

Jackson 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/fq/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	Jackson Elementary
Street	4585 Jackson Street
City, State, Zip	Riverside, CA 92503-2758
Phone Number	(951) 352-8211 ext. 42850
Principal	Eliu Rodriguez
Email Address	elrodriguez@riversideunified.org
School Website	http://jackson.riversideunified.org/home
County-District-School (CDS) Code	33-67215-6032650

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

Jackson Elementary School opened its doors in 1959 and has proudly served the surrounding community for several generations, with many parents of current students at Jackson who attended themselves as students in their elementary school years. Jackson serves a diverse population of students and families who care about learning and being prepared for their futures. Our school adheres to the concept of Professional Learning Communities, which includes school administration, teachers, instructional support staff, students and parents. We are a school wide Title I and an AVID Elementary School in grades K - 6th, working collaboratively to meet the common goal of preparing all students for college and career, as well as attending to their needed emotional support and building character for a successful future.

All of Jackson's school goals are in support of the District goals under the Local Control Accountability Plan (LCAP): Provide high-quality teaching and learning environments for all students; Prepare all students to be college, career and world ready upon graduation; Fully engage students, parents, and the community in support of short and long-term educational outcomes. All strategies included in the goals will integrate best practices and research-based instructional strategies to support and increase the proficiency of English Learner students and students with disabilities. Specific strategies include: professional

2023-24 School Description and Mission Statement

development in reading, writing and mathematics instruction, release time for teachers to participate in the Cycle of Informative Inquiry (analyze, plan, act, reflect), strategies to increase student attendance and engagement, and parent involvement activities to assist parents with academic support of their children in the home.

Our school mission reflects this work: "Our mission as a school community is to challenge all students to reach or exceed California Common Core State standards in all academic areas. As a professional learning community the Jackson staff, students, and parents accept the shared responsibility to ensure that when students leave our school, they are prepared to be critical and divergent thinkers and possess character traits that will lead to success in a global society."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	90
Grade 2	87
Grade 3	104
Grade 4	81
Grade 5	93
Grade 6	103
Total Enrollment	667

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.7%
American Indian or Alaska Native	0.6%
Asian	1.6%
Black or African American	4.6%
Filipino	0.1%
Hispanic or Latino	83.7%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1.2%
White	7.2%
English Learners	33.1%
Foster Youth	0.1%
Homeless	3.6%
Socioeconomically Disadvantaged	89.5%
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)	28.10	84.50	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	5.10	15.50	151.80	8.83	18854.30	6.86
Total Teaching Positions	33.20	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)	25.80	89.76	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.35	38.00	2.21	11953.10	4.28
Unknown	2.80	9.90	127.00	7.37	15831.90	5.67
Total Teaching Positions	28.80	100.00	1723.70	100.00	279044.80	100.00

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

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

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

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

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

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

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

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

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

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

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

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

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

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

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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: 1959
 Last modernized: 1998
 Lot Size: 10.8 Acres
 30 Permanent Classrooms
 10 Portable Classrooms
 Completely Air Conditioned
 Library/Research/Technology Room
 Multi-Purpose Room
 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).

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

Jackson's construction is complete. Construction of a new two-story classroom building with eight (8) standard classrooms, staff and student restrooms, and custodial areas were installed. Removal of eight (8) existing portables, along with new fencing, new parking lot and drop off areas to include thirty-five (35) standard stalls and two (2) ADA stalls. Six (6) existing kindergarten classrooms were modernized and new kindergarten play area that included new landscaping, shade trees, and new playground equipment. Renovation of existing classroom buildings and library were also completed along with site work including the removal and replacement of existing damaged sewer lines, and new underground infrastructure for the new building. The Head Start program classroom was relocated and included a new interior restroom and new finishes, with an adjacent new play equipment, landscaping & hard-scape.

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		21 Class: Damaged ceiling tile. 35 Class: Stained ceiling tile. Boys Restroom: Cleanout missing cover. Girls Restroom: Cleanout missing cover.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: Faucet off and missing faucet button. Girls Restroom: Loose toilet seat.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

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

X

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)	28	29	46	44	47	46
Mathematics (grades 3-8 and 11)	23	26	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	387	383	98.97	1.03	29.24
Female	207	206	99.52	0.48	28.64
Male	180	177	98.33	1.67	29.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	29.41
Filipino	0	0	0	0	0
Hispanic or Latino	324	320	98.77	1.23	27.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	41.67
English Learners	117	116	99.15	0.85	12.07
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	7.69
Military	43	43	100.00	0.00	30.23
Socioeconomically Disadvantaged	354	351	99.15	0.85	26.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	64	98.46	1.54	9.38

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	387	384	99.22	0.78	25.78
Female	207	207	100.00	0.00	25.12
Male	180	177	98.33	1.67	26.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	17.65
Filipino	0	0	0	0	0
Hispanic or Latino	324	321	99.07	0.93	24.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	41.67
English Learners	117	117	100.00	0.00	9.40
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	7.14
Military	43	43	100.00	0.00	32.56
Socioeconomically Disadvantaged	354	352	99.44	0.56	23.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	64	98.46	1.54	12.50

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)	18.75	13.33	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	92	91	98.91	1.09	13.19
Female	50	50	100.00	0.00	14.00
Male	42	41	97.62	2.38	12.20
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	77	76	98.70	1.30	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	9.09
Socioeconomically Disadvantaged	85	84	98.82	1.18	11.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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	95.60%	96.70%	96.70%	96.70%	96.70%

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

At Jackson, we encourage the productive involvement of parents and family members to support student success. We cannot do the important work that needs to be done without our partners on the home front. There are many opportunities for parental involvement at Jackson Elementary School. Parents are encouraged to be actively involved in Jackson's PTA, School Site Council, English Learner Advisory Committee, and as a Volunteer in the classrooms. These parent organizations have sponsored and participated in enrichment activities like school wide events. Parents are invited to attend Family Literacy and Math Nights, student performance events, and visit the school for special events such as PTA family events, Back to School Night, Spring Open House, and our awards assemblies. Parents of kindergarten and transitional kindergarten students are also invited to a Kindergarten Orientation prior to the start of school to review curriculum expectations, classroom organization, homework, school schedules, and behavioral expectations in the classroom, on the playground, and in the cafeteria. Teachers and parents communicate with each other through District email, conferences set up throughout the year and daily in-person and phone communication. Many teachers also utilize Class Dojo/Remind/Seesaw to effectively and continuously communicate with parents. School wide communication with parents is obtained through school messenger, monthly calendar, and social media. The school maintains an informational website, Facebook, and Instagram page to keep our community up-to-date. Parents are asked to be involved in supporting their children in completing homework and maintaining good attendance and on-time arrival. The parent involvement contact at the school is Eliu Rodriguez, Principal, and can be contacted at 951-352-8211 ext. 42850.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	717	218	30.4
Female	385	373	113	30.3
Male	350	344	105	30.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	12	12	2	16.7
Black or African American	34	34	15	44.1
Filipino	1	1	0	0.0
Hispanic or Latino	613	599	180	30.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	8	8	4	50.0
White	54	52	15	28.8
English Learners	241	231	53	22.9
Foster Youth	10	5	2	40.0
Homeless	33	31	10	32.3
Socioeconomically Disadvantaged	657	641	199	31.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	164	158	70	44.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.13	4.41	2.86	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.86	0
Female	0.26	0
Male	5.71	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	2.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.85	0
English Learners	2.49	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	3.04	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.05	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	6	14		
1	12	6	3	1
2	9	7	3	
3	9	8	2	
4	6	12	1	
5	9	6	2	
6	11	4	2	
Other	12	8	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	19	2	4	
1	28	1	2	1
2	24		4	
3	27		3	
4	31		3	
5	29		3	
6	21	1	3	
Other	9	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	2	0
1	22	0	4	0
2	21	1	3	0
3	25	0	4	0
4	24	0	3	0
5	29	0	3	0
6	32	0	2	0
Other	9	4	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	667

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

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	7,923.55	983.88	6,939.67	95,521.64
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	0.3	-1.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-2.1	11.2

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

Professional development the staff has attended in recent (2020-21, 2021-22, 2022 - 2023) years includes:

- LAB! training for English Learner intervention
- Best, First Instruction training with RUSD staff development specialists; including ELD designated and integrated

Best, First Instruction training with RUSD staff development specialists; Gateway and early literacy skills, Advance Phonics, and Gateway Expansion

- Phonemic Awareness, Phonics, and Syllabication Training with District Staff Developers
- Deep planning and Cycle of Informative Inquiry PD with team and District support staff in the areas of math and language arts
- Ongoing Wonders Implementation training for teachers new to grades TK-6; ongoing training in Gateway to Reading intervention for teachers in grades K-2
- Individual professional development for teachers provided through site and district level coaching/mentoring, including BTSA and Professional Growth System (PGS) support
- AVID conference in Summer, 2022
- HSS Training for the new adopted curriculum
- Training in the area of restorative practices

Many staff members participated in other activities sponsored by the school, district, or through special projects that were appropriate for their professional development. The major topics covered during the trainings included the following:

- Data Analysis using FastBridge and interims
- Monthly job-alike meetings for all Special Ed teachers
- Training for support and materials for English Learners, including newcomer EL students
- Our leadership team has attended our MTSS training for the last two years and has brought back the information to the staff.

Ongoing training and support for computer-based programs is provided by RUSD instructional specialists, site administration, site instructional coaches, software company representatives, and district staff developers.

Ongoing training for staff is provided and/or offered in the following areas:

- Data Chats with administrators and teachers to determine grade level instructional focus based on data
- Gateway to Reading for multi-sensory instruction for at-risk primary students
- Multi-Tiered Systems of Support (MTSS) training using FastBridge measures for intervention planning and progress monitoring
- Support for English Language Learners (ELA and English Language Development)
- Wide variety of instructional technology support through District training and site-specific coaching

Professional Development

The number of days planned for in the current 23-24 school year is approximately 4 days for most classroom teachers; for grade level team leaders, the number of days is projected to be 10. This time is for collaboration and Cycle of Informative Inquiry.

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	14	12	15