Chemawa 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	Chemawa Middle School
Street	8830 Magnolia Ave
City, State, Zip	Riverside
Phone Number	951-352-8244
Principal	Clarissa Brown
Email Address	cmbrown@riversideunified.org
School Website	https://chemawa.riversideunified.org/
County-District-School (CDS) Code	33-67215-6061790

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

Our vision at Chemawa Middle School is to transform lives. Our mission is to educate and empower students to positively impact our community and to be college and career ready.

To reach their academic potential, it is our duty to equip students with the necessary skills to be College and Career Ready. We are committed to teaching our students essential 21st Century Learning skills as follows:

Learning and Innovation Skills

- Creativity and Innovation

- Critical Thinking and Problem Solving

2023-24 School Description and Mission Statement

- Communication and Collaboration

Since we are a one-to-one (1:1) school, we integrate technology into lessons and teach our students how to be good citizens in an online environment. We commit to teaching our students the following skills:

- Information, Media, and Technology Skills

- Digital Literacy

- Digital Citizenship

- Media Literacy

- Use technology as a tool to research, organize, evaluate and communicate information.

- Use digital technology (computers, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a global economy.

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technological.

We do this by keeping lessons relevant and engaging. Monitoring progress frequently, collaborating as a staff to refine our efforts, focusing on student success, and ensuring that all students receive high quality curriculum and instruction that meets the rigor of Common Core State Standards. Our ultimate goal is to prepare our students to attend college and increase their capacity to compete in the global economy.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	407
Grade 8	391
Total Enrollment	798

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.5%
American Indian or Alaska Native	0.5%
Asian	1.8%
Black or African American	3.5%
Filipino	0.5%
Hispanic or Latino	84.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.6%
White	6.9%
English Learners	23.3%
Foster Youth	0.8%
Homeless	3.4%
Socioeconomically Disadvantaged	91.2%
Students with Disabilities	13.4%

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)	29.50	82.69	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)	1.30	3.84	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.50	17.00	0.99	12115.80	4.41
Unknown	4.60	12.91	151.80	8.83	18854.30	6.86
Total Teaching Positions	35.70	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)	35.30	96.42	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)	0.50	1.36	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	0.80	2.21	127.00	7.37	15831.90	5.67
Total Teaching Positions	36.60	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	1.30	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	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.

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	0.10	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.10	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)	4.1	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7	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: 2008
Lot Size: 20.5 Acres
36 Permanent Classrooms
8 Portable Classrooms
Completely Air Conditioned
Library
Computer Lab
Indoor and Outdoor Cafeteria

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).

Chemawa has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report	10/3/2023

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		409 Class: Stained ceiling tiles. 411 Class: Damaged ceiling. Boys Locker Room: Dirty exhaust vents, no paper towels or hand dryers.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Locker Room: Dirty exhaust vents, no paper towels or hand dryers.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

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)	35	35	46	44	47	46
Mathematics (grades 3-8 and 11)	14	17	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	789	781	98.99	1.01	35.26
Female	393	390	99.24	0.76	41.13
Male	396	391	98.74	1.26	29.41
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	50.00
Black or African American	30	29	96.67	3.33	31.03
Filipino	--	--	--	--	--
Hispanic or Latino	662	657	99.24	0.76	33.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	41.18
White	53	52	98.11	1.89	44.23
English Learners	171	165	96.49	3.51	4.24
Foster Youth	--	--	--	--	--
Homeless	35	32	91.43	8.57	34.38
Military	69	69	100.00	0.00	34.78
Socioeconomically Disadvantaged	707	699	98.87	1.13	33.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	105	99.06	0.94	10.48

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	790	785	99.37	0.63	16.71
Female	393	391	99.49	0.51	16.11
Male	397	394	99.24	0.76	17.30
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	30	29	96.67	3.33	6.90
Filipino	--	--	--	--	--
Hispanic or Latino	663	660	99.55	0.45	15.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	11.76
White	53	52	98.11	1.89	25.00
English Learners	171	169	98.83	1.17	1.78
Foster Youth	--	--	--	--	--
Homeless	35	34	97.14	2.86	11.76
Military	69	69	100.00	0.00	11.59
Socioeconomically Disadvantaged	708	703	99.29	0.71	15.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	106	105	99.06	0.94	2.86

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)	21.14	18.95	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	381	380	99.74	0.26	18.95
Female	190	190	100.00	0.00	15.79
Male	191	190	99.48	0.52	22.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	320	320	100.00	0.00	18.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	24	96.00	4.00	29.17
English Learners	81	81	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	21.43
Military	39	39	100.00	0.00	7.69
Socioeconomically Disadvantaged	349	348	99.71	0.29	17.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	49	98.00	2.00	2.04

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	96.60%	96.60%	85.10%	97.60%	98.30%

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: Gerardo Arenas

Contact Person Email: garenas@riversideunified.org

Contact Person Phone Number: 951-352-8244

Chemawa holds monthly meetings of PTSA (Parent, Teacher, Student Association), School Site Council (SSC), Academic English Learner (AEL) and Title 1 Parent Advisory Group. Each parent group identifies parent training needs. Parents are encouraged and welcomed to assist with school functions or visit their child's classrooms. All parents are encouraged to take an active role in their child's education by monitoring their child's School Planner, Dashboard, Aeries, asking about class and homework, and maintaining ongoing communication with the school. Communications sent home are translated into Spanish. Lastly, Chemawa partners with Parent Institute for Quality Education (PIQE) and Parent Project that provides parent engagement education programs; morning and evening sessions are offered, along with child care. Chemawa hosts "Bring Your Parent to School" each year. Parents attend classes with their child and experience classroom instruction firsthand each year and are provided with a guest speaker that focuses on parenting skills and/or how to best support adolescents.

All parents at Chemawa have access to our online Student Information System. This means parents receive timely feedback about their child's progress in any given class, attendance, and discipline information. All students at Chemawa have a digital device to access web-based curriculum, access learning 24/7, and use for storage and personalization. Chemawa is committed to training all parents to use and access technology for the purpose of informing and broadening our scope of communication, parent trainings for digital citizenship, family code night, and acceptable use of computers is provided each year as well. The six digital citizenship modules for parents are offered online in a self pace environment and counselors offer classes to educate parents about online safety in a face-to-face environment. Personal assistance is provided to parents through videos and in-person before and after school in the library.

Parent communication through newsletters, mass e-mails, school messenger (pre-recorded phone messages), website

2023-24 Opportunities for Parental Involvement

(http://chemawa.riversideunified.org/) and social media (Twitter, Facebook, Remind 101, and Instagram) keeps parents informed about school events and upcoming parent meetings. Parents are provided immediate access to student grades and attendance records through Aeries found on the parent portal on both the district and school website. As previously stated, the School Messenger automated calling, texting and email system is used to inform parents of student progress and school events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	852	839	223	26.6
Female	422	415	103	24.8
Male	429	423	119	28.1
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	4	4	1	25.0
Asian	16	16	3	18.8
Black or African American	34	31	8	25.8
Filipino	4	4	1	25.0
Hispanic or Latino	716	707	187	26.4
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	5	5	1	20.0
White	56	56	20	35.7
English Learners	203	200	51	25.5
Foster Youth	10	9	2	22.2
Homeless	46	43	18	41.9
Socioeconomically Disadvantaged	774	764	212	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	116	116	43	37.1

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	0.22	12.79	11.85	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.93	0.35	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	11.85	0.35
Female	8.77	0
Male	14.92	0.7
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.25	0
Black or African American	17.65	0
Filipino	0	0
Hispanic or Latino	11.87	0.42
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	10.71	0
English Learners	15.76	0.49
Foster Youth	0	0
Homeless	13.04	0
Socioeconomically Disadvantaged	12.27	0.39
Students Receiving Migrant Education Services	0	0
Students with Disabilities	18.97	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 districtwide 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

2023-24 School Safety Plan

policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has four campus supervisors 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	7	141	1	
Mathematics	7	146		
Science	7	129		
Social Science	7	122		

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	30	18	3
Mathematics	14	56	9	1
Science	16	31	18	2
Social Science	16	32	15	3

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	43	15	3
Mathematics	15	40	15	1
Science	15	36	13	3
Social Science	17	26	17	3

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	319.2

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	1
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	9,319.81	2,334.45	6,985.36	93,094.75
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	1.0	-3.9
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-8.0	8.7

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.

Comprehensive Support & Improvement funds are used to select and implement evidence-based interventions, build the capacity of school staff, collaborate with educational partners, and review/identify/implement a CSI plan with all required school plan components.

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

Before determining staff professional development needs, our school analyzes the current achievement scores to determine students' needs and learning gaps. Based on these findings, the district develops district-wide agreements that include the instructional priorities teachers will implement. These priorities then become the focus of the staff development provided by the district specialists. The classroom walk-through data determine the professional development needs of the individual school site which is provided by the principal and site Leadership Team. Administration, District Instructional Specialists, teachers, and/or internal experts are available to provide collegial support on a daily basis and Professional Growth Systems. This support involves assigning Supporting Teachers to probationary teachers who provide additional instructional assistance. During the 2021-22 and 2022-23 school years, all staff members at Chemawa participated in a wide variety of staff development training provided on-site during District-wide professional development days and teacher release days. This will continue in 2023-24. Staff members also participated in other workshops or trainings sponsored by the school, district, or through special projects that were appropriate for their individual needs. The major topics covered during school and district-based training are listed below:

1. Development of clearly defined objectives or essential questions.

2. Establishment of daily schedules and classroom routines that maximize instruction

3. Focusing lessons on the higher levels of Webb's Depth of Knowledge and using Costa's Levels of Questioning.

Professional Development

4. Organizing lessons to follow the design elements for first best instruction and standards based assessment cycles.

5. Providing Professional Development in the areas of Common Core State Standards, math, close reading, critical reading skills, focused note taking, and vocabulary development.

6. Development of teacher skills in using technology in both synchronous and asynchronous learning environments.

7. Design and implement lessons that incorporate the use of technology (SAMR) so that students can make substantive connections between lesson content and real life scenarios.

8. Implementation of Marzano's high yielding instructional strategies

9. Development of Interventions which include pre and re-teaching as needed

10. Designing differentiated instruction for advanced and under performing students

11. Training teachers to implement effective instructional strategies that engage and support all Academic English Learners. Strategies include using sentence frames, comprehensible input, use of advanced/graphic organizers, and how to effectively check for understanding in a formative way.

12. Analysis of data using a Cycle of Inquiry Plan that ensures under performing students receive timely systematic interventions and academic support.

13. Site PD designed around Teacher Needs Survey focusing on Inquiry, High Yield Instructional Strategies, Classroom Management, and Student Engagement.

14. Site PD rotations in which various topics created by teachers via PD Playlist are facilitated by different teachers, or internal experts, to build and foster leadership on site.

15. Implementation of school-wide Critical Reading Protocol for nonfiction articles, fictional excerpts, and various forms of media to support common core standards and literacy across curriculum.

16. Implementation of school-wide AVID strategies such as WICOR, focused note taking, and organization.

17. Restorative Practices training for teachers.

18. Team of teachers attend School Culture and Climate yearly conference.

19. All teachers receive training on the Danielson Framework for Teaching.

The professional development provided to teachers are partial training days.

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	15	15	20