

Emerson 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



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	Emerson Elementary
Street	4660 Ottawa Ave.
City, State, Zip	Riverside, CA 92507-5823
Phone Number	(951) 788-7462
Principal	Dawn Brawley
Email Address	dbrawley@riversideunified.org
School Website	emerson.riversideunified.org
County-District-School (CDS) Code	33-67215-6032577

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

With an enrollment of 656 students, Emerson Elementary School is a gem that sits in the heart of the city of Riverside. At Emerson, we strive to provide students with a well-rounded learning experience that supports both their academic and social-emotional development. Unique to Riverside, Emerson is home to the city's oldest community garden having been around since approximately 1980. The community garden projects positive use of land and enhances the school's role in the community. Emerson is an AVID elementary school that embodies the principle that students should be held accountable to the highest standards and with academic and social support they can and WILL rise to the challenge.

The mission of Emerson Elementary School is to "cultivate a community of learners by preparing them for the demands of the future, teaching them to value the diversity of others, guiding them to discover their full potential, and providing them with the tools to achieve success." Additionally, we strive to provide high quality literacy development during core instruction and to ensure highly effective language development strategies are used during core instruction (integrated) and during designated English Language Development (ELD). We monitor our progress every 6 to 8 weeks and make adjustments based on student need as determined by data. We monitor our success toward our goals through student performance on literacy/numeracy assessments, state wide English proficiency assessments, and through informal and formal data collection.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	90
Grade 2	84
Grade 3	96
Grade 4	79
Grade 5	87
Grade 6	90
Total Enrollment	636

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	0.3%
Asian	2.7%
Black or African American	11.5%
Filipino	0.9%
Hispanic or Latino	75.3%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	0.8%
White	6.8%
English Learners	22.8%
Foster Youth	1.9%
Homeless	1.9%
Socioeconomically Disadvantaged	83.6%
Students with Disabilities	17.5%

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)	30.00	91.22	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	2.80	8.78	151.80	8.83	18854.30	6.86
Total Teaching Positions	32.90	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)	22.80	81.78	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)	1.00	3.58	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.94	38.00	2.21	11953.10	4.28
Unknown	3.00	10.74	127.00	7.37	15831.90	5.67
Total Teaching Positions	27.90	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	1.10
Total Out-of-Field Teachers	0.00	1.10

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	3.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1956
 Last modernized: 2011
 Lot Size: 9.5 Acres
 38 Permanent Classrooms
 9 Portable Classrooms (updated on 0/23/2017)
 Library
 Multi-purpose Room
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 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).

Emerson 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

11/09/2023 - 12/20/2023

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			EMEC-10 (Utility): 4: (D) Walls appear to have hazards from tears and holes Notes : Holes in North wall and hole next to EMS panel North wall 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access Notes : Low Voltage wire hanging all over EMEC-3 (Classroom): 4: (D) Walls appear to have hazards from tears and holes Notes : Electrical panel is covered up by classroom Art EMEC-4 (Classroom): 4: (D) Walls appear to have hazards from tears and holes Notes : Electrical panel is covered by classroom Art EMEP-22A-22A (Classroom): 4: (D) Carpet is torn EMEP-22B-22B (Classroom): 4: (D) Ceiling tiles have holes or stains EMEP-23-23 (Classroom): 4: (D) Carpeting is damaged EMEP-24-24 (Classroom): 4: (D) Carpeting is damaged

School Facility Conditions and Planned Improvements

			EMEP-28-28 (Classroom): 4: (D) Carpeting is damaged
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		<p>EMEA-6 (Administration): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: Ethernet wire mold box is hanging off wall</p> <p>EMEA-7 (Utility): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes : Their are LowVoltage wires hanging in area</p> <p>EMEC-10 (Utility): 4: (D) Walls appear to have hazards from tears and holes</p> <p>Notes : Holes in North wall and hole next to EMS panel North wall</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes : Low Voltage wire hanging all over</p> <p>EMEC-8 (Utility): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes : missing cover on Low Voltage Jbox</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>EMED-11 (Utility): 9: (D) A Leak is evident</p> <p>EMED-12 (Restroom): 8: (D) Restrooms are NOT fully operational</p> <p>Non ADA stall leaking toilet 1 of 2 sinks is turned off</p> <p>EMED-13 (Restroom): 8: (D) Restrooms are NOT fully operational</p> <p>1 of 2 sinks is turned off</p> <p>EMED-6 (Classroom): 9: (D) Water pressure is inadequate</p> <p>EMED-8 (Classroom): 9: (D) A Leak is evident (D) Water pressure is inadequate</p> <p>EMED-9 (Classroom): 9: (D) Water pressure is inadequate (D) A Leak is evident</p> <p>EMEE-11 (Classroom): 9: (D) Water pressure is inadequate (D) A Leak is evident</p> <p>EMEE-12 (Classroom):</p>

School Facility Conditions and Planned Improvements

				<p>9: (D) Water pressure is inadequate EMEE-13 (Classroom):</p> <p>9: (D) Water pressure is inadequate EMEE-14 (Classroom):</p> <p>9: (D) Water pressure is inadequate (D) A Leak is evident EMEE-6 (Restroom):</p> <p>8: (D) Restrooms are NOT fully operational</p> <p>Sink on the left low water pressure Sink on the right running continuously, turned off EMEE-7 (Restroom):</p> <p>8: (D) Restrooms are NOT fully operational</p> <p>Faucet low water pressure Toilet loose at the base EMEE-8 (Restroom):</p> <p>8: (D) Restrooms are NOT fully operational</p> <p>Faucet running continuously Handicap stall toilet loose at the base EMEK-2 (Classroom):</p> <p>9: (D) Water pressure is inadequate</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			EMEH-108 (Library): 15: (D) Door closer needs adjustment

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)	30	29	46	44	47	46
Mathematics (grades 3-8 and 11)	19	22	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	353	347	98.30	1.70	28.53
Female	178	176	98.88	1.12	32.95
Male	175	171	97.71	2.29	23.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	35	33	94.29	5.71	24.24
Filipino	--	--	--	--	--
Hispanic or Latino	262	258	98.47	1.53	24.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	55.88
English Learners	75	74	98.67	1.33	5.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	297	292	98.32	1.68	25.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	75	94.94	5.06	9.33

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	353	346	98.02	1.98	21.68
Female	178	175	98.31	1.69	16.57
Male	175	171	97.71	2.29	26.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	35	33	94.29	5.71	12.12
Filipino	--	--	--	--	--
Hispanic or Latino	262	257	98.09	1.91	16.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	55.88
English Learners	75	74	98.67	1.33	9.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	297	291	97.98	2.02	19.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	75	94.94	5.06	9.33

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)	18.52	21.69	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	85	84	98.82	1.18	21.43
Female	42	41	97.62	2.38	21.95
Male	43	43	100.00	0.00	20.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	65	98.48	1.52	13.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	54.55
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.57	1.43	20.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

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	98.80%	98.80%	98.80%	98.80%	98.80%

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: Dawn Brawley, Principal; Mi Yeon Oh, Assistant Principal Phone Number: 951-788-7462

Parents are encouraged to attend all parent meetings, parent workshops, and to volunteer in their child's classroom. Parents are also encouraged to actively participate on Emerson's School Site Council (SSC), Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC) parent groups. Workshops are offered for parents in both English and Spanish and include topics such as Common Core State Standards, AVID strategies, helping your child with homework, understanding the report card, and information regarding Core Curriculum in English Language Arts, Mathematics, Science, Social Science, and English Language Development. All parents are encouraged to take an active role in their child's education through homework and ongoing communication with the school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	730	697	251	36.0
Female	363	348	117	33.6
Male	367	349	134	38.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	18	17	5	29.4
Black or African American	85	80	32	40.0
Filipino	8	8	1	12.5
Hispanic or Latino	546	523	189	36.1
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	5	5	1	20.0
White	52	48	18	37.5
English Learners	168	163	49	30.1
Foster Youth	18	14	1	7.1
Homeless	24	19	15	78.9
Socioeconomically Disadvantaged	604	575	218	37.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	159	153	64	41.8

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	2.77	3.56	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	3.56	0
Female	1.38	0
Male	5.72	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	11.11	0
Black or African American	7.06	0
Filipino	0	0
Hispanic or Latino	2.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.85	0
English Learners	1.79	0
Foster Youth	5.56	0
Homeless	4.17	0
Socioeconomically Disadvantaged	3.64	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.63	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	4	27		
1	6	11	2	
2	5	13	2	
3	6	9	1	
4	8	8	1	
5	5	10		
6	6	9	2	
Other	23	5	2	2

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	17	6		
1	21	1	3	
2	21	1	3	
3	29		2	
4	31		2	
5	20	1	2	
6	21	1	2	
Other	15	5	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	22	0	5	0
1	26	0	3	0
2	19	1	3	0
3	17	2	3	0
4	25	0	3	0
5	27	0	3	0
6	27	0	3	0
Other	10	5	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,628.67	1,403.01	6,225.66	93,410.46
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-10.5	-3.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	7.2	9.0

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.

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

Our highly skilled staff embraces the challenge of continually updating content knowledge, integrating research-based instructional strategies and working together to support each other in our ongoing pursuit of excellence. This is the premise upon which our Professional Learning Community is built. We recognize that what we do makes a difference in the lives of children. Based on continuous evaluation of student achievement, professional development is provided during regular staff meetings, at conferences, and through on/off campus professional development trainings offered by RUSD's Instructional Services Department. Many staff members participate in trainings sponsored by the school, district, or through special projects that are appropriate for their individual needs in 2021-2022, 2022-2023, and 2023-2024. For the 2023-2024 school year 17 days will be dedicated to staff professional development and data analysis; the 2022-2023 school year consisted of 18 days of staff development; and the 2021-2022 school year consisted of 15 days of staff development.

For the 2023-2024 School Year staff will engage in the following professional development trainings: Mainstreaming and Inclusive Practices for Students With Disabilities, Orenda Consultants Standards Alignment and Summer Institute (Summer of 2023), History and Social Science Adoption Training (all grades), Math Professional Development, MTSS (Multi-Tiered Systems of Support training), Staff Book Study, "Hacking School Discipline" by Nathan Maynard and Brad Weinstein, AVID Summer Institute (Summer of 2024), Trauma Training, Social Emotional Learning, Suicide and Risk Prevention Training, and Active Shooter

For the 2022-2023 School Year the staff have engaged in Trauma Training, Social Emotional Learning, Suicide and Risk Prevention Training, Active Shooter, Phonics, Literacy, Early Literacy and Numeracy Training, STEM and STEAM training, RCOE Equity and Inclusion Conference

For the 2020-2021 and 2021- 2022 School Years, the staff will attend trainings in the following areas: Equity and Cultural Responsiveness Teaching, English Language Development, Early Literacy and Numeracy Training, FastBridge Benchmark Platform Training, Multi-Tiered Systems of Support (MTSS), and Trauma Informed Classrooms.

The school has a 3.5 hour (per each teacher, 6 times a year = 3 days) Professional Development meeting to receive content specific training from RUSD Staff Development Specialist. In grade-level cohorts facilitated by administration, teachers will use student data to engage in the Cycle of Inquiry. This training will occur during the school day and substitutes will tend to the classes during the teacher's absence.

The school staff will attend various trainings on Equity and Inclusion throughout the 2020-2021 and 2021-2022 school years. A total of 5 full days will be dedicated to Equity and Inclusion Training throughout the school year offered from RUSD, RCOE, and various private resources available for trainings. Emerson Elementary is partnering with Orenda Educational Consultants to conduct equity and inclusion studies and professional development to further implement more equitable and inclusive practices in our school.

The school staff will attend various content specific trainings for a total of 4 full days to support the staff's understanding of Planning, Teaching and Assessing Standards. Assessment will cover both summative and formative assessments at the elementary level.

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	18	17