Riverside County Community School

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

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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, 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 fourteen (14) 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 Expected School-Wide Learning Results (ESLRs):
1. Become self-directed, life-long learners.
2. Become outstanding communicators.
3. Become academically proficient learners.
4. Become responsible and productive citizens.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 4	2
Grade 5	1
Grade 7	6
Grade 8	18
Grade 9	36
Grade 10	60
Grade 11	97
Grade 12	118
Total Enrollment	338

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	10.4
American Indian or Alaska Native	0.6
Asian	0.6
Filipino	0.3
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.9
White	11.8
Two or More Races	2.4
Socioeconomically Disadvantaged	89.9
English Learners	22.5
Students with Disabilities	6.8
Foster Youth	10.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Riverside County Community School	**14-15**	**15-16**	**16-17**
With Full Credential	18.5	16	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Office of Education	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	169
Without Full Credential	♦	♦	35
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Community	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	5	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	99.8	0.2
High-Poverty Schools	99.8	0.2
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Pursuant to Education Code Section 60119, a Public Hearing was held to determine that each pupil enrolled in a school has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Education Code Section 60605 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the state board: Mathematics, Science, History-Social Science, English/Language Arts, including the English Language development component of an adopted program, foreign language and health courses.

The Riverside County Board of Education Resolution No. 01-16 certifies that students in Riverside County Office of Education classes have sufficient textbooks and/or instructional materials and that the Board held a public hearing regarding such materials in the time frame and manner prescribed by statute.

At the same Public Hearing, The Riverside County Board of Education approved the adoption of new mathematics textbooks and instructional materials, as outlined in the in the list below.

No new textbooks were adopted for the 2014-15 school year. The list below includes textbooks adopted for the 2013-14 and 2015-16 school years.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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. 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Mathematics	2015 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 CSPS Classroom Manipulative Kit Grade 6: ALEKS Add On - 1 Year Subscription Grade 7: Glencoe Math Course 2 California Student Edition Grade 7: Glencoe Math Course 2 California Student Edition CD Grade 7: Glencoe Math Course 2 Interactive Guide Student Edition Grade 7: Glencoe Math Course 2 California Teacher Edition CD Grade 7: Glencoe Math Course 2 Assessment Masters Grade 7: Think Smart for the Smarter Balanced Assessment Course 2 Grade 7: Math Connects CSPS Classroom Manipulative Kit Grade 7: ALEKS Add On - 1 Year Subscription Grade 8: Glencoe Math Course 3 California Student Edition Grade 8: Glencoe Math Course 3 California Student Edition CD Grade 8: Glencoe Math C3 Interactive Guide Student Edition Grade 8: Glencoe Math Course 3 California Teacher Edition CD Grade 8: Glencoe Math Course 3 Assessment Masters Grade 8: Think Smart for the Smarter Balanced Assessment Course 3 Grade 8: Math Connects CSPS Classroom Manipulative Kit Grade 8: ALEKS Add On – 1-Year Subscription Grade 9: CUS Integrated Math I SE Grade 9: CUS Integrated Math I Teacher Edition Grade 9: CUS Integrated Math 1 Teacher Edition – 6-Year Subscription Grade 10: CUS Integrated Math II SE Grade 10: CUS Integrated Math II Teacher Edition Grade 10: CUS Integrated Math 2 Teacher Edition Grade 10: CUS Integrated Math 2 Teacher Edition – 6-Year Subscription Grade 11: CUS Integrated Math III SE Grade 11: CUS Integrated Math III Teacher Edition Grade 11: CUS Integrated Math 3 Teacher Edition – 6-Year Subscription **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	2013 Grade 6: Earth Science, Pearson Education, Inc. Grade 7: Life Science, Pearson Education, Inc. Grade 8: Physical Science, Pearson Education, Inc. Grade 9: Earth Science, Pearson Education, Inc. Grade 10: Life Science or Biology, Pearson Education, Inc. Grade 11: Physical Science, Pearson Education, Inc. Grade 12: Chemistry, Pearson Education, Inc. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	Course currently not offered. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** N/A
Health	2013 Pearson Education, Inc.: Life Skills Health - Inclusion Class Set Life Skills Health - Student Text Life Skills Health - Teacher's Edition Life Skills Health - Student Workbook Life Skills Health - Healthy Sexual Development, Student Edition Life Skills Health - Healthy Sexual Development, Teacher Edition Life Skills Health c 2007 - Curriculum Class Set Life Skills Health - Inclusion Class Set Life Skills Health - Student Text Life Skills Health - Teacher's Edition Life Skills Health - Student Workbook Life Skills Health - Healthy Sexual Development, Student Edition Life Skills Health - Healthy Sexual Development, Teacher Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	Course currently not offered. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** N/A
Science Laboratory Equipment	Lab course currently not offered. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** N/A

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 fourteen (14) 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
- Grindstaff Community School, Riverside
- Hemet Cal-SAFE, Hemet
- Dr. Milo P. Johnson Center for Learning, Banning
- 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 Cal-SAFE, Palm Springs
- 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: December 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Interior: Interior Surfaces	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Electrical: Electrical	X			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	X			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	X			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		X		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	X			All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Overall Rating	**Exemplary**	**Good**　**Fair**　**Poor**		All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

	CAASPP Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	5	8	10	6	7	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	40.5	24.3	10.8

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

	2015-16 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	8	7	38	38	44	48
Math	1	1	25	24	34	36

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	152	114	75.0	9.7
Male	108	80	74.1	10.0
Female	44	34	77.3	8.8
Black or African American	17	12	70.6	25.0
Hispanic or Latino	108	83	76.9	3.6
White	20	14	70.0	28.6
Socioeconomically Disadvantaged	131	99	75.6	8.1
English Learners	40	33	82.5	3.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	29	28	96.5	7.1
	8	46	41	89.1	2.4
	11	142	99	69.7	8.6
Male	7	23	22	95.7	4.5
	8	36	31	86.1	3.2
	11	101	69	68.3	7.6
Female	11	41	30	73.2	11.1
Black or African American	11	22	12	54.5	8.3
Hispanic or Latino	7	21	20	95.2	10.0
	8	36	34	94.4	
	11	97	70	72.2	10.6
White	11	16	11	68.8	
Socioeconomically Disadvantaged	7	23	22	95.7	4.5
	8	42	37	88.1	2.7
	11	112	78	69.6	8.2
English Learners	8	12	12	100.0	
	11	29	21	72.4	4.8

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	29	28	96.5	3.6
	8	29	28	96.5	3.6
	11	140	92	65.7	
Male	7	23	22	95.7	
	8	23	22	95.7	
	11	99	65	65.7	
Female	11	41	27	65.8	
Black or African American	11	21	11	52.4	

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	7	21	20	95.2	5.0
	8	21	20	95.2	5.0
	11	96	66	68.8	
White	11	16	9	56.3	
Socioeconomically Disadvantaged	7	23	22	95.7	
	8	23	22	95.7	
	11	111	73	65.8	
English Learners	11	29	21	72.4	

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Parent involvement is critical to the success of students and highly encouraged by RCOE staff. Parents have the opportunity to become involved through the following options:
• Enrollment
• Parent/teacher conferences (formal and informal)
• Individualized Education Program (IEP) process
• School Site Council
• English Learner Advisory Council
• District English Learner Advisory Council
• 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 School Climate State Priority (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The RCOE School Safety Plan is updated annually in March of each school year by RCOE staff. During the 2015-16 school year, the plan was reviewed and updated in January 2016.

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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	14.5	14.3	14.3
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.6	3.7	2.8
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	60.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	125

* 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 (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Average Class Size and Class Size Distribution (Secondary)											
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English		14	14		14	14		1	1			0
Mathematics		14	14		14	14		1	1			0
Science		11	11		14	14		1	1			0
Social Science		12	12		14	14		1	1			0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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 2015-16 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (SILK); Common Core; Positive Behavioral Interventions and Supports (PBIS); Crisis Prevention and Intervention; Research Investigate Strategic Experience (RISE) Dropout Prevention/Engagement Strategies to promote high school graduation;Common Core; data analysis; Project Based Learning; Developmental Assets; AERIES Student Information System; AVID; and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in Professional Learning Communities (PLCs) on a weekly basis, each Wednesday of the week. Teachers are provided ongoing support through teacher-principal meetings, coaching and mentoring, and review student performance data on a regular basis in order to determine effectiveness of services. Teachers are also provided opportunities to attend trainings related to CTE, project-based learning, and other education related activities in order to increase their skills.

During the 2014-15 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (SILK); Capturing Kids Hearts; Common Core; Positive Behavioral Interventions and Supports (PBIS); Crisis Prevention and Intervention; Research Investigate Strategic Experience (RISE) Dropout Prevention/Engagement Strategies to promote high school graduation;Common Core; data analysis; Project Based Learning; Developmental Assets; PROMIS Student Information System; AVID; and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in Professional Learning Communities (PLCs) on a weekly basis, each Wednesday of the week. Teachers are provided ongoing support through teacher-principal meetings, coaching and mentoring, and review student performance data on a regular basis in order to determine effectiveness of services.

During the 2013-14 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (SILK); Capturing Kids Hearts; Common Core; Positive Behavioral Interventions and Supports (PBIS); Crisis Prevention and Intervention; Research Investigate Strategic Experience (RISE) Dropout Prevention/Engagement Strategies to promote high school graduation;Common Core; data analysis; Project Based Learning; Developmental Assets; PROMIS Student Information System; and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in Professional Learning Communities (PLCs) on a weekly basis, each Wednesday of the week. Teachers are provided ongoing support through teacher-principal meetings, coaching and mentoring, and review student performance data on a regular basis in order to determine effectiveness of services.

During the 2012-13 school year, staff training and professional development included the following: SILK; Capturing Kids Hearts; HOLT Algebra Readiness; PLATO Online Learning; PBIS; Crisis Prevention and Intervention (CPI); RISE Dropout Prevention/Engagement Strategies to promote high school graduation; ELA teachers were trained on the Expository Reading and Writing Course (ERWC); and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in PLCs each Wednesday.

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

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	N/D	N/D	N/D	$63,114
District	♦	♦	N/D	$61,432
State	♦	♦	$5,677	$72,535
Percent Difference: School Site/District			N/D	2.7
Percent Difference: School Site/ State			N/D	-13.0

* Cells with ♦ 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:

- Academic Counseling Support
- 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)
- Title III (Immigrant)
- Supplemental Educational Services

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

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	178
% of pupils completing a CTE program and earning a high school diploma	0.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

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

*   Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0%	♦
Foreign Language	0%	♦
Mathematics	0%	♦
Science	0%	♦
Social Science	0%	♦
All courses	0%	0%

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	55	62	86
Black or African American	71	68	78
American Indian or Alaska Native	0	78	78
Asian	0	85	93
Filipino	100	100	93
Hispanic or Latino	49	56	83
Native Hawaiian/Pacific Islander	0	33	85
White	58	72	91
Two or More Races	100	63	89
Socioeconomically Disadvantaged	67	50	66
English Learners	52	48	54
Students with Disabilities	54	56	78

Career Technical Education Programs

During the 2015-2016 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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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