site	www.rcoe.us
Phone Number	(951) 826-6464	Superintendent	Kenneth Young
Principal	Rick Collins	E-mail Address	rpeoples@rcoe.us
E-mail Address	rcollins@rcoe.us	CDS Code	3310-3303330123

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

The Riverside County Office of Education (RCOE) Alternative Education Juvenile Court Schools Program staff, under the guidance and leadership of the RCOE Director of Alternative Education, is committed to providing the best educational program possible for students. Court schools educational programs are designed to increase students' basic level in reading, writing, and mathematics; to provide opportunities to complete high school graduation or General Education Development (GED) test requirements; and to compete effectively for jobs or to seek higher education. There are three educational settings for students in the court school system: three juvenile Hall sites, Twin Pines Ranch in Banning, and Van Horn Youth Center in Riverside.

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Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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

- *Enrollment*
- *Parent/teacher conferences (formal and informal)*
- *IEP process*
- *Volunteers*
- *School Site Council*

Contact Rick Collins at (951) 826-6464 for further information regarding parent involvement opportunities.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	11
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	69
Grade 3	0	Grade 10	89
Grade 4	0	Grade 11	94
Grade 5	0	Grade 12	72
Grade 6	1	Ungraded Secondary	0
Grade 7	3	Total Enrollment	339

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	12.68%	White	13.27%
American Indian or Alaska Native	0	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	100%
Filipino	0	English Learners	32%
Hispanic or Latino	57.82%	Students with Disabilities	23%
Native Hawaiian/Pacific Islander	0.29%		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Does not apply to this program.

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

DOES NOT APPLY

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A				N/A				N/A			
Mathematics	N/A				N/A				N/A			
Science	N/A				N/A				N/A			
Social Science	N/A				N/A				N/A			

**Due to the frequent movement of students who attend these programs, the above information is not available.*

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

The RCOE School Safety Plan is updated annually by March 1st of each school year by county. During the 2009-10 school year, the plan was reviewed and updated in July 2009 and discussed with school faculty and administrators in September 2009. 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 dress should be appropriate for normal school activities; it should reflect pride and respect. Health and safety are guides to acceptable school attire.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	79	49	103	2,598	2,134	879
Expulsions	N/A	N/A	N/A	N/A	N/A	N/A

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 found 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.

All RCOE school sites are clean, safe, and functional. Custodial services are provided through a variety of means, including private vendors, the probation department, and some are directly provided by RCOE staff. Repairs and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.

The court school classrooms under this CDS code are located in several institutions and are operated by the Riverside County Probation Department. The probation department provides both custodial and maintenance services for the classrooms and annual school inspections are completed. As indicated in the annual school inspections, the classrooms throughout the court school locations are in good condition.

For the 2009-10 school year, redevelopment funds were contributed to the Deferred Maintenance program, along with matching funds from the state.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	n/a	n/a	22	n/a
Without Full Credential	n/a	n/a	0	n/a
Teaching Outside Subject Area of Competence	n/a	n/a	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on 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	Not Taught by Highly Qualified Teachers
This School	82%	18%
All Schools in District	N/A	N/A
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	1.25	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<i>See information below.</i>	0%	Yes
Mathematics		0%	Yes
Science		0%	Yes
History-Social Science		0%	Yes
Foreign Language		0%	Yes
Health		0%	Yes
Visual and Performing Arts		0%	Yes
Science Laboratory Equipment (grades 9-12)		0%	Yes

All textbooks used in the core curriculum for the RCOE Alternative Education Community School Program are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the County Office Board of Education. On an annual basis, the Riverside County Board of Education holds a public hearing to certify that textbooks and instructional materials have been provided to students. The Riverside Board of Education adopted BP 6161 which states that student learning is enhanced when students have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects the student or students are studying and that instructional materials must be up to date. As required by Education Code 60119, textbooks and instructional materials were provided to all students, including English Learners, to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home; sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles of content of the curriculum frameworks in math, science, history-social science, and English/language arts. The quality and care of textbooks/materials are monitored and replaced, when needed. RCOE maintains that all books/materials be from the most recent list of standards-based materials by the California State Board of Education.

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 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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	n/a
District	n/a	n/a	n/a	n/a
Percent Difference – School Site and District	n/a	n/a	n/a	n/a
State	n/a	n/a	5681	0
Percent Difference – School Site and State	n/a	n/a	n/a	n/a

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

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 IV (Safe and Drug Free Schools)*

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount		State Average For Districts In Same Category
	10 Month	12 Month	
	10 Month	12 Month	N/A
Beginning Teacher Salary	37,948.	45,130.	N/A
Mid-Range Teacher Salary	53,451.	63,563.	N/A
Highest Teacher Salary	81,580.	97,013.	N/A
Average Principal Salary (Elementary)	N/A		N/A
Average Principal Salary (Middle)	97,530.		N/A
Average Principal Salary (High)	N/A		N/A
Superintendent Salary	230,784.		N/A
Percent of Budget for Teacher Salaries	N/A		N/A
Percent of Budget for Administrative Salaries	N/A		N/A

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	9.8%	7.2%	3.7%	9.4%	9.5%	8.9%	46%	50%	43%
Mathematics	17.2%	3.0%	0.0%	7.3%	6.6%	4.5%	43%	46%	40%
Science	N/A	N/A	1.1%	9.3%	16.2%	7.0%	46%	50%	38%
History-Social Science	2.4%	1.6%	0.0%	5.3%	6.9%	5.6%	36%	41%	33%

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	8.9%	4.5%	7%	5.6%
All Students at the School	3.7%	0	1.1%	0
Male	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a
Black or African American	0	0	0	0
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a
Filipino	n/a	n/a	n/a	n/a
Hispanic or Latino	1.6%	0	1.6%	0
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	17.2%	0	0	n/a
Two or More Races	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	3.7%	0	1.1%	0
English Learners	0	0	3.2%	0
Students with Disabilities	2.3%	0	0	0
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	15.4%	5.9%	7.1%	19.7%	12.5%	16.4%	52.9%	52.0%	54%
Mathematics	13.3%	12.5%	7.1%	18%	10.9%	15%	51.3%	53.3%	53.4%

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	94.4	0.0	5.6	88.2	5.9	5.9
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	94.4	0.0	5.6	88.2	5.9	5.9
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	91.7	0.0	8.3	90.9	0.0	9.1
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races						
Socioeconomically Disadvantaged	93.8	0.0	6.2	86.7	6.7	6.7
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

DATA NOT AVAILABLE AT TIME OF POSTING OF REPORT

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

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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	B*	B*	B*
Similar Schools	B*	B*	B*

*****"B" means the school did not have a valid 2009 Base API and will not have any growth or target information.***

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	131	36	-157
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

****"B"** means the school did not have a valid 2009 Base API and will not have any growth or target information.

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	520	553	767
Black or African American	N/A	N/A	686
American Indian or Alaska Native	N/A	N/A	728
Asian	N/A	N/A	890
Filipino	N/A	N/A	851
Hispanic or Latino	N/A	540	715
Native Hawaiian/Pacific Islander	N/A	N/A	753
White	N/A	N/A	838
Two or More Races	N/A	N/A	808
Socioeconomically Disadvantaged	N/A	536	712
English Learners	N/A	451	692
Students with Disabilities	N/A	N/A	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at

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

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	No	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	N/A	No
Graduation Rate	No	No

Federal Intervention Program (School Year 2010–11)

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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	80

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 General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	194.0%	90.8%	90.8%	49.4%	29.7%	35.2%	4.4%	3.9%	5.7%
Graduation Rate	84.8%	80.5%	80.5%	84.8%	80.5%	80.5%	80.6%	80.2%	78.6%

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
All Students			94.5
Black or African American			89.7
American Indian or Alaska Native			95.3
Asian			97.4
Filipino			98.2
Hispanic or Latino			91.6
Native Hawaiian/Pacific Islander			95.2
White			98.10
Two or More Races			N/A
Socioeconomically Disadvantaged			91.3
English Learners			98.5
Students with Disabilities			53.4

Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

During the 2009-10 school year the Riverside County Office of Education (RCOE) Alternative Education program adopted 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. This program of study has semester courses entitled Power Technology I and Power Technology II. Also, Alternative Education students who enroll in this section will also have access to a Math Construction course and the ROP Construction Technology course in certain areas in Riverside County. The RCOE Alternative Education Program plans to expand the program over the next 2 – 3 years.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0%
Graduates Who Completed All Courses Required for UC/CSU Admission	0%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	N/A

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.