



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, Christopher McDonald, Sandra Penaloza, Principal
vchugbo@rcoe.us; rcovacevich@rcoe.us; akimball@rcoe.us; cmcdonald@rcoe.us; spenaloza@rcoe.us
www.rcoe.us

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Riverside County Office of Education

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

District Governing Board

Bruce N. Dennis, President
Kim Joseph Cousins, Vice-President
Ray "Coach" Curtis, Member
Barbara Hale, Member
Corey A. Jackson, MSW, Member
Elizabeth F. Romero, Member
Wendel W. Tucker, Ph.D., Member

District Administration

Edwin Gomez, Ed.D.
Superintendent

Tina Daigneault
Chief Business Official

Dr. Cynthia Glover Woods
**Chief Academic Officer,
Educational Services**

Steven A. Hovey
Chief Personnel Officer

JoAnne Lauer
**Assistant Superintendent, Early
Learning Services**

Eric Calderon
Chief Technology Officer

Jeffrey A. Vaca
**Chief Governmental Relations
Officer**

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 ten 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

Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	5
Grade 8	43
Grade 9	57
Grade 10	70
Grade 11	102
Grade 12	18
Total Enrollment	295

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	15.9
American Indian or Alaska Native	1.7
Filipino	0.3
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	0.3
White	7.5
Two or More Races	1
Socioeconomically Disadvantaged	89.2
English Learners	28.8
Students with Disabilities	16.3
Foster Youth	3.7
Homeless	3.4

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 for Riverside County Community School	18-19	19-20	20-21
With Full Credential	22	14	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	1

Teacher Credentials for Riverside County Office of Education	18-19	19-20	20-21
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Riverside County Community School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	2	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 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Edmentum The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Mobile science lab kits are purchased for use and consumable materials are replenished as needed. The textbooks listed are from most recent adoption: Yes 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 ten (10) 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 2019-2020 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
 Don F. Kenny Regional Learning Center, Indio
 David L. Long Regional Learning Center, Murrieta
 Palm Springs Community School, Palm Springs
 Safehouse Community School, Desert
 Safehouse Community School, Riverside
 Val Verde Regional Learning Center, Perris

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

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.

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	6	N/A	43	N/A	50	N/A
Math	1	N/A	30	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	1	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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
- Local Control Accountability Plan Stakeholder Engagement Meetings
- Student Events

Anyone interested in volunteering in any capacity may contact the Alternative Education Program by calling the county office at (951) 826-6464.

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 (School Year 2020-2021)

The RCOE School Safety Plan is updated annually in March of each school year by RCOE staff. During the 2020-21 school year, the plan was reviewed and updated in December 2020.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	24.0	3.2	4.6	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.5	1.9	2.6
Expulsions	0.0	0.0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Other	1

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	4	53			4	51			4	47		
Mathematics	5	40			5	43	1		5	40		
Science	4	34	1		4	37			5	29		
Social Science	4	42			4	59			4	52		

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0

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 2020 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology trainings, and the UDL process.

During the 2019-20 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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$28961.68	\$4157.95	\$24803.73	\$115219.00
District	N/A	N/A	N/D	\$126161.43
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	N/D	-9.1
School Site/ State	104.8	-7.3

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

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
- Dual-enrollment 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)
- Title IV (Student Support and Academic Enrichment)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Riverside County Community School	2016-17	2017-18	2018-19
Dropout Rate	62.5	57.6	58.2
Graduation Rate	24.3	29.7	35.2

Rate for Riverside County Office of Education	2016-17	2017-18	2018-19
Dropout Rate	45.9	45.9	36.1
Graduation Rate	29.7	31.7	41.2

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	27
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33.3

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	73.68
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

Career Technical Education Programs

In 2019, Riverside County Community School became part of a dual-enrollment opportunity with the University of California, Riverside offering a professional IT certification pathway. During the 2020-2021 school year, Riverside County Community School expanded upon the dual-enrollment to include a History sequence of courses. 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.