



Riverside County Juvenile Court

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Riverside County Office of Education

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School Description

The Riverside County Office of Education (RCOE) Alternative Education Juvenile Court School program staff, under the guidance and leadership of the RCOE Executive Director of Alternative Education, are committed to providing a high quality educational program for students. Court school educational programs are designed to increase students' basic level in reading, writing, and mathematics; to provide opportunities to complete high school graduation or high school equivalency test requirements; and to compete effectively for jobs or to seek higher education. During 2013-14, there were four educational settings for students in the court school system: three juvenile hall sites and Twin Pines Ranch in Banning.

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

RCOE provides the education and redirection of probation-referred youth who are involved in a camp program at Twin Pines Ranch (Banning). The educational program at this site assists 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, high school equivalency 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.

Twin Pines Ranch was closed by Probation in May 2014.

Alternative Education Mission Statement:

The Mission of the Riverside County Alternative Education Court School program is to ensure the success of all students through extraordinary service, support, and partnerships.

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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (951) 826-6464.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	4
Gr. 9	15
Gr. 10	41
Gr. 11	76
Gr. 12	75
Total	211

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	28.0
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	0.0
Hispanic or Latino	52.6
Native Hawaiian/Pacific Islander	0.0
White	16.1
Two or More Races	1.4
Socioeconomically Disadvantaged	80.6
English Learners	21.3
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Riverside County Juvenile Court	12-13	13-14	14-15
Fully Credentialed	15	14	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Office of Education	12-13	13-14	14-15
Fully Credentialed	◆	◆	192
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Juvenile Court	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2013-14 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	100.00	0.00
Districtwide		
All Schools	90.18	9.82
High-Poverty Schools	99.01	0.99
Low-Poverty Schools	89.02	10.98

* 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 2014-15)

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.

Riverside County Board of Education Resolution No. 01-15 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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: August 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>2013</p> <p>Grade 6: Houghton Mifflin Reading: A Legacy of Literature (2003)</p> <p>Grade 7: Prentice Hall Literature: Timeless Voices, Timeless Themes</p> <p>Grade 8: Prentice Hall Literature: Timeless Voices, Timeless Themes</p> <p>Grade 9: World Literature, Pearson Education, Inc.</p> <p>Grade 10: World Literature, Pearson Education, Inc.</p> <p>Grade 11: American Literature, Pearson Education, Inc.</p> <p>Grade 12: British Literature, Pearson Education, Inc.</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>2013</p> <p>Grade 6: California Mathematics, Course 1, Holt</p> <p>Grade 7: California Mathematics, Course 2: Pre-Algebra, Holt</p> <p>Grade 8: Algebra Readiness, Holt</p> <p>Grade 9: Algebra 1, Holt</p> <p>Grade 10: Geometry, Pearson Education, Inc.</p> <p>Grade 11: Algebra 2, Pearson Education, Inc.</p> <p>Grade 12: Business Math</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>2013</p> <p>Grade 6: Earth Science, Pearson Education, Inc.</p> <p>Grade 7: Life Science, Pearson Education, Inc.</p> <p>Grade 8: Physical Science, Pearson Education, Inc.</p> <p>Grade 9: Earth Science, Pearson Education, Inc.</p> <p>Grade 10: Life Science or Biology, Pearson Education, Inc.</p> <p>Grade 11: Physical Science, Pearson Education, Inc.</p> <p>Grade 12: Chemistry, Pearson Education, Inc.</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	<p>2013</p> <p>Grade 6: Ancient History, Harcourt</p> <p>Grade 7: World History, Prentice Hall</p> <p>Grade 8: American History, Prentice Hall</p> <p>Grade 9: None</p> <p>Grade 10: World History and Geography, McGraw Hill (2013)</p> <p>Grade 11: U.S. History and Geography, McGraw Hill (2013)</p> <p>Grade 12: Economics, Pearson Learning (2013); Magruder's American Government, Pearson (2013)</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: N/A</p>	<p>Course currently not offered.</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	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
Visual and Performing Arts The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: N/A	Course currently not offered.
Science Laboratory Equipment The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: N/A	Lab course currently not offered.

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December 2014

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	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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	12	13	4	45	49	49	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	9	10	12	45	49	50	54	56	55
Math	13	10	8	33	37	45	49	50	50
HSS	3	5	6	24	27	30	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	4
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	7
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	8
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	72	-153	C
Black or African American			C
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			C
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			C
English Learners			
Students with Disabilities			C

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

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
- Volunteers
- School Site Council
- English Learner Advisory Council
- District English Learner Advisory Council
- Parent Activity Nights

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 School Climate State Priority (Priority 6):

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

School Safety Plan

The RCOE School Safety Plan is updated annually by March of each school year by RCOE staff and probation officials. During the 2014 -15 school year, the plan was reviewed by administrators, school staff, and probation representatives in January 2015. The School Safety Plan is discussed regularly at leadership, staff, and management team meetings.

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

Positive Learning Environment & Discipline:

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

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

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

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.0	6.0	14.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.0	4.2	4.6
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	Yes	N/D
Met Participation Rate: English-Language Arts	Yes	N/D
Met Participation Rate: Mathematics	Yes	N/D
Met Percent Proficient: English-Language Arts	Yes	N/D
Met Percent Proficient: Mathematics	Yes	N/D
Met API Criteria	Yes	N/D

2014-15 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 3	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	75.0	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14

* 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.

** These are self-contained classrooms and it is the discretion of the probation department to determine the size of classes. All core subjects are taught in each classroom.

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

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,130	\$38,152
Mid-Range Teacher Salary	\$63,563	\$55,573
Highest Teacher Salary	\$97,013	\$71,908
Average Principal Salary (ES)	N/A	\$87,660
Average Principal Salary (MS)	N/A	\$92,424
Average Principal Salary (HS)	\$107,376	\$93,606
Superintendent Salary	\$261,884	\$116,538
Percent of District Budget		
Teacher Salaries	29.6%	N/D
Administrative Salaries	12.49%	N/D

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

FY 2012-13 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	\$72,968
District	♦	♦	N/D	\$76,287
State	♦	♦	\$4,690	\$69,324
Percent Difference: School Site/District			N/D	-4.4
Percent Difference: School Site/ State			N/D	5.3

The Come Back Kids Charter commenced offering services in the 2013-14 school year.

***Due to the frequent movement of students, expenditures per pupil data is not available.

Types of Services Funded at Riverside County Juvenile Court

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 III (Limited English Proficient)
- Title III (Immigrant)
- Economic Impact Aid

Professional Development provided for Teachers at Riverside County Juvenile Court

Staff training and development is conducted throughout the school year in the form of training sessions for all site and management staff. At the beginning of each school year, an annual kick-off event is held for all staff, which includes an overview of programs and services, and presentations on current education topics, such as special education, increasing student achievement, and other topics to help improve student performance.

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

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

During the 2011-12 school year, staff training and development included the SILK; Capturing Kids Hearts; Holt Algebra Readiness; PLATO Online Learning; PBIS; CPI; and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in PLCs each Wednesday.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	65	17	19	65	24	11
All Students at the School	79	11	11	75	25	
Male				100		
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino				73	27	
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	79	11	11	75	25	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Riverside County Juvenile Court	2011-12	2012-13	2013-14
English-Language Arts	8	11	21
Mathematics		10	25
Riverside County Office of Education	2011-12	2012-13	2013-14
English-Language Arts	37	36	35
Mathematics	28	29	35
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	8.00	54.88	84.56
Black or African American	5.00	48.45	75.90
American Indian or Alaska Native	0.00	60.00	77.82
Asian	0.00	60.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	5.26	45.65	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	14.29	75.98	90.15
Two or More Races	0.00	80.00	89.03
Socioeconomically Disadvantaged	10.13	63.95	82.58
English Learners	8.70	19.78	53.68
Students with Disabilities	3.57	25.41	60.31

Dropout Rate and Graduation Rate			
Riverside County Juvenile Court	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.5	11.1	9.5
Graduation Rate	79.95	82.51	84.41
Riverside County Office of Education	2010-11	2011-12	2012-13
Dropout Rate (1-year)	13.5	11.1	9.5
Graduation Rate	79.95	82.51	84.41
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.0%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	41
% 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%

Career Technical Education Programs

During the 2013-2014 school year, students enrolled in the juvenile detention program at Twin Pines Ranch were provided the opportunity to participate in CTE courses in the area of construction technology. The RCOE Alternative Education program continues to expand CTE course offerings based on student interest and current job market trends.