# Riverside County Special Education
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

**RIVERSIDE COUNTY OFFICE OF EDUCATION**

**EDWIN GOMEZ, Ed.D.**
County Superintendent of Schools

## 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.<br><br>- 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/.<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.<br><br>- 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 Special Education |
|---|---|
| Street | 3939 13th Street |
| City, State, Zip | Riverside, CA 92502-0868 |
| Phone Number | (951) 826-6476 |
| Principal | Denise Chappell, Michelle Shaddy, Dena Slocum, Kara Unger, Dr. Regina Maldonado, |
| Email Address | bsorter@rcoe.us |
| School Website | |
| County-District-School (CDS) Code | 33103306069207 |

## 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) Program staff, under the guidance and leadership of the RCOE Director II of Special Education, is committed to providing the best educational program possible for students with special needs. The staff is dedicated to ensuring that the Special Education Program, in compliance with specific Special Education Program state and federal statutes (IDEA), provides a comprehensive, continuous and community-linked, school-based program for district referred students.

Special education programs provide direct services to students who are mentally and physically challenged for 23 school districts and 3 charter schools within Riverside County. Available for students ranging in age from birth through 22 years, is a continuum of geographically regionalized programs and services. Disabling conditions served encompass the low-incidence disabilities including deaf and hard-of-hearing, visually impaired, and orthopedically disabled; developmentally delayed; emotional disturbance; multiple disabilities; intellectually disabled; and autism.

Mission Statement:

The mission of the RCOE Special Education Program is to assist students in achieving to their maximum potential.

Vision:

RCOE Special Education Unit is dedicated to assisting and supporting students to maximize academic, social/emotional and vocational skills in a safe environment, which encourages students to become responsible, contributing members of their community.

## 2023-24 School Description and Mission Statement

Values:

- Quality educational services for students with special needs.
- An organized instructional delivery model within guidelines of the California Curriculum Standards.
- A highly skilled and trained staff.
- A safe and orderly environment structured for learning.
- Internal/external collaboration with outside agencies, school districts, and parents.

Goals:

- Improve student achievement through the use of assessment data that informs and drives instruction.
- Increase training in research-based methodologies and strategies toward improved student achievement to include RCOE teachers, itinerants, support staff and district/agency partners.
- Develop, implement, and maintain positive behavior support.
- Facilitate collaboration between districts, parents, and agencies to address student needs at school, home, and in the community.
- Provide support to improve staff morale.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 39 |
| **Grade 1** | 39 |
| **Grade 2** | 37 |
| **Grade 3** | 39 |
| **Grade 4** | 38 |
| **Grade 5** | 30 |
| **Grade 6** | 41 |
| **Grade 7** | 21 |
| **Grade 8** | 31 |
| **Grade 9** | 28 |
| **Grade 10** | 23 |
| **Grade 11** | 31 |
| **Grade 12** | 160 |
| **Total Enrollment** | 557 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 33% |
| Male | 67% |
| American Indian or Alaska Native | 0.7% |
| Asian | 2.2% |
| Black or African American | 6.1% |
| Filipino | 1.1% |
| Hispanic or Latino | 72.9% |
| Native Hawaiian or Pacific Islander | 0.4% |
| Two or More Races | 1.8% |
| White | 13.6% |
| English Learners | 27.8% |
| Foster Youth | 1.6% |
| Socioeconomically Disadvantaged | 54.6% |
| Students with Disabilities | 100% |

| A. Conditions of Learning | State Priority: Basic |
|---|---|

**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) | 46.00 | 63.01 | 367.10 | 68.43 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 2.74 | 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) | 1.00 | 1.37 | 88.00 | 16.41 | 12115.80 | 4.41 |
| Unknown | 24.00 | 32.88 | 39.80 | 7.43 | 18854.30 | 6.86 |
| Total Teaching Positions | 73.00 | 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) | 47.00 | 74.60 | 385.30 | 68.91 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 1.59 | 9.00 | 1.61 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 1.59 | 53.00 | 9.48 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 77.80 | 13.92 | 11953.10 | 4.28 |
| Unknown | 14.00 | 22.22 | 34.00 | 6.08 | 15831.90 | 5.67 |
| Total Teaching Positions | 63.00 | 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 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1.00 |

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 | 1.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 1.00 | 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.

## 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 | 1.9 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.1 | 1.5 |

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

Student curriculums are provided based on the unique need of the learner and based on the program that they are enrolled.

| Year and month in which the data were collected | January 2024 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|

| Reading/Language Arts | Diploma DHH/ED: Wonders K-6 McGraw- Hill c.2014, WonderWorks Intervention McGraw-Hill c. 2014, StudySync McGraw-Hill c. 2017, Pearson: California Literature, c. 2016<br><br>Diploma English Language Development Project Moving Forward Vocabulary- University California Riverside<br><br>Certificate of Completion: Unique Learning System (Integrated ELD) c. 2019 | Yes | 0 |
|---|---|---|---|
| Mathematics | Diploma DHH/ED: Math in Focus (Singapore Math) K-8 McGraw-Hill  c. 2014, K-6th Grade (Perris area DHH/ED; Units of Study from Beaumont Unified incorporating Math Common Core Areas as well as Supplemental Materials.<br><br>Certificate of Completion: Unique Learning System c. 2019 | Yes | 0 |
| Science | Diploma DHH/ED: Picture Perfect STEM, grades K-5 (National Science Teachers Association)<br><br>Units of Study from Beaumont Unified  incorporating Mystery Science, grades K-8.<br><br>Certificate of Completion:(Attainment) K-12th Grade; Unique Learning System c. 2019 | Yes | 0 |
| History-Social Science | Students that are diploma bound take those course through the school district and the text books are provided by the school district<br><br>Certificate of Completion: Unique Learning System | Yes | 0 |
| Foreign Language | *Approximately 80% of Special Education students are severely handicapped and are in non-diploma bound programs. The few students that are diploma bound take those courses through the school district and the text books are provided by the school district. | | |
| Health | Diploma DHH/ED: Positive Prevention, c. 2017. Students that are diploma bound take those courses through the school district and the text books are provided by the school district.<br><br>Certificate of Completion: Positive Prevention Plus-Special Populations, c. 2017 | Yes | 0 |
| Visual and Performing Arts | Diploma DHH/ED: Students that are diploma bound take those courses through the school district and the text books are provided by the school district.<br><br>Certificate of Completion:  Unique Learning System c. 2019 integration of thematic teaching. | Yes | 0 |

## School Facility Conditions and Planned Improvements

RCOE special education classes are located throughout Riverside county on public school sites. Several of these sites were built in collaboration with RCOE where county building funds were utilized to build a portion of the school to be used by county classes. In school sites where county owned classrooms do not exist, the county rents the space per the Riverside County SELPA agreement. All of our schools sites are clean, safe, and functional. Custodial services are provided by the district or directly by RCOE staff.  Repairs and maintenance services are completed in a timely manner at all locations.

| Year and month of the most recent FIT report | 01/2024 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## 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) | 4 | 8 | 37 | 36 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 4 | 6 | 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 | 238 | 226 | 94.96 | 5.04 | 7.83 |
| Female | 73 | 68 | 93.15 | 6.85 | 9.68 |
| Male | 165 | 158 | 95.76 | 4.24 | 7.10 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 13 | 12 | 92.31 | 7.69 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 166 | 161 | 96.99 | 3.01 | 6.49 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 43 | 37 | 86.05 | 13.95 | 18.92 |
| English Learners | 72 | 70 | 97.22 | 2.78 | 5.88 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 136 | 129 | 94.85 | 5.15 | 11.90 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 238 | 226 | 94.96 | 5.04 | 7.83 |

## 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 | 238 | 226 | 94.96 | 5.04 | 5.99 |
| Female | 73 | 69 | 94.52 | 5.48 | 9.68 |
| Male | 165 | 157 | 95.15 | 4.85 | 4.52 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 13 | 12 | 92.31 | 7.69 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 166 | 160 | 96.39 | 3.61 | 8.50 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 43 | 38 | 88.37 | 11.63 | 0.00 |
| English Learners | 72 | 70 | 97.22 | 2.78 | 10.29 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 136 | 129 | 94.85 | 5.15 | 7.87 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 238 | 226 | 94.96 | 5.04 | 5.99 |

## 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) | 8.57 | 3.85 | 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 | 96 | 89 | 92.71 | 7.29 | 4.00 |
| Female | 34 | 32 | 94.12 | 5.88 | 4.17 |
| Male | 62 | 57 | 91.94 | 8.06 | 3.92 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 67 | 63 | 94.03 | 5.97 | 6.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 18 | 16 | 88.89 | 11.11 | 0.00 |
| English Learners | 29 | 26 | 89.66 | 10.34 | 9.09 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 45 | 42 | 93.33 | 6.67 | 8.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 96 | 89 | 92.71 | 7.29 | 4.00 |

## 2022-23 Career Technical Education Programs

Students in the diploma bound programs are provided the opportunity to participate in Career and Technical Education classes as electives that are provided at the school site where the County class is located. For our student in the Certificate program we provide a wide variety of career tech opportunities through Project Workability as well as in the classes they attend on a daily basis. We provide ongoing situational assessment for these students at a variety of job sites throughout the County.

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| 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 | 0 |
| 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 5 | 0 | 0 | 0 | 0 | 0 |
| Grade 7 | 0 | 0 | 0 | 0 | 0 |
| Grade 9 | 0 | 0 | 0 | 0 | 0 |

## 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

Parents have the opportunity to become involved in the following ways:

- Enrollment
- Parent/teacher conferences (formal and informal)
- IEP process
- Volunteers
- Parent Trainings
- Parent Support Groups

## 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** | 3.7 | 0 | 12 | 28.5 | 24.2 | 35.8 | 9.4 | 7.8 | 8.2 |
| **Graduation Rate** | 3.7 | 20.8 | 24 | 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 | 25 | 6 | 24.0 |
| Female | -- | -- | -- |
| Male | 18 | 4 | 22.2 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 19 | 6 | 31.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 22 | 5 | 22.7 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 25 | 6 | 24.0 |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 636 | 613 | 391 | 63.8 |
| Female | 211 | 204 | 128 | 62.7 |
| Male | 425 | 409 | 263 | 64.3 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 5 | 4 | 3 | 75.0 |
| Asian | 12 | 12 | 8 | 66.7 |
| Black or African American | 43 | 42 | 23 | 54.8 |
| Filipino | 7 | 6 | 2 | 33.3 |
| Hispanic or Latino | 448 | 436 | 283 | 64.9 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 1 | 50.0 |
| Two or More Races | 12 | 12 | 8 | 66.7 |
| White | 100 | 93 | 59 | 63.4 |
| English Learners | 181 | 175 | 121 | 69.1 |
| Foster Youth | 26 | 20 | 6 | 30.0 |
| Homeless | 3 | 3 | 3 | 100.0 |
| Socioeconomically Disadvantaged | 389 | 372 | 239 | 64.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 636 | 613 | 391 | 63.8 |

## 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 | 1.10 | 2.83 | 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 | 2.83 | 0 |
| Female | 1.42 | 0 |
| Male | 3.53 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 4.65 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.45 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 16.67 | 0 |
| White | 10 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 11.54 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 2.83 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 2.83 | 0 |

## 2023-24 School Safety Plan

The RCOE school safety plan has been established and is updated annually for the county as required by California Education Code Section 35294. RCOE adopts its comprehensive school safety plan by March 1st of each school year. RCOE reports on the status of its school safety plan, including a description of its key elements.

The key elements, reviews, and updates are discussed with school faculty at the beginning of each school year and again prior to any new adoptions. The RCOE faculty and students are also included in each school sites individual school safety plan where the classes are located. The school site administrator reviews this plan with the RCOE administrator annually.

## D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 2 | 5 | | |
| 3 | 7 | 1 | | |
| 4 | 1 | 1 | | |
| 6 | 3 | 5 | | |
| Other | 8 | 30 | | |

## 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 4 | 2 | | |
| 4 | 1 | 1 | | |
| 6 | 2 | 3 | | |
| Other | 8 | 27 | | |

## 2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 2 | 1 | 0 | 0 |
| 1 | 0 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 |
| 4 | 7 | 1 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 3 | 5 | 0 | 0 |
| Other | 7 | 32 | 0 | 0 |

## 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 | | | | |
| 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 | 0 | 0 | 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 | 0 |

## 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 4 |
| Social Worker | |
| Nurse | 2 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 19 |

## 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 | 83359.75 | 83359.75 | 0.00 | 105050 |
| 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 | -200.0 | |

## Fiscal Year 2022-23 Types of Services Funded

The continuum of program options offered through the RCOE Special Education Department includes student access to the regular education programs, an itinerant program, a moderate/severe disabilities program, and designated instruction and services. These services include, but are not limited to, speech and language development, audiological services, orientation and mobility services,  instruction in the home or hospital, adapted physical education, vision services, counseling and guidance services, psychological  services, health and nursing services, social worker services, specialized services for low - incidence disabilities, such as readers, transcribers, and vision and hearing services, and interpreting services.

## 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 |
|---|---|

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<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

The majority of the students enrolled in the Riverside County Office Education Special Education programs are participating in a functional life skills curriculum. Curriculum and student behavior improvement goals and programs are directly correlated to identified needs annually. All staff members are trained in the in the curriculum appropriate to the instructional needs of each student. Staff development is aligned to content standards, alternative assessment, and professional needs. Teachers and paraeducators participate in ongoing training in curriculum, behavior management, student assessment and use of assistive technology. The 2022-2023 school year began with an all staff professional development day. The focus was on reading

## Professional Development

support and our wellness initiative.

Teachers received ongoing support in both their monthly Professional Learning communities and on their Job Alike Training Days. Some of the topics include Understanding Behaviors, Adapting to Virtual Assessment, Crisis Prevention, and Online programs to support independent practice in Exceptional Learners. Additional trainings that occurred on an ongoing basis throughout the school year included several New Teachers Trainings to assist new teachers who had recently started with RCOE. There is also ongoing coaching for teachers through peer interaction and evaluation. Educators also attended a variety of conferences and trainings sponsored by outside agencies.

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 |