

Riverside County Juvenile Court

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Riverside County Juvenile Court
Street	PO Box 868
City, State, Zip	Riverside, CA, 92501-0868
Phone Number	(951) 826-6464
Principal	Arthur Kimball
Email Address	akimball@rcoe.us
School Website	www.rcoe.us
County-District-School (CDS) Code	33103303330123

2023-24 District Contact Information

District Name	Riverside County Office of Education
Phone Number	(951) 826-6530
Superintendent	Edwin Gomez, Ed.D.
Email Address	egomez@rcoe.us
District Website	www.rcoe.us

2023-24 School Description and Mission Statement

The Riverside County Office of Education (RCOE) Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall operated by Riverside County Probation. The Court School enrollment is determined by the Riverside County Juvenile Justice system (Courts and Probation). There are currently three Court School sites located at three juvenile hall sites in Riverside County.

The Court school program is WASC accredited and provides state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. The instructional program is focused on the California standards along with rigorous and relevant learning activities that include project-based learning, multi-tiered systems of supports (MTSS), high-impact classroom strategies and routines, Positive Behavioral Supports and Intervention (PBIS) with restorative practices, inter-disciplinary thematic lessons, and literacy across the curriculum. Students are enrolled in UC a-g courses and have an option to enroll in a Career Technical Education pathway or dual enrollment classes. Students are supported by systems to assess college/career/workforce readiness skills and have opportunities to complete the High School Equivalency Test (GED and HiSET).

The Court School staff members focus on RCOE's Mission, Vision, and Pledge:

Mission: The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships.

Vision: RCOE will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools and students countywide.

2023-24 School Description and Mission Statement

Pledge: Every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

The Court School engages students in learning activities in order to meet the following Schoolwide Learner Outcomes (SLOs):

Riverside County Court School Students will be:

Self-Directed, Life Long Learners

- Who are motivated to meet their maximum potential
- Who persevere and demonstrate the tenacity to overcome obstacles

Outstanding Communicators Prepared for the 21st Century Workforce

- Who use effective communication skills to solve problems collaboratively in the real world
- Who use technology to enhance their learning

Academically Proficient Learners

- Who use academic language skillfully and apply critical thinking skills
- Who graduate from high school well prepared for college and careers

Responsible and Productive Citizens

- Who advocate effectively for themselves and others with integrity
- Who demonstrate respect for individual and cultural differences, and their community

We are an alternative school and encourages those interested in our school to review our one-year graduation rate as a measure of our school's effectiveness when graduation is within reach. We serve students that are not always on a four-year trajectory and listed cohort graduation rates can often not share the complete story of student successes within our school.

<https://www6.cde.ca.gov/californiamodel/GradReport?year=2022&cdcode=&scode=3330123&dass=y>

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	4
Grade 10	14
Grade 11	33
Grade 12	32
Total Enrollment	84

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	7.1%
Male	92.9%
American Indian or Alaska Native	1.2%
Black or African American	21.4%
Hispanic or Latino	70.2%
Two or More Races	1.2%
White	6%
English Learners	27.4%
Foster Youth	22.6%
Socioeconomically Disadvantaged	100%
Students with Disabilities	46.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	55.56	367.10	68.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.60	1.23	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.80	6.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	44.44	88.00	16.41	12115.80	4.41
Unknown	0.00	0.00	39.80	7.43	18854.30	6.86
Total Teaching Positions	9.00	100.00	536.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.00	66.67	385.30	68.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.00	1.61	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	53.00	9.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	33.33	77.80	13.92	11953.10	4.28
Unknown	0.00	0.00	34.00	6.08	15831.90	5.67
Total Teaching Positions	9.00	100.00	559.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.00	3.00
Total Out-of-Field Teachers	4.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	January 2023
Subject	Textbooks and Other Instructional Materials/year of Adoption

Reading/Language Arts	Pearson	Yes	0
Mathematics	McGraw Hill	Yes	0
Science	McGraw Hill	Yes	0
History-Social Science	McGraw Hill	Yes	0
Foreign Language	Pearson	Yes	0
Health	McGraw Hill	Yes	0
Visual and Performing Arts	Multiple Sources	Yes	0

School Facility Conditions and Planned Improvements

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 four juvenile detention centers located in Riverside County. Juvenile Court personnel monitor visitations at the three sites. Visitors are asked to check-in and sign a log stating their presence and their reason for visiting. Limits and controls regarding authorized or unauthorized access to the juvenile detention centers during the school day are clearly posted.

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

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

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

Alan M. Crogan Youth Treatment and Education Center, Riverside
 Lawrence F. Smith Juvenile Hall, Indio
 Southwest Detention Center, Murrieta

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and 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	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 Conditions and Planned Improvements

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 Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	3	37	36	47	46
Mathematics (grades 3-8 and 11)	0	0	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	59	90.77	9.23	3.39
Female	--	--	--	--	--
Male	62	56	90.32	9.68	3.57
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	13	11	84.62	15.38	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	45	41	91.11	8.89	4.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	43	89.58	10.42	4.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	60	89.55	10.45	0.00
Female	--	--	--	--	--
Male	64	57	89.06	10.94	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	13	12	92.31	7.69	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	47	41	87.23	12.77	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	45	90.00	10.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	0.00	3.80	1.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	13	86.67	13.33	0.00
Female	--	--	--	--	--
Male	13	12	92.31	7.69	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	11	91.67	8.33	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

The RCOE Alternative Education program continues to expand CTE course offerings based on student interest and current job market trends. The 17-18 school year was the year in which Riverside County Juvenile Court transitioned from a marketing pathway to a new computer science offering for the 18-19 school year. In 2019, Riverside County Juvenile Court became part of a dual-enrollment opportunity with the University of California, Riverside offering a professional IT certification pathway. During the 2020-2021 school year, Riverside County Juvenile Court expanded upon the dual-enrollment to include a History sequence of courses. During the 2021-2022 school year Macroeconomics was added as a dual-enrollment option. During the 2022-2023 our dual enrollment program began offering Cyber Security and Ethnic Studies as options.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	10.59
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2023-24 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
- School Site Council
- English Learner Advisory Council
- District English Learner Advisory Council
- Local Control Accountability Plan Stakeholder Engagement Meetings
- Parent Institute for Quality Education (PIQE)

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	47.4	21.6	41.4	28.5	24.2	35.8	9.4	7.8	8.2
Graduation Rate	44.3	56.7	42.5	56.5	60.2	52.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	87	37	42.5
Female	--	--	--
Male	79	31	39.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	15	7	46.7
Filipino	0	0	0.00
Hispanic or Latino	58	27	46.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	20	9	45.0
Foster Youth	27	12	44.4
Homeless	11	4	36.4
Socioeconomically Disadvantaged	87	37	42.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	15	48.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	520	208	34	16.3
Female	72	23	4	17.4
Male	448	185	30	16.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	6	1	16.7
Asian	1	0	0	0.0
Black or African American	113	38	10	26.3
Filipino	2	0	0	0.0
Hispanic or Latino	329	140	17	12.1
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	11	4	0	0.0
White	51	20	6	30.0
English Learners	78	42	5	11.9
Foster Youth	117	69	15	21.7
Homeless	3	2	1	50.0
Socioeconomically Disadvantaged	520	208	34	16.3
Students Receiving Migrant Education Services	1	0	0	0.0
Students with Disabilities	178	86	20	23.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.05	2.10	2.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The RCOE School Safety Plan is updated annually by March of each school year by RCOE staff and probation officials. During the 2022 - 2023 school year, the plan was reviewed by administrators, school staff, and probation representatives in January 2023. The School Safety Plan is discussed regularly at leadership, staff, and management team meetings.

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

Positive Learning Environment & Discipline:

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

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

2023-24 School Safety Plan

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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science	5	1		
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	4	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	168

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	38356.20	32642.30	5713.90	149803.91
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-28.4	

Fiscal Year 2022-23 Types of Services Funded

The following programs and services are available to support and assist students enrolled in the Riverside County Office of Education Court School:

CTE Pathways
 High School Equivalency Test Preparation
 Multi-Tiered System of Support
 Positive Behavior Intervention Support (PBIS)/Restorative Justice
 Transition to College Support Services
 UC A-G Approved Courses
 Weekend Tutoring Services
 Dual-enrollment courses
 Mental health services

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

Title 1 A & D (Basic, Neglected, and Delinquent)
 Title II (Teacher Quality)
 Title III (Limited English Proficient)
 Title IV (Student Support and Academic Enrichment)

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0
Where there are student course enrollments of at least one student.	

Professional Development

Staff training and development is conducted throughout the school year in the form of after school workshops and training sessions for all site and management staff. 1.45 hours is dedicated to staff development weekly and 64 hours or greater is offered over the summer.

During the 2023 Summer Institute of Learning Knowledge, the focus was on student wellness and GLEAM strategies to ensure that our lessons are designed to be grade level appropriate, equitable, accessible, and meaningful.

Professional Development

During the 2022 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology trainings, and the UDL process. The emphasis was focused heavily on calibration and coaching on the implementation of universal design for learning.

During the 2021 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology trainings, and the UDL process. Great emphasis was placed on transitioning back to in-person instruction and supporting student re-engagement and individualized instruction. Grading procedures and protocols were reviewed.

During the 2020 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology trainings, and the UDL process.

During the 2019-20 school year, all teachers attended the Summer institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday. Teachers engaged in colleague classroom visits in which ELA/literacy strategies were observed and feedback provided. Areas of focus in ongoing professional development include IEP writing development, Multi-tiered systems of support (MTSS), positive behavior reinforcement and standards, and student data analysis.

During the 2017-18 school year, all teachers attended the Summer institute of Learning and Knowledge (SILK) and Professional Learning Community (PLC) workshops every Wednesday. Teachers engaged in colleague classroom visits in which ELA/literacy strategies were observed and feedback provided. Teachers are also provided training on implementing project-based learning in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study, service learning projects and experiential learning activities. In addition, teachers received training on implementation of the Next Generation Science Standards (NGSS). The management leadership team is provided ongoing professional development monthly and quarterly through leadership team meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0