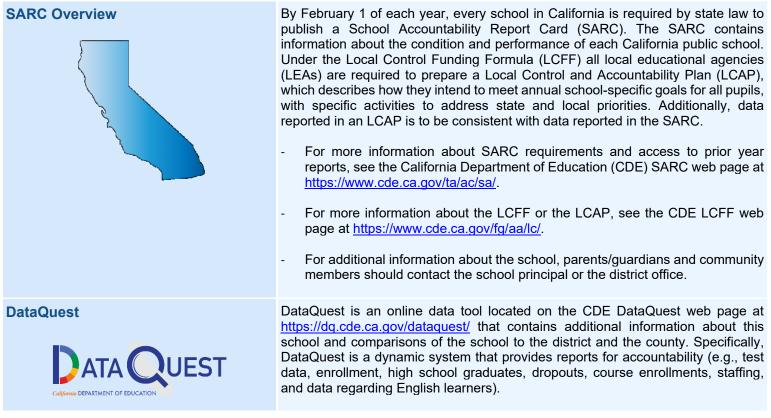# Central Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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	Central Middle School
Street	4795 Central Avenue
City, State, Zip	Riverside
Phone Number	9517887282
Principal	Shani Dahl
Email Address	sdahl@riversideunified.org
School Website	central.riverside.org
County-District-School (CDS) Code	33-67215-6059125

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

Central Middle School of Arts and Innovation is a middle school serving 7th and 8th grade students in the Riverside Unified School District. Our Central Middle School mission is to increase our students' rate of academic growth while providing them experiences in the performing arts, technology, and innovation for future career and college readiness. Our intent is to increase the language development of all students in reading, writing, and speaking while also increasing students' mathematical and technological skills. We work to foster in our students an understanding of our local and global communities providing the essential groundwork needed for our students to become socially contributing citizens of our community and have satisfying, happy, and healthy lives.

Increased academic growth at Central Middle School is supported by our high academic expectations of students. Our rigorous curricular content is aligned with state standards emphasizing student and family engagement in learning. We analyze student academic growth in reading and math through regularly scheduled, short, cycle common assessments. Following each common assessment, teachers engage in the cycle of inquiry to analyze results and plan actionable next steps. In addition, our teachers use the data collected from the cycle of inquiry process drive instruction and scaffold lessons to support student

2023-24 School Description and Mission Statement

needs. Technology provides our students the opportunity to demonstrate learning in new ways. However, we continue to employ research-based instructional practices as our foundation in addressing the learning needs of our under-represented students. The focus of our teacher professional development centers on identifying and dismantling inequitable practices so that we can work to close the achievement gap in learning for our Hispanic, Socio-Economically Disadvantaged, Homeless, Special Education, and English Language Learners student groups. We provide Central students a positive school climate to support their social and emotional growth and our staff works hard to provide classroom and extracurricular activities that spur student intellectual, artistic, and technological abilities to higher levels of expertise. We focus on connecting our students to school, providing them both opportunities for leadership and learning in all things. Through our AVID Excel program, we deliver targeted language assistance to our English Learners to increase our reclassification rate each year.

At Central we use multiple measures to assess our progress towards meeting academic goals and these metrics include the CAASPP summative assessment, district benchmark assessments, and department-level common assessments. Our teachers work with Instructional Services Specialists to improve their understanding of pedagogy and effective instructional practices to increase achievement for all students.

We encourage students to be involved in at least two or more activities on campus during the year and we champion student connections to school through a range of electives (band, piano, guitar, ASB, AVID, AVID Excel, art, Spanish, digital media, and technology) and our various first period enrichment classes. Additionally, we have been striving to provide elective access to our special education and at-risk students through a zero period theater class.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	273
Grade 8	311
Total Enrollment	584

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
American Indian or Alaska Native	0.3%
Asian	1.5%
Black or African American	5.7%
Filipino	0.2%
Hispanic or Latino	75.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.5%
White	14.2%
English Learners	14.4%
Foster Youth	0.7%
Homeless	4.5%
Socioeconomically Disadvantaged	83.9%
Students with Disabilities	14.4%

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.10	86.65	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)	0.10	0.46	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.91	17.00	0.99	12115.80	4.41
Unknown	3.50	10.91	151.80	8.83	18854.30	6.86
Total Teaching Positions	32.40	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)	26.50	96.03	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)	0.20	0.72	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.81	38.00	2.21	11953.10	4.28
Unknown	0.40	1.44	127.00	7.37	15831.90	5.67
Total Teaching Positions	27.60	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	0.10	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.20

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	0.60	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.60	0.50

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)	1.6	0.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1	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	StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)	Yes	0%
Mathematics	Open Up Resources Illustrative Math Grade 7 (Adopted 2018) Open Up Resources Illustrative Math Grade 8 (Adopted 2018) College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)	Yes	0%
Science	Amplify Education Amplify Science Grade 7 (Adopted 2019) Amplify Education Amplify Science Grade 8 (Adopted 2019)	Yes	0%
History-Social Science	Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas:American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)	Yes	0%
Foreign Language	Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021) Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021) Vista Higher Learning Temas (Pre/AP & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)	Yes	0%
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: 1927
Last Modernized: 2011
Lot Size: 21 Acres
34 Permanent Classrooms
0 Portable Classroom
Completely Air Conditioned including GYM
Cub Hub (Library, digital library and technology center)
Elevator in Two-Story Building
Computer IMAC Lab for Tech Classes (All students have one to one Chromebooks assigned)
Outdoor cafeteria

Riverside Unified School District maintains both 5 and 15 year 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 13 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).

Year and month of the most recent FIT report	12/13/2023 - 12/19/2023

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			CE100-101 (Classroom): 4: (D) Ceiling tiles have holes or stains Need 3- 769 Ceiling tiles CE200-201 (Classroom): 4: (D) Ceiling tiles have holes or stains 13: Roof leak CE200-203 (Classroom): 4: (D) Ceiling tiles are missing (D) Ceiling tiles have holes or stains 13: Roof leak CE200-205 (Classroom): 4: (D) Ceiling tiles have holes or stains 13: Roof Leak CE200-211 (Administration): 4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) Ceiling needs drywall repair. CE400-404 (Classroom): 4: (D) Ceiling tiles have holes or stains

			7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE400-407 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE500-505 (Administration): 4: (D) Ceiling tiles are missing CEA-14 (Administration): 4: (D) Ceiling tiles have holes or stains 13: Roof Leak CEA-2 (Administration): 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		CE400-401 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard 15: Curtains CE400-403 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE400-404 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE400-405 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE400-406 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE400-407 (Classroom): 4: (D) Ceiling tiles have holes or stains 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard CE400-408 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard 9: (D) Water pressure is inadequate south wall CE400-409 (Classroom): 7: Extension cords / trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors

School Facility Conditions and Planned Improvements

				CE400-410 (Classroom): 7: Extension cords / trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors CE400-411 (Classroom): 7: Extension cords / trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors CE400-412 (Classroom): 7: Extension cords / trip hazard (D) Improper usage of surge protectors or daisy chain of surge protectors CEA-4 (Administration): 7: (D) Light is out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CE400-408 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard 9: (D) Water pressure is inadequate south wall
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CE200-201 (Classroom): 4: (D) Ceiling tiles have holes or stains 13: Roof leak CE200-203 (Classroom): 4: (D) Ceiling tiles are missing (D) Ceiling tiles have holes or stains 13: Roof leak CE200-205 (Classroom): 4: (D) Ceiling tiles have holes or stains 13: Roof Leak
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CE300-302 (Classroom): 15: (D) Door hinges needs adjustment CE400-401 (Classroom): 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Extension cords / trip hazard 15: Curtains

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)	38	36	46	44	47	46
Mathematics (grades 3-8 and 11)	17	20	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	581	569	97.93	2.07	35.50
Female	279	275	98.57	1.43	42.91
Male	302	294	97.35	2.65	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	440	428	97.27	2.73	31.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	66.67
White	83	83	100.00	0.00	55.42
English Learners	81	77	95.06	4.94	5.19
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	12.00
Military	45	45	100.00	0.00	35.56
Socioeconomically Disadvantaged	475	464	97.68	2.32	30.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	81	93.10	6.90	7.41

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	581	566	97.42	2.58	20.14
Female	279	273	97.85	2.15	19.05
Male	302	293	97.02	2.98	21.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	6.06
Filipino	--	--	--	--	--
Hispanic or Latino	440	425	96.59	3.41	17.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	41.67
White	83	83	100.00	0.00	34.94
English Learners	81	74	91.36	8.64	4.05
Foster Youth	--	--	--	--	--
Homeless	26	23	88.46	11.54	13.04
Military	45	44	97.78	2.22	11.36
Socioeconomically Disadvantaged	475	461	97.05	2.95	17.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	80	91.95	8.05	5.00

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)	18.81	15.79	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	311	308	99.04	0.96	15.69
Female	152	150	98.68	1.32	14.00
Male	159	158	99.37	0.63	17.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	228	225	98.68	1.32	13.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	46	46	100.00	0.00	32.61
English Learners	41	40	97.56	2.44	0.00
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	0.00
Military	28	28	100.00	0.00	11.11
Socioeconomically Disadvantaged	264	262	99.24	0.76	13.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	2.33

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 7	97.40%	97.40%	96.30%	97.40%	97.40%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parent Involvement Contact Person Name: Shani Dahl, Principal - 951-788-7282

Formal Groups:

School Site Council (SSC) - Members of the SSC are elected, however, all parents are provided meeting dates/times and encouraged to attend.

English Learner Advisory Committee (ELAC)- Parents of English Learners vote for the committee members that become the functioning ELAC. All parents, regardless of primary language, are invited and encouraged to attend ELAC meetings during which the following required topics are covered:
1. Importance of school attendance
2. Advise School Site Council on the development of the School Plan for Student Achievement (SPSA) as it relates to English Learners
3. Assist in the development of the school's needs assessment
4. Review the school's annual language census

Parent Teacher Student Association (PTSA) - All parents, students and staff are encouraged to join and attend all activities and meetings.

AVID Site Team - both parents and students serve on our AVID site team. In addition, parent AVID meetings are offered each semester which are led by AVID students.

Cheer Booster Club: All cheer parents are part of this booster club.

Band Support Parents - These parents transport instruments, attend recitals/performances, and chaperone field trip competitions.

2023-24 Opportunities for Parental Involvement

Parent Academic Monitoring - All parents are asked to take an active role in their child's education through homework monitoring and ongoing communication with the school. A wealth of useful information is available on our website central.riversideunified.org and links to all our activities and events are available on our Cub website.

Ongoing Communications: Parents get further communications from Central through a weekly principal's video message called The Monday's Message. This video message gives parents timely information about upcoming events and activities. Additionally, students are also surveyed on their thoughts, ideas, and suggestions for improving our programs to meet their needs.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	621	615	187	30.4
Female	301	298	85	28.5
Male	320	317	102	32.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	9	9	1	11.1
Black or African American	36	36	12	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	472	466	149	32.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	9	9	2	22.2
White	86	86	19	22.1
English Learners	93	92	28	30.4
Foster Youth	6	6	3	50.0
Homeless	38	36	20	55.6
Socioeconomically Disadvantaged	519	513	171	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	91	35	38.5

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	0.28	5.98	6.28	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.75	0.32	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	6.28	0.32
Female	4.32	0
Male	8.13	0.63
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	16.67	0
Filipino	0	0
Hispanic or Latino	5.72	0.42
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.65	0
English Learners	7.53	0
Foster Youth	0	0
Homeless	2.63	0
Socioeconomically Disadvantaged	7.13	0.39
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.13	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).

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	126	8	2
Mathematics	5	141	5	1
Science	5	120	9	1
Social Science	5	122	9	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	22	14	4
Mathematics	16	21	17	
Science	16	23	16	
Social Science	16	21	16	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	24	16	1
Mathematics	15	24	13	1
Science	14	24	15	1
Social Science	14	24	15	1

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	233.6

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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

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	10,542.58	2,700.94	7,841.63	96,411.94
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	12.5	-0.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	2.1	12.2

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

Staff Development is offered to all classified and certificated employees each year. Staff development is determined by the needs of the district as well as through individualized meetings with administration. Classified employees receive staff development through meetings that are designed for their specific classifications and certificated employees receive professional development both on and off site.

During the 2023-2024 school year, professional development opportunities provided for teachers are:
- The site PBIS leadership team attended three day conference focused on PBIS implementation.
- The site leadership team engaged in 5 days of Multi-Tiered Systems of Support (MTSS) PD to develop the foundation for ongoing support for students in the areas of academics, behavior, and socio-emotional supports.
- .New teachers receive professional development through the Professional Growth Systems department. This PD is designed to improve student outcomes through effective lesson planning and designing classroom routines that increase

student participation in rigorous coursework.
- Science teachers attended a two day conference on the integration of next generation science standards.
- Math, language arts, and elective teachers participate in the standards-based grading cohort and attend monthly inservices designed to build their capacity to assess and grade based on mastery of standards.
- . Teachers are supported through in-class coaching, after-school workshops, conference attendance, and individual mentoring and feedback
- Special education teachers received targeted PD on writing and facilitating legally-defensible IEPs
- The technology and digital media teachers attend CTE PD once per quarter.
- Instructional Assistants meet monthly with the principal for professional development and calibration with school wide instructional goals.
- . Parents were provided with parent education sessions that discussed how to support the emotional well-being of adolescents.
- . Campus supervisors received professional development offered monthly by the Pupil Services Department.
- Custodial Staff attended monthly meetings offered by the Maintenance and Operations Department

During the 2022-2023 school year, professional development opportunities provided for teachers were:
- PBIS team attended three day conference focused on PBIS implementation.
- Leadership engaged in transcript analysis day led by RCOE
- Campus supervisors received professional development offered monthly by the Pupil Services Department.
- Custodial Staff attended monthly meetings offered by the Maintenance and Operations Department.
- Instructional Assistant met monthly with the principal for professional development and calibration with school wide instructional goals.
- New teachers received professional development through the Professional Growth Systems department. This PD is designed to improve student outcomes through effective lesson planning and designing classroom routines that increase

student participation in rigorous coursework.
- The Multi-Tiered Systems of Support (MTSS) Team met four times to develop the foundation for ongoing support for students in the areas of academics, behavior, and socio-emotional supports.
- PE teachers attended a conference focused on student engagement and fitness standards. The focus is to help all students work towards improving the zone of healthy fitness.
- Science teachers attended a two day conference on the integration of next generation science standards.
- Teachers are supported through in-class coaching, after-school workshops, conference attendance, and individual mentoring and feedback
- Parents had nine one-hour sessions through the Parent Institute for Quality Education (PIQE). This program is designed to build the parents' capacity to engage with the school site and prepare their students for college and career.

During the 2021-2022 school year, professional development opportunities provided for teachers include:
- Schoolwide book study of Grading for Equity, by Joe Feldman. The purpose of the book study is to broaden the faculty's understanding of how grading practices can be more consistent and coherent across all subjects.

and classes so that students are graded on the content knowledge they've acquired trough the course of the school year.
- Campus supervisors received professional development offered monthly by the Pupil Services Department.
- Department chairs and the counselors receive 6 days of training in Multi-tiered Systems of Support.
- All teachers receive professional development in using the Cycle of Inquiry to analyze student achievement as measured by common assessments and district benchmark assessments.

Professional Development

- Parents will have nine one-hour sessions through the Parent Institute for Quality Education (PIQE). This program is designed to build the parents' capacity to engage with the school site and prepare their students for college and career.
- Teachers received professional development on the SAMR model of technology integration to develop innovative and engaging lessons for students.

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	20	22	20