Castle View Elementary
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

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California School Dashboard

California School DASHBOARD

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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.

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Internet Access

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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.

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2023-24 School Contact Information

School Name	Castle View Elementary
Street	6201 Shaker Dr.
City, State, Zip	Riverside, CA 92506
Phone Number	951-788-7460
Principal	Jacqueline Hall - Interim Principal
Email Address	ckells@riversideunified.org
School Website	http://castleview.riversideunified.org/
County-District-School (CDS) Code	33-67215-6032569

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

Castle View Elementary School is the home of the Dragons. Castle View serves a population of 670 students including Transitional Kindergarten, grades kindergarten through sixth, and three mild/moderate classrooms (TK, K, and 1/2). Our classrooms include Dual Language Immersion TK through 6th. Our teaching staff includes 35 certificated teachers, 10 Instructional Assistants, one Speech and Language Pathologist, one Resource Specialist, one School Psychologist, one SAP counselor, one MTSS counselor, and one MTSS Liaison. Supporting our teaching staff are a Principal, Assistant Principal, office support, custodian, nutrition services staff, campus supervisor, Library Media Assistant, and noon duty supervisors.

Castle View is a neighborhood school and although many of our students are from the neighborhood, we also welcome four busses from a nearby neighborhood. Our Castle View students have a plethora of opportunities. First, our Dragons receive nutritious breakfast and lunch meals. We have an after-school HEARTs program where students participate in enrichment activities and our school is home to a Champions Daycare program. Castle View is recognized for having a robust show choir, as well as band, and strings classes. Our students participate in Art to Go lessons, and we have gardens in several areas of campus that offer students opportunities to learn about and participate in garden activities.

2023-24 School Description and Mission Statement

Castle View teachers and staff care about students and are committed to every student learning at the highest level. Our teachers are able to meet the needs of all students, including students whose first language is not English, GATE, and advanced learners, as well as students who require additional support and/or interventions. At Castle View, every student, teacher, and staff member is focused on and supports our core mission of delivering the highest level of instruction and ensuring that every Castle View student is engaged and learns. Castle View is a community with a diverse group of learners who are both embraced and celebrated. Our staff is dedicated to providing arts, dual language immersion, character building, positive behavior interventions, and a rigorous standards-based academic program that will prepare our Castle View students to be productive and confident learners who strive to meet their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	111
Grade 2	93
Grade 3	93
Grade 4	98
Grade 5	85
Grade 6	91
Total Enrollment	705

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.3%
Asian	2.4%
Black or African American	4.3%
Filipino	0.6%
Hispanic or Latino	67.2%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	2.3%
White	20.7%
English Learners	20.4%
Foster Youth	0.6%
Homeless	1.6%
Socioeconomically Disadvantaged	51.3%
Students with Disabilities	8.8%

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)	28.00	93.55	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)	0.60	2.04	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	1.30	4.38	151.80	8.83	18854.30	6.86
Total Teaching Positions	29.90	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)	27.50	93.22	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	2.00	6.78	127.00	7.37	15831.90	5.67
Total Teaching Positions	29.50	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	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	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)	1.2	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	McGraw-Hill: Wonders, TK-2/Maravillas, TK-2 DLI McGraw-Hill: Wonders, 3-6/Maravillas, TK-2 DLI	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	NA		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: 1967
Last modernized: 2006
Lot Size: 11.7 acres
24 Permanent Classrooms
14 Portable Classrooms
(Includes a child care mobile facility)
Completely air conditioned
Library
Cafeteria/Multi-Purpose Room

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).

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

Year and month of the most recent FIT report	12/06/2023 - 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			CVB-5 (Classroom): 2: (D) HVAC system override does not function properly. CVD-10 (Classroom): 2: HVAC override does not function properly.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			CVB-3 (Classroom): 7: (D) Unauthorized personal appliances; Refrigerator
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CVA-3 (Classroom): 9: (D) Water pressure is inadequate; drinking fountain. CVA-5 (Classroom): 9: (D) Water pressure is inadequate; DF low pressure CVB-1 (Classroom): 9: (D) Water pressure is inadequate; Faucet Pressure too high. CVG-5 (Kitchen): 9: Sink drain appears clogged. Basket has food and sink has approximately 2 inches of water in it.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CVB-4 (Classroom): 15: (D) Scratches on floor indicating door hanging on swing; door hangs up on threshold. CVG-11 (Administration): 15: (D) Door closer needs adjustment; door will not self latch upon return. CVG-2 (Administration): 15: (D) Door closer needs adjustment; exterior door will not self latch upon return.

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)	51	45	46	44	47	46
Mathematics (grades 3-8 and 11)	43	41	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	374	372	99.47	0.53	44.89
Female	177	175	98.87	1.13	45.14
Male	197	197	100.00	0.00	44.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	253	251	99.21	0.79	37.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	78	78	100.00	0.00	71.79
English Learners	68	67	98.53	1.47	7.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	50.00
Socioeconomically Disadvantaged	212	211	99.53	0.47	30.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	14.71

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	374	372	99.47	0.53	40.86
Female	177	175	98.87	1.13	33.71
Male	197	197	100.00	0.00	47.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	253	251	99.21	0.79	33.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	64.71
White	78	78	100.00	0.00	61.54
English Learners	68	67	98.53	1.47	11.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	25.00
Socioeconomically Disadvantaged	212	210	99.06	0.94	31.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	15.15

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)	33.33	40.00	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	80	80	100.00	0.00	40.00
Female	36	36	100.00	0.00	30.56
Male	44	44	100.00	0.00	47.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	34.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	52.38
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	28.21
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	100.00%	100.00%	100.00%	98.70%	100.00%

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 are encouraged to attend all parent involvement meetings including the English Learners Advisory Committee (ELAC), African American Parent Advisory Committee(AAPAC), and the Parent Advisory Committee (PAC). Parents are also invited to participate in parent conferences and Lunch on the Lawn activities. Castle View has an active drama/show choir, facilitated by a community volunteer. Parents whose children participate are encouraged to support the program by volunteering to create sets and costumes, as well as participate on the day of the performance. Castle View has several garden areas and parents are invited to participate in maintaining the gardens alongside students. Parent communication is supported through the Castle View website, School Messenger(phone calls/emails), monthly newsletters, conferences, email, the Remind app, Class Dojo, and Google Classroom.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	744	731	160	21.9
Female	353	346	78	22.5
Male	391	385	82	21.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	17	17	0	0.0
Black or African American	38	34	10	29.4
Filipino	5	4	0	0.0
Hispanic or Latino	498	493	124	25.2
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	19	18	2	11.1
White	148	146	19	13.0
English Learners	154	153	37	24.2
Foster Youth	6	4	0	0.0
Homeless	12	11	1	9.1
Socioeconomically Disadvantaged	385	375	111	29.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	100	35	35.0

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	0.31	0.74	2.55	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	2.55	0
Female	0.85	0
Male	4.09	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.89	0
Filipino	0	0
Hispanic or Latino	2.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.26	0
White	0.68	0
English Learners	2.6	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	3.9	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.88	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	5	13	2	
1	7	9		
2	9	8		
3	7	9		
4	7	10		
5	7	8	2	
6	11	6	2	
Other	19	2	4	

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	18	5	2	
1	22		4	
2	25		3	
3	25		3	
4	25		3	
5	22	1	2	
6	24	1	2	
Other	26		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	19	2	5	0
1	26	0	4	0
2	23	1	3	0
3	23	0	4	0
4	25	0	4	0
5	25	0	3	0
6	26	0	3	0
Other	16	1	1	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	1410

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.6

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	9,916.28	2,992.00	6,924.28	101,187.95
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	0.1	4.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-0.4	17.0

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.

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

During the 2020-21 school year, teachers completed virtual professional development in the areas of online learning platforms, student engagement, COVID-19 health and safety protocols, sexual harassment, active shooter, and mandated reporter training. Classified staff completed virtual professional development in COVID-19 health and safety protocols, sexual harassment, active shooter, and mandated reporter training.

Professional Development

During the 2021-22 school year, as a staff, we completed professional development in social-emotional learning (SEL) and multi-tiered systems for support (MTSS). As a site, we invested in professional growth in FastBridge, Las Links, and MTSS. We had three different days to look at data on FastBridge. Our DLI team collaborated during the school year with district personnel regarding strategies that supported learning gaps in language development. Our new staff members attended Professional Growth Development on classroom management, K-2 Gateway, and Wonder Works material.

During the 2022-23 school year, as a staff, we have completed professional development to support social-emotional learning, multi-tiered systems for support (MTSS), depth of knowledge, and standards-based instruction. As a site, we invested in professional growth in FastBridge, Las Links, and MTSS. We had three different days to look at data on FastBridge. Our DLI team collaborated during the school year with district personnel regarding strategies that supported learning gaps in language development. Our new staff members attended Professional Growth Development on classroom management, K-2 Gateway, and Wonder Works material.

During the 2023-2024 school year, teachers participated in Campus Safety training, PBS training, and Social Studies training. Math fluency and designated ELD training will also be available for certificated staff. During the 2023-2024 School year, Classified Staff is participating in monthly meetings that include safety training, Professional Responsibility training, and PBS training.

Through our Professional Learning Communities, Castle View staff works as grade-level teams to focus on student learning and grade-level-wide needs. The Leadership Team is committed to collaboration and goal setting. Weekly collaboration (N/A during COVID) provides teachers support as they meet to plan instruction, analyze student results, and design interventions for students who are not meeting grade-level standards. The energy and discussions set the tone for shared leadership at Castle View.

The staff discussed and adopted group norms to ensure all opinions were valued and that meetings provided a safe place for staff to express alternative plans or options. Staff encourages a cooperative attitude in planning for school-wide success through setting goals and common commitments, vertical teaming, and collective accountability to support student engagement learning.

District Instructional Services Specialists (ISSs) are utilized to support staff development, ongoing coaching, and monitoring. Instructional Specialists are working with K-2 teachers to fully implement the K-2 Institute. An ISS and staff developer is also working with our Dual Language Immersion teachers to provide ongoing support in the development and expansion of DLI at Castle View. New teachers receive support through Professional Growth Systems (PGS) support providers. Instructional assistants are also provided support by instructional coaches in the areas they identify yearly with a focus on behavior management.

Depending on the grade level, subject, or school focus, teachers participate in 3 –10 days of professional development.

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	5	6	6