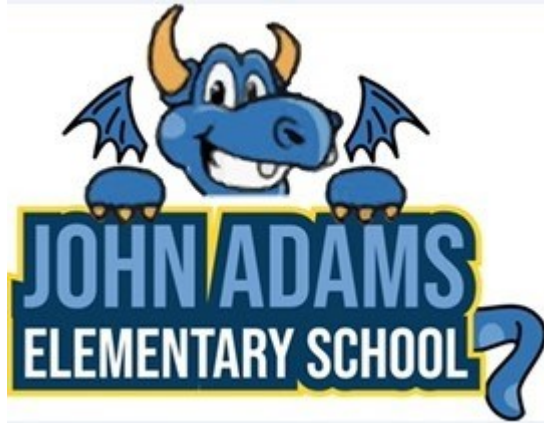


John Adams Elementary School

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/fg/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	John Adams Elementary School
Street	8362 Colorado Ave.
City, State, Zip	Riverside, CA 92504-2305
Phone Number	(951) 352-6709
Principal	Dr. Lari Dean
Email Address	ladean@riversideunified.org
School Website	http://adams.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032528

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

John Adams Elementary School Mission Statement:
"We exist to educate, inspire, and empower students for the future."

John Adams Elementary is a Core Knowledge school where the entire staff is committed to educating, inspiring, and empowering students for the future. We strive to ensure our students leave equipped with the skills, content knowledge, and strategies to be prepared for the future, so they may develop and acquire a love for reading and an understanding that reading is a life skill. We instill in our students the belief that they have the ability to learn because they have hope and courage to try new things and persevere through challenges. We also build in them the core virtues of responsibility, respect, and readiness to be successful and productive members of their community. As educators and positive role models, we provide a safe and structured environment to develop trust and a strong rapport with all students. We facilitate student-driven learning while teaching rigorous and rich content knowledge in literature, math, science, history, and the arts. We remain flexible by using multiple strategies to differentiate instruction and engage every student. We collaborate with one another, keeping students' needs in mind to drive them towards empowerment. Teachers instruct with researched-based instructional practices in all subject areas so students learn the skills and content standards for speaking, listening, reading, writing, math, science, social studies, art, music, and language development.

For developing students' language arts skills and content knowledge, teachers are trained in and use the Amplify Core Knowledge English language arts and English language development curriculum. Throughout the instructional day, Core Knowledge science, social studies, art, and music content is integrated with other content areas. At John Adams, developing students' early literacy skills and their ability to engage in collaborative conversations has been a successful focus in the past. We continue to stay the course by progress monitoring students' early literacy skills three times in the year using district

2023-24 School Description and Mission Statement

assessments, progress monitoring strategic students every month, and intensive students every two weeks. Classroom teachers and instructional support teachers provide further intensive support for students who are struggling with reading skills using K-3 Reading Gateway, 3-6 Advanced phonics, and Lexia Intervention. Students continue to engage in daily opportunities for speaking and listening through collaborative conversations. The ELA/ELD focus is for students to read/observe with a clear purpose to analyze text through multiple readings, note taking, and annotations to respond to text dependent questions. Students' progress is monitored at every trimester with the use of District ELA benchmark assessments.

For developing students' math skills, teachers are trained on best math practices based on the California Mathematics Framework. Teachers are using district adopted and standards-aligned Eureka Math. With this tool, teachers engage students in daily math fluency practices, application practices, and concept development. In addition, kindergarten through second grade teachers are trained to address early numeracy with specific strategies. For students who are struggling with math skills, teachers provide small group differentiation during the day. The math focus is for students to explain and apply mathematical concepts, and interpret and carry out mathematical procedures with precision and fluency. Students' progress will be monitored via unit assessments and at every trimester with District math assessments.

Other programs to support the school's academic and attendance goals are our visual and performing arts opportunities, character education, and attendance celebrations. VAPA opportunities are made available to our students throughout the year with the support of RUSD LCFF and Title I. All 5th grade students are learning to play a band instrument, twice a week. All students, K - 6 participate in weekly art and music lessons facilitated by education techs in those areas that support our Core Knowledge program. In addition, our character education program is tied to Core Virtues. The monthly core virtue is taught in every classroom and celebrated every month, along with a DRAGON Award and other personal achievements. In addition, weekly announcements provide reminders to students about how to demonstrate the core virtue and what is expected of everyone so that John Adams is a safe learning environment. Satisfactory whole class attendance is recognized every week during the morning announcements, a trophy is awarded to the class with the best attendance at Dragon assemblies, individual perfect attendance is also awarded once a month and at trimester assemblies. Our HEARTS after-school program also offers participating students the opportunity to engage in enriching activities such as visual and performing arts, computer coding, and physical exercise.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	56
Grade 2	64
Grade 3	75
Grade 4	59
Grade 5	73
Grade 6	60
Total Enrollment	479

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.2%
Asian	1.5%
Black or African American	4.8%
Hispanic or Latino	85.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.4%
White	6.9%
English Learners	26.5%
Foster Youth	1.3%
Homeless	4.2%
Socioeconomically Disadvantaged	80.8%
Students with Disabilities	14%

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)	21.50	93.28	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	1.50	6.72	151.80	8.83	18854.30	6.86
Total Teaching Positions	23.00	100.00	1720.00	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)	20.20	95.30	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	1.00	4.70	127.00	7.37	15831.90	5.67
Total Teaching Positions	21.20	100.00	1723.70	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	0.00	0.00
Total Out-of-Field Teachers	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.

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 table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education, Inc (G.6): CA Core Knowledge, TK-6)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1962
 Last modernized: 2007
 Lot Size: 7.6 acres
 25 Permanent Classrooms
 3 Portable Classrooms
 Library/Multi-Purpose Room
 Indoor and Outdoor Cafeteria
 Air Conditioned

Riverside Unified School District maintains both short and long term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Adams has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

A new 5 classroom building was opened in 2021. This building is set up specifically for kindergarten programs and permanently replaced 5 portable classroom buildings that have been removed from the campus.

Year and month of the most recent FIT report

09/19/2023 - 12/12/2023

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			ADAB-12 (Classroom): 4: (D) Ceiling tiles have holes or stains ADAB-13 (Classroom): 4: (D) Ceiling tiles have holes or stains ADAB-14 (Classroom): 4: (D) Ceiling tiles have holes or stains ADAC-15 (Classroom): 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			ADAC-16 (Classroom): 6: There is evidence of a major pest or vermin infestation - Lots of ants by drinking faucet and all over the classroom
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ADAB-10 (Classroom): 9: (D) A Leak is evident
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		K02: 15: (D) Door closer needs adjustment K03: 15: (D) Door closer needs adjustment K05: 15: (D) Door closer needs adjustment
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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)	39	39	46	44	47	46
Mathematics (grades 3-8 and 11)	27	28	30	31	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	258	252	97.67	2.33	38.89
Female	126	124	98.41	1.59	46.77
Male	132	128	96.97	3.03	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	33.33
Filipino	0	0	0	0	0
Hispanic or Latino	218	214	98.17	1.83	38.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	44.44
English Learners	57	54	94.74	5.26	18.52
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	31.25
Military	20	20	100.00	0.00	35.00
Socioeconomically Disadvantaged	220	216	98.18	1.82	38.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	3.85

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	258	253	98.06	1.94	28.06
Female	126	124	98.41	1.59	22.58
Male	132	129	97.73	2.27	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	218	214	98.17	1.83	27.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	38.89
English Learners	57	55	96.49	3.51	14.55
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	25.00
Military	20	20	100.00	0.00	20.00
Socioeconomically Disadvantaged	220	217	98.64	1.36	27.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	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)	19.67	20.90	26.85	27.64	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	71	68	95.77	4.23	20.59
Female	34	32	94.12	5.88	28.13
Male	37	36	97.30	2.70	13.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	57	55	96.49	3.51	21.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	18	94.74	5.26	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	60	98.36	1.64	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	97.20%	97.20%	95.80%	98.60%	98.60%

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

Research shows that children whose parents are actively involved in their child's education have greater success in school. John Adams parents are encouraged to attend parent meetings and workshops, parent-teacher conferences, and other parent training opportunities. All parent meetings are conducted in Spanish and English. Topics presented to parents are, but not limited to, the importance of school attendance, Home and Community Activities for children and families; Grade Level Expectations in Language Arts and Math; reading and math strategies; and strategies for helping their children with homework. Information regarding parent activities at John Adams Elementary School can be obtained in the school office, on the school website, and on social media. The parent involvement contact for this school is Dr. Lari Dean, principal, and can be contacted at (951) 352-6709.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	503	499	122	24.4
Female	237	236	58	24.6
Male	266	263	64	24.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	0	0.0
Black or African American	25	24	1	4.2
Filipino	0	0	0	0.0
Hispanic or Latino	425	422	105	24.9
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	2	2	2	100.0
White	38	38	12	31.6
English Learners	137	135	30	22.2
Foster Youth	7	7	0	0.0
Homeless	35	35	11	31.4
Socioeconomically Disadvantaged	410	407	102	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	88	24	27.3

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	0.39	1.59	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.59	0
Female	0.84	0
Male	2.26	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4	0
Filipino	0	0
Hispanic or Latino	1.18	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.19	0
Foster Youth	0	0
Homeless	2.86	0
Socioeconomically Disadvantaged	1.71	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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	11	5	1	
1	13	2	2	
2	8	3	1	
3	18	1	2	
4	13	3	1	
5	2	4		
6	16	2	2	
Other	18	5	5	

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	21	1	2	
1	26		2	
2	26		2	
3	23		2	
4	30		2	
5	32		1	
6	30		2	
Other	14	3	2	

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	21	1	3	0
1	25	0	2	0
2	20	3	0	0
3	25	0	3	0
4	29	0	2	0
5	35	0	0	2
6	29	0	2	0
Other	8	3	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	479

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

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	9,940.07	3,262.23	6,677.84	90,977.32
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-3.5	-6.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A		6.4

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

All staff members at John Adams participated in Professional Development training sponsored by John Adams Elementary School and RUSD for 2021-22, 2022-23, and 2023-24. Many staff members participate in additional activities offered by RUSD, or through special projects that are appropriate for their individual needs. Specific training related to researched based instruction, standards aligned lessons, English Language Arts, English Language Development, and mathematics occur during bi-monthly staff meetings, trimester all-day training, after-school workshop opportunities, in-class coaching, and or conferences.

The major topics covered during staff development include:

Common Core State Standards and Core Knowledge Sequence Lesson Planning/Curriculum Development

Core Knowledge Language Arts/Amplify Program training and support for TK-6 teachers

Collaborative Conversations and all speaking and listening standards training for TK - 6 teachers (including special education)

K-2 institute training and support for all K-2 teachers

3rd grade - Gateway Expansion training

3-6 Advanced Phonics training and support for 3-6 teachers

Framing Your Thoughts

Building Fact Fluency grades K-5

English Language Development planning

MTSS (Multiple Tiered System of Support)

Fast Bridge Assessment training and data analysis

Continued training on the Informative Cycle of Inquiry as presented in RUSD Guide for Instructional Direction

Trauma Informed Classrooms and Mandated Reporting

Teachers also engage in weekly collaboration meetings to engage in the cycle of inquiry, plan best first instruction based on CA frameworks, state standards, Core Knowledge sequence, formative data results, and individual student needs.

Teachers are supported through teacher-principal meetings, staff developers/ISS-teacher meetings and coaching, and Core Knowledge Instructional Support teachers. These supports involve standards aligned supplemental resources to support student engagement and rigorous learning. These supports also incorporate using student performance data to inform instruction.

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	2-7	2-6	7-9