

Riverside County Education Academy

13730 Perris Blvd • Moreno Valley • 9518264906 • Grades 9-12

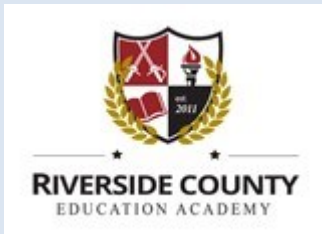
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Riverside County Education Academy

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Moreno Valley, CA 92553
19518264906
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Sarie Gonsalves, Parent Representative
Christina White, Parent Representative

District Administration

Santos Campos, Executive Director
Superintendent

School Description

While open to all students, Riverside County Education Academy (RCEA) focuses on educationally disadvantaged students in grades nine through twelve who have an interest in and respond to an educational environment and learning milieu with a military-like structure. Specifically, the targeted student population is those students expelled from their local school district, habitually truant and referred by School Attendance Review Board (SARB), recommended by the probation department, or by parent request under special placement factors.

Mission

The mission of the Riverside County Education Academy is to help ensure the success of all students in Riverside County with a focus on at-risk students. In this context, student success is defined as graduating from high school well-prepared for college and the workforce.

Vision

Through a military learning environment that promotes differentiated instructional strategies, personal discipline, physical fitness, and leadership skills, the RCEA will inspire honor and pride in its cadets to encourage them to demonstrate ethical behavior and to become responsible citizens. Successful cadets will respect diversity and exhibit sound decision-making skills. They will attain basic educational goals, complete high school, and be prepared to pursue a variety of post-secondary opportunities, including military service, higher education and/or technical training, be productive in the workforce, and be lifelong learners.

At the RCEA, cadets learn and behave in a way that demonstrates the core values of integrity, service before self, excellence, respect, personal courage, loyalty, education, health, and duty. The RCEA will combine the support and resources of parents, educators, and the community to support cadets in achieving these goals.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	50
Grade 10	80
Grade 11	64
Grade 12	49
Total Enrollment	243

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	25.9
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	62.1
Native Hawaiian or Pacific Islander	0
White	8.2
Two or More Races	3.7
Socioeconomically Disadvantaged	91.4
English Learners	11.9
Students with Disabilities	4.9
Foster Youth	2.1

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.

Teacher Credentials			
Riverside County Education Academy	15-16	16-17	17-18
With Full Credential	11	16	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Riverside County Education Academy	15-16	16-17	17-18
With Full Credential	♦	♦	19
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside County Education	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	4	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The Riverside County Education Academy is an independent charter and is not required to conduct annual textbook adoption cycles. All students are provided 100% of the curriculum necessary and are provided standards based textbooks based upon California State Adoptions.

Textbooks and Instructional Materials Year and month in which data were collected: N/A	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Mathematics	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Science	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The Riverside County Education Academy (RCEA) is housed at the Moreno Valley Regional Learning Center which is managed and maintained by the Riverside County Office of Education (RCOE) staff. Students have access to the space available at the site for instruction, recreation, and physical education. The school site is clean, safe, and functional and kept in good repair and working order.

The RCEA expects all 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 the reason for visiting. Postings on the exterior grounds clearly depict the limits and controls regarding unauthorized access to school premises during the school day.

Custodial services are provided by RCOE staff. Repair and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/16/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Interior: Interior Surfaces	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Electrical: Electrical	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				B1 faucet drips
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				CR C4/5: Stained ceiling tiles B7 loose tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
Overall Rating	Exemplary	Good	Fair	Poor	All necessary repairs are a high priority and reported to appropriate staff who take care of the repairs in a timely manner.
		X			

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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	10	23	38	38	48	48
Math		2	24	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	86	86	100.0	8.1
Male	42	42	100.0	9.5
Female	44	44	100.0	6.8
Black or African American	17	17	100.0	5.9
Hispanic or Latino	61	61	100.0	9.8
Socioeconomically Disadvantaged	75	75	100.0	8.0
English Learners	18	18	100.0	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	11	8	7	40	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	37.2	30.2	2.3

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.92	23.4
Male	28	27	96.43	22.22
Female	20	20	100	25
Black or African American	12	12	100	8.33
Hispanic or Latino	31	31	100	32.26
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.67	21.43
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	47	97.92	2.13
Male	28	27	96.43	3.7
Female	20	20	100	0
Black or African American	12	12	100	8.33
Hispanic or Latino	31	31	100	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.67	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is critical to the success of students and highly encouraged by RCEA staff. Parents have the opportunity to become involved through the following options:

- Enrollment
- Parent/teacher conferences (formal and informal)
- Individualized Education Program (IEP) process
- Volunteers
- Parent Advisory Council
- Parent Activity Nights
- Student Events

Anyone interested in volunteering in any capacity may contact the Riverside County Education Academy at (951) 826-4902.

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.

School Safety Plan

The School Safety Plan is updated annually by school administration and faculty and discussed regularly at leadership and management team meetings.

The School 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.).

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	8.1	9.1	28.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.7	2.8	4.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	8	18	24	7	10	4		9	7			
Mathematics	3	16	19	1	5	3		3	1			1
Science		18	22		8	6		4	4			
Social Science	11	15	24	3	12	2		1	6			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The RCEA opened in September 2011 with highly qualified teachers and instructional staff. Teachers and staff are offered professional development activities throughout the school year, and provided the opportunity to attend trainings offered by the Riverside County Office of Education. Staff is encouraged to participate in district sponsored professional development opportunities and to take advantage of continuing education opportunities in order to continuously develop and improve their skills and to keep informed on new and current education trends and policies.

During the 2015-16 school year, staff were provided training and professional development in the areas of English, Reading and Writing; Integrated Math curriculum development; Next Generation Science Standards Common Core Curriculum; Advanced Placement training for English, US and World History; and project based learning. In addition, staff participated in the WASC training and AVID training on specific AVID skills including Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR). Teachers at RCEA had 16 minimum days to participate in professional development through their smaller learning communities.

During the 2016-17 and school year, staff were provided training and professional development in the areas of English, Reading and Writing; Integrated Math curriculum development; Next Generation Science Standards Common Core Curriculum; Advanced Placement training for English, US and World History; and project based learning. In addition, staff participated in the WASC training and AVID training on specific AVID skills including Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR). Teachers at RCEA had 16 minimum days to participate in professional development through their smaller learning communities.

During the 2017-18 and school year, staff were provided training and professional development in the areas of English, Reading and Writing; Integrated Math curriculum development; Next Generation Science Standards Common Core Curriculum; Advanced Placement training for English, US and World History; and project based learning. In addition, staff participated in the WASC training and AVID training on specific AVID skills including Writing, Inquiry, Collaboration, Organization and Reading to Learn (WICOR). Teachers at RCEA had 16 minimum days to participate in professional development through their smaller learning communities. Staff were provided professional development opportunities in developing benchmark assessments in subjects of English, Mathematics, Science and Social Studies. Teachers at RCEA have minimum days to participate in professional development through small learning communities.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,047	\$7,788	\$5,259	\$57,671
District	♦	♦	N/D	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			N/D	-8.6
Percent Difference: School Site/ State			-7.4	-19.2

* Cells with ♦ do not require data.

Types of Services Funded

Programs and services are funded through the following processes:

- NCLB: Title I, Part A, Basic Grants, Low-Income, and Neglected
- Child Nutrition: School Lunch
- Special Education - Mental Health Services
- Mandate Block Grant
- Lottery
- Local Control Funding Formula
- Special Education
- Common Core
- Education Effectiveness

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

Riverside County Education Academy	2013-14	2014-15	2015-16
Dropout Rate	31.6	25	20
Graduation Rate	31.58	64.29	67.5
Riverside County Education Academy	2013-14	2014-15	2015-16
Dropout Rate	57.1	55.4	53.6
Graduation Rate	15.31	21.39	20.19
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0.0%
% of pupils completing a CTE program and earning a high school diploma	0.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2016-17 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science		♦
Social Science	1	♦
All courses	5	14.8

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	60	50.08	87.11
Black or African American	62.5	55.45	79.19
American Indian or Alaska Native	0	60	80.17
Asian	0	41.18	94.42
Filipino	0	16.67	93.76
Hispanic or Latino	63.33	45.11	84.58
Native Hawaiian/Pacific Islander	66.67	40	86.57
White	0	61.79	90.99
Two or More Races	50	70	90.59
Socioeconomically Disadvantaged	58.14	45.13	85.45
English Learners	50	41.9	55.44
Students with Disabilities	100	38.05	63.9
Foster Youth	100	61.29	68.19

Career Technical Education Programs

Not applicable to this school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.