Riverside County Juvenile Court

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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

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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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (951) 826-6464.

School Description
The Riverside County Office of Education (RCOE) Alternative Education Juvenile Court Schools Program staff, under the guidance and leadership of the RCOE Executive Director of Alternative Education, is committed to providing the best educational program possible for students. Court schools educational programs are designed to increase students' basic level in reading, writing, and mathematics; to provide opportunities to complete high school graduation or General Education Development (GED) test requirements; and to compete effectively for jobs or to seek higher education. During 2012-13, 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 Juvenile Hall Education program encourages students to work toward completing a high school education, GED test, or California High School Proficiency Exam and become successful citizens in society. Students are placed in juvenile hall by the juvenile justice system.

Riverside County Office of Education provides the education and redirection of probation-referred youth who are involved in a boot camp program at Twin Pines Ranch (Banning). 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, GED test, or California High School Proficiency Exam through personalized and self-paced instruction. English Language Learner (ELL) students are also given assistance in improving their ability to communicate in English.

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)
- 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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 7	1
Gr. 8	8
Gr. 9	21
Gr. 10	43
Gr. 11	72
Gr. 12	100
Total	245

Average Class Size and Class Size Distribution											
			Number of Classrooms*								
Average Class Size			1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13

* 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, English, Math, Science and Social Science (SS), 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.

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	23.7
American Indian or Alaska Native	1.2
Asian	0.0
Filipino	0.4
Hispanic or Latino	53.1
Native Hawaiian/Pacific Islander	0.4
White	20.8
Two or More Races	0.4
Socioeconomically Disadvantaged	81.2
English Learners	20.4
Students with Disabilities	29.0

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	N/D	5.2	12.9
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	N/D	N/D	43
Expulsions Rate	0	0	0

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The RCOE School Safety Plan is updated annually by March 1st of each school year by RCOE staff and probation officials. During the 2012 - 13 school year, the plan was reviewed and updated in July 2012 and reviewed by administrators and school faculty in September 2012. The School Safety Plan is discussed regularly at leadership and management team meetings.

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

Positive Learning Environment & Discipline:

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

- Gang Risk Intervention
- Conflict Management
- Classroom Management
- Hate Violence-Motivated Behavior
- Harassment
- Child Abuse Reporting

Existing school discipline rules and procedures are reviewed at the beginning of each school year to ensure they address student behavior problems and school safety issues. The rules and the procedures are given to all students and parents upon enrollment explaining codes of conduct, unacceptable behavior, and disciplinary consequences. The dress code states that 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.

School Facility Conditions and Planned Improvements (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2013

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

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

The court school classrooms under this CDS code are located in four (4) institutions and are operated by the Riverside County Probation Department. The probation department provides both custodial and maintenance services for the classrooms and annual school inspections are completed 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
Twin Pines Ranch, Banning

School Facility Good Repair Status (School Year 2013-14)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System	**Repair Status**			**Repair Needed and**
Inspected	**Good**	**Fair**	**Poor**	**Action Taken or Planned**
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.

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
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]	[ ]	

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	14	16	15
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	◆	◆	55
Without Full Credential	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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 2012-13 school year, staff training and professional development included the following: Summer Institute for Learning and Knowledge (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 Professional Learning Communities (PLC) each Wednesday.

During the 2011-12 school year, staff training and development included the Summer Institute for Learning and Knowledge (SILK); Capturing Kids Hearts; Holt Algebra Readiness; PLATO Online Learning; Positive Behavioral Interventions and Supports (PBIS); Crisis Prevention and Intervention (CPI); and other trainings and staff development days specifically designed to improve teacher and student performance. In addition, staff participated in Professional Learning Communities (PLC) each Wednesday.

During the 2010 – 11 school year, staff training and development included Holt Algebra Readiness; California English Language Development Test (CELDT); Positive Behavioral Interventions and Supports (PBIS); Choices; PLATO Online Learning; Project Delta; Teen Leadership; Process Champions; Summer Institute for Learning and Knowledge (SILK); RenLearn, and other trainings and staff development days specifically designed to improve teacher and student performance. Each Wednesday staff was given a minimum day to participate in staff training time which included Professional Learning Communities (PLC).

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	69.2	30.8
Districtwide		
All Schools	43.7	56.3
High-Poverty Schools	43.7	56.3
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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
	Expenditures Per Pupil			**Average Teacher Salary**
Level	**Total**	**Restricted**	**Unrestricted**	
School Site	N/D	N/D	N/D	$65,968
District	♦	♦	N/D	$63,114
State	♦	♦	$5,537	$68,531
Percent Difference: School Site/District			N/D	4.5
Percent Difference: School Site/ State			N/D	-3.7

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.
* Due to the frequent movement of students, expenditures per pupil data is not available.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary (10 mo.)	37,948	N/D
Mid-Range Teacher Salary (10 mo.)	53,451	N/D
Highest Teacher Salary (10 mo.)	81,580	N/D
Beginning Teacher Salary (12 mo.)	45,130	N/D
Mid-Range Teacher Salary (12 mo.)	63,563	N/D
Highest Teacher Salary (12 mo.)	97,013	N/D
Average Principal Salary (ES)	N/A	N/D
Average Principal Salary (MS)	N/A	N/D
Average Principal Salary (HS)	97,530	N/D
Superintendent Salary	243,628	N/D
Percent of District Budget		
Teacher Salaries	34.9	N/D
Administrative Salaries	14.9	N/D

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Pursuant to Education Code Sections 60119 and 60422(a), 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 governing board shall also make a written determination as to whether each pupil enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects. The governing board shall also determine the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12, inclusive. During the 2012-2013 school year, the Alternative Education program conducted a complete inventory of instructional materials and a review of the expenditures for textbooks and/or instructional materials.

Resolution No. 02-14 confirms that each pupil enrolled has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the state board for those subjects.

The Riverside County Board of Education approved 28 courses designed to meet Riverside County Office of Education and California Department of Education graduation requirements in English Language Arts, Mathematics, U.S. History, and electives.

Textbooks and Instructional Materials	
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.

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
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.
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.

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	50	45	49	30
All Student at the School	12	8	13	6
Male	12	7	17	6
Female	15	0	0	0
Black or African American	13	15	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	9	3	11	6
Native Hawaiian/Pacific Islander	0	0	0	0
White	21	18	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	12	8	13	6
English Learners	5	0	0	9
Students with Disabilities	10	5	0	5
Students Receiving Migrant Education Services	0	0	0	0

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	10	12	13	34	42	47	57	60	59
H-SS	3	5	6	24	27	30	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
	Actual API Change		
Group	**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

*

"C" means the school had significant demographic changes and will not have any growth or target information.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide	B	B	B
Similar Schools	B	B	B

*"B" means the school did not have a valid 2012 Base API and will not have any growth or target information.

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		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

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	54	368	4,655,989
	API-G	472	503	790
Black or African American	**Students**	14	58	296,463
	API-G	386	464	708
American Indian or Alaska Native	**Students**	1	6	30,394
	API-G			743
Asian	**Students**	0	3	406,527
	API-G			906
Filipino	**Students**	1	1	121,054
	API-G			867
Hispanic or Latino	**Students**	27	223	2,438,951
	API-G	496	484	744
Native Hawaiian/Pacific Islander	**Students**	0	1	25,351
	API-G			774
White	**Students**	9	62	1,200,127
	API-G		580	853
Two or More Races	**Students**	2	13	125,025
	API-G		612	824
Socioeconomically Disadvantaged	**Students**	50	323	2,774,640
	API-G	476	498	743
English Learners	**Students**	10	81	1,482,316
	API-G		474	721
Students with Disabilities	**Students**	19	60	527,476
	API-G	355	394	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	No	No

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
	Graduating Class of 2013		
Group	School	District	State
All Students	17	490	418,598
Black or African American	5	42	28,078
American Indian or Alaska Native	0	2	3,123
Asian	0	3	41,700
Filipino	0	1	12,745
Hispanic or Latino	8	238	193,516
Native Hawaiian/Pacific Islander	0	1	2,585
White	4	186	127,801
Two or More Races	0	16	6,790
Socioeconomically Disadvantaged	2	35	31,683
English Learners	2	55	93,297
Students with Disabilities	17	210	217,915

*

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	15.10	13.50	11.20
Graduation Rate	82.32	79.95	82.46
Districtwide			
Dropout Rate (1-year)	15.10	13.50	11.20
Graduation Rate	82.32	79.95	82.46
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	**2010-11**	**2011-12**	**2012-13**
Schoolwide			
English-Language Arts	15	8	11
Mathematics	3	0	10
Districtwide			
English-Language Arts	36	37	36
Mathematics	24	28	29
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011–12)		
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

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA	64	18	18	71	22	7
All Students at the School	89	11	0	90	10	0
Male	88	12	0	93	7	0
Female	92	8	0	75	25	0
Black or African American	100	0	0	100	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	86	14	0	86	14	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	85	15	0	92	8	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	89	11	0	90	10	0
English Learners	82	18	0	85	15	0
Students with Disabilities	96	4	0	100	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	115
Percent of pupils completing a CTE program and earning a high school diploma	0.0%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0.0%

Courses for University of California and/or California State University	
UC/CSU Course Measure	**Percent**
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Darning the 2012-2013 school year, students enrolled in the juvenile detention program at Twin Pines Ranch were provided the opportunity to participate in CTE courses in the areas of construction technology and carpentry. The RCOE Alternative Education program continues to expand CTE course offerings based on student interest and current job market trends.