



Riverside County Opportunity School

PO Box 868 • Riverside, CA, 92501-0868 • (951) 826-6464 • Grades K-12
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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Riverside County Office of Education

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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 Opportunity School (Cal-SAFE 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 the students. The staff is dedicated to ensuring 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 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.

Alternative Education Mission Statement:

The Mission of the Riverside County Alternative Education Community Schools Program is to inspire students to meet their full potential.

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
- Student Events

Anyone interested in volunteering in any capacity may contact the Alternative Education Program by calling the county office at (951) 826-6465.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	1
Gr. 9	4
Gr. 10	18
Gr. 11	34
Gr. 12	78
Total	135

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.7
Asian	1.5
Filipino	0.0
Hispanic or Latino	66.7
Native Hawaiian/Pacific Islander	0.7
White	19.3
Two or More Races	0.7
Socioeconomically Disadvantaged	85.9
English Learners	30.4
Students with Disabilities	5.9

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 county. During the 2012-13 school year, the plan was reviewed and updated in July 2012 and discussed with school faculty and administrators 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.).

Average Class Size and Class Size Distribution												
Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Year	11	12	13	11	12	13	11	12	13	11	12	13
English	20.8	23.6	22	2	3	2	3	2	5	0	0	0
Math	20.8	23.6	22	2	3	2	3	2	5	0	0	0
Science	20.8	23.6	22	2	3	2	3	2	5	0	0	0
SS	20.8	23.6	22	2	3	2	3	2	5	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, English, Math, Science and Social Science (SS), rather than grade level.

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Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	N/D	31.9	5.3
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 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 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 County Office of Education under the 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 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 High School, Palm Springs USD)

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 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.

School Facility Good Repair Status

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

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	4	4	6
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	100.0	0.0
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	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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	N/D	N/D	N/D	\$65,968
District	♦	♦	N/D	
State	♦	♦	\$5,537	
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.)		
Mid-Range Teacher Salary (12 mo.)		
Highest Teacher Salary (12 mo.)		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* 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.

Programs and services provided through the Consolidated Application Federal Entitlement fund process include:

- Title I (Basic, Neglected, and Delinquent)
- Title II (Teacher Quality)
- Title III (Limited English Proficient)
- Title III (Immigrant)

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
<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>

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<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. 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.</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 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)</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>
<p>Health</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>Pearson Education, Inc.:</p> <ul style="list-style-type: none"> 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
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook:</p>	<p>Course currently not offered.</p>
<p>Science Laboratory Equipment</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>Lab course currently not offered.</p>

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.

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	8	6	8	45	49	50	54	56	55
Math				33	37	45	49	50	50
Science	3		15	34	42	47	57	60	59
H-SS	3	6	3	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.

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	8		15	3
Male				
Female	9		15	3
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	10		18	4
Native Hawaiian/Pacific Islander				
White	9			
Two or More Races				
Socioeconomically Disadvantaged	7		11	3
English Learners	6			
Students with Disabilities				
Students Receiving Migrant Education Services				

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.

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			
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			

*

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 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	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	

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	27	368	4,655,989
	API-G	577	503	790
Black or African American	Students	1	58	296,463
	API-G		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	0	1	121,054
	API-G			867
Hispanic or Latino	Students	16	223	2,438,951
	API-G	544	484	744
Native Hawaiian/Pacific Islander	Students	0	1	25,351
	API-G			774
White	Students	7	62	1,200,127
	API-G		580	853
Two or More Races	Students	1	13	125,025
	API-G		612	824
Socioeconomically Disadvantaged	Students	25	323	2,774,640
	API-G	570	498	743
English Learners	Students	8	81	1,482,316
	API-G		474	721
Students with Disabilities	Students	3	60	527,476
	API-G		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	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	No
Met Graduation Rate (if applicable)	Yes	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			
Group	Graduating Class of 2013		
	School	District	State
All Students	37	490	418,598
Black or African American	2	42	28,078
American Indian or Alaska Native	1	2	3,123
Asian		3	41,700
Filipino		1	12,745
Hispanic or Latino	27	238	193,516
Native Hawaiian/Pacific Islander		1	2,585
White	7	186	127,801
Two or More Races		16	6,790
Socioeconomically Disadvantaged	31	210	217,915
English Learners	9	55	93,297
Students with Disabilities		35	31,683

*

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	29	16	36
Mathematics	13	11	21
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	0.0%

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	64	18	18	71	22	7
All Students at the School	64	21	14	79	14	7
Male						
Female	64	21	14	79	14	7
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	67	25	8	83	17	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	11
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	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

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

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:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Carpentry • Health Science and Medical Technology • Dental Services • Medical Terminology • Medical Office Services • Health Informatics • Food and Hospitality Services | <ul style="list-style-type: none"> • General Merchandise Retailing • Security Services • Cosmetology • Forensic Science • Law Enforcement • Auto Body Repair and Refinishing Combination |
|--|--|