Riverside County Opportunity School

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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 Opportunity School (Cal-SAFE program) staff, under the guidance and leadership of the RCOE Executive Director of Alternative Education, are committed to providing the best educational program possible for the students. The staff ensure that the Cal-SAFE program, in compliance with specific Cal-SAFE program statutes, provides a comprehensive, continuous, and community linked school-based program. The focus of the program is on the youth development and dropout prevention for pregnant and parenting pupils.

The Cal-SAFE program serves pregnant and parenting students, including parenting young men, who have not completed high school. Students receive an appropriate academic program, as well as preparation for childbirth and parenting, career information and/or career technical education, agency referrals for health and social services, and a supportive atmosphere and networking system to meet the students' individual needs. Childcare is available for infants, toddlers and preschoolers of students who are enrolled in the program.

The goals of the RCOE Alternative Education Cal-SAFE program include serving eligible female and male pupils in need of targeted supportive services, providing students with the opportunity to be continuously enrolled in the Cal-SAFE program through graduation, to assist students in earning a high school diploma or its equivalent, to assist students in transition into post-secondary education and productive lives, to assist students in developing effective parenting skills, and to provide children of enrolled teen parents with child care and development services, health screenings, immunizations, and enhanced school readiness. The Cal-SAFE program was integrated with the RCOE Community School program in June 2014.

Alternative Education Mission Statement:

The Mission of the Riverside County Alternative Education Community 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	1
Gr. 9	2
Gr. 10	12
Gr. 11	25
Gr. 12	53
Total	93

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.5
American Indian or Alaska Native	2.2
Asian	1.1
Filipino	0.0
Hispanic or Latino	75.3
Native Hawaiian/Pacific Islander	0.0
White	15.1
Two or More Races	0.0
Socioeconomically Disadvantaged	81.7
English Learners	26.9
Students with Disabilities	4.3

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 Opportunity School	12-13	13-14	14-15
Fully Credentialed	6	4	4
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 Opportunity	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.

The 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**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	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.
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	2013 Grade 6: California Mathematics, Course 1, Holt Grade 7: California Mathematics, Course 2: Pre-Algebra, Holt Grade 8: Algebra Readiness, Holt Grade 9: Algebra 1, Holt Grade 10: Geometry, Pearson Education, Inc. Grade 11: Algebra 2, Pearson Education, Inc. Grade 12: Business Math
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	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.
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%	2013 Grade 6: Ancient History, Harcourt Grade 7: World History, Prentice Hall Grade 8: American History, Prentice Hall Grade 9: None Grade 10: World History and Geography, McGraw Hill (2013) Grade 11: U.S. History and Geography, McGraw Hill (2013) Grade 12: Economics, Pearson Learning (2013); Magruder's American Government, Pearson (2013)
Foreign Language The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: N/A	Course currently not offered.

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 Program expects Cal-SAFE students to arrive to school on time and to leave directly from the site upon the end of the school day. All school site visitors are required to enter the school through a designated door where they are asked to check-in and sign a log stating their presence and their reason for visiting. There are postings on the exterior grounds that clearly depict the limits and controls regarding unauthorized access to school premises during the school day.

Classrooms for Cal-SAFE students are housed in Learning Community Centers throughout the county where the programs and the personnel are managed and maintained by RCOE staff and on school district high school campuses. Students have access to the space available at the site for the recreation and physical education. Child care rooms and facilities are present at each of the Cal-SAFE schools and each site location has facility accommodations for both students and staff. All school sites are clean, safe, and functional and kept in good repair and working order.

Custodial services are provided through private vendors, the district with whom we partner, and directly by RCOE staff. Repairs and maintenance services are completed in a timely manner at all locations. Service as repair work orders are given the highest priority.

The Cal-SAFE classrooms and child care nurseries operated by the Riverside County Office of Education under the County-District School (CDS) code are located on district high school campuses and at Riverside County Office of Education owned regional learning centers. Beginning in 2001, the county office began to build regional centers; schools built from the ground up designed to serve the needs of our students. Nine of these centers have been budgeted and will allow the storefronts served in the respective regions to relocate to the regional center.

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

Hemet Cal-SAFE, Hemet (Located at College Prep High School, Hemet USD)
Moreno Valley Cal-SAFE, (Located at Moreno Valley Regional Learning Center, Moreno Valley)
Norte Vista Cal-SAFE (Located at Norte Vista High School, Alvord USD)
Palm Springs Cal-SAFE, Cathedral City (Located Mt. San Jacinto Continuation High School, Palm Springs USD)

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** [X]	**Fair** [ ] **Poor** [ ]	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 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.

| | 2013-14 CAASPP Results by Student Group | |
| | Percent of Students Scoring at Proficient or Advanced | |
Group	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
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.

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		15		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	8	6	8	45	49	50	54	56	55
Math				33	37	45	49	50	50
HSS	3	6	3	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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
	10-11	11-12	12-13
All Students at the School	32	-83	79
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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

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.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6
5	N/D	N/D	N/D
7	N/D	N/D	N/D
9	N/D	N/D	N/D

* 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.

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
- 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 each school year by RCOE staff. During the 2014-15 school year, the plan was reviewed and updated in January 2015.

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	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.0	4.8	1.0
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	Not Title 1	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	3.5
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.

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
English	23.6	22	8.25	3	2	4	2	5	0	0	0	0
Math	23.6	22	8.25	3	2	4	2	5	0	0	0	0
Science	23.6	22	8.25	3	2	4	2	5	0	0	0	0
SS	23.6	22	8.25	3	2	4	2	5	0	0	0	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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,948	$38,152
Mid-Range Teacher Salary	$53,451	$55,573
Highest Teacher Salary	$81,580	$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	28.2%	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	$64,091
District	♦	♦	N/D	$76,287
State	♦	♦	$4,690	$69,324
Percent Difference: School Site/District			N/D	-16.0
Percent Difference: School Site/ State			N/D	-7.5

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 Opportunity School
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)

Professional Development provided for Teachers at Riverside County Opportunity School
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; 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; Positive Behavioral Interventions and Supports (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 professional 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	0	0		0		0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
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 Opportunity School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
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	43.59	54.88	84.56
Black or African American	20.00	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	46.00	45.65	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	43.75	75.98	90.15
Two or More Races	0.00	80.00	89.03
Socioeconomically Disadvantaged	47.76	63.95	82.58
English Learners	27.27	19.78	53.68
Students with Disabilities	33.33	25.41	60.31

Dropout Rate and Graduation Rate			
Riverside County Opportunity School	**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	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0.0%

* 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	11
% 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

Cal-SAFE students have access to CTE classes which are offered at various locations throughout Riverside County. THE RCOE Alternative Education program continues to expand CTE course offerings based on student interest and current job market trends.

Students were offered the opportunity to enroll in countywide CTE courses including the following:

- Carpentry
- Health Science and Medical Technology
- Dental Services
- Medical Terminology
- Medical Office Services
- Health Informatics
- Food and Hospitality Services
- General Merchandise Retailing
- Security Services
- Cosmetology
- Forensic Science
- Law Enforcement
- Auto Body Repair and Refinishing Combination