

Pachappa 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	Pachappa Elementary
Street	6200 Riverside Avenue
City, State, Zip	Riverside, CA 92506-2147
Phone Number	(951) 788-7355
Principal	Jacquelynne Vaca
Email Address	jvaca@riversideunified.org
School Website	www.pachappa.riversideunified.org
County-District-School (CDS) Code	33-67215-6032742

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

The mission of the Pachappa Educational Community is to ensure the proficiency of all students on the Common Core State Standards as measured by district and state assessments and classroom performance while fostering an enriching safe environment of mutual respect where all members are valued.

We envision a school where ALL students thrive and will be AVID-ready, by demonstrating personal growth in reading and fluency in math. We can accomplish this by ensuring that every child, every day is finding a way to feel connected; every child, every day is being challenged by new learning opportunities; and every child, every day knows they have a champion they can turn to when needed.

Pachappa Elementary is located in Riverside, California. The academic environment at Pachappa supports rigorous instruction for TK-6 general education classes, 2 mild-moderate Special Day Classes, and 2 moderate-severe Special Day Classes. The Pachappa support staff includes 31 certificated teachers, including two special day class teachers, a full-time Resource Specialist, a full-time Language and Speech Pathologist, a full-time MTSS Counselor, a part-time School Psychologist, a part-

2023-24 School Description and Mission Statement

time SAP counselor, a teacher on special assignment for the after-school program, and one intervention teacher. Pachappa serves approximately 722 students. Teachers and staff strive to provide a rigorous, safe environment that meets the academic needs of every student every day. Pachappa is an AVID Elementary school, that provides students with the skills and tools needed to be college and career-ready upon graduation. Together, the team of educators and parents work collaboratively to give students a positive learning experience that includes developing academic, social-emotional, and behavioral skills. Teachers recognize the necessity of professional growth; thereby, modeling the value of becoming lifelong learners. There is a cohesive school community where all students recognize their ownership of their school and their learning. Programs at Pachappa include extended learning opportunities, Accelerated Reader, band, and implementation of multi-sensory strategies for learning early literacy skills in kindergarten through second grade.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	95
Grade 2	105
Grade 3	84
Grade 4	84
Grade 5	94
Grade 6	94
Total Enrollment	680

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.4%
Male	54.4%
American Indian or Alaska Native	0.3%
Asian	0.6%
Black or African American	6.6%
Filipino	0.3%
Hispanic or Latino	74.3%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	2.9%
White	12.2%
English Learners	19.4%
Foster Youth	0.3%
Homeless	4.7%
Socioeconomically Disadvantaged	80%
Students with Disabilities	13.1%

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)	25.30	89.73	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	2.90	10.23	151.80	8.83	18854.30	6.86
Total Teaching Positions	28.20	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)	25.30	89.43	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	3.00	10.57	127.00	7.37	15831.90	5.67
Total Teaching Positions	28.30	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	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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

Lot Size: 6.5 Acres
 Year Constructed: 1953
 Last modernized: 2011
 29 Permanent Classrooms
 8 Relocatable Classrooms
 Library/Multi-Purpose Room
 Indoor 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 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).

Pachappa 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

11/29/2023 - 11/29/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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)	50	52	46	44	47	46
Mathematics (grades 3-8 and 11)	39	40	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	359	357	99.44	0.56	52.38
Female	177	176	99.44	0.56	53.98
Male	182	181	99.45	0.55	50.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	70.83
Filipino	0	0	0	0	0
Hispanic or Latino	265	264	99.62	0.38	45.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	66.67
White	43	42	97.67	2.33	76.19
English Learners	63	61	96.83	3.17	9.84
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	61.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	301	301	100.00	0.00	47.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	18.18

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	359	357	99.44	0.56	39.50
Female	177	176	99.44	0.56	38.07
Male	182	181	99.45	0.55	40.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	41.67
Filipino	0	0	0	0	0
Hispanic or Latino	265	264	99.62	0.38	36.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	47.62
White	43	42	97.67	2.33	52.38
English Learners	63	62	98.41	1.59	20.97
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	44.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	301	301	100.00	0.00	36.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	44	100.00	0.00	15.91

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)	27.78	26.67	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	26.37
Female	49	49	100.00	0.00	18.37
Male	43	42	97.67	2.33	35.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	0	0	0	0	0
Hispanic or Latino	66	65	98.48	1.52	21.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	16.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.80%	97.80%	97.80%	97.80%	97.80%

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

The parental involvement contact at this school is Jacquelyne Vaca, Principal, and Chelsea Ryder, Assistant Principal. Both can be contacted at 951-788-7355.

There are a number of ways parents can be involved at Pachappa Elementary to support the school and their child's education. We have three parent groups that parents can select to be involved in throughout the year, which are the School Site Council, the English Language Advisory Committee, and the Parent Teacher Association. The School Site Council consists of parents and staff who work together to plan and evaluate Pachappa programs that receive special funding to support student achievement. These parent advisory groups hold monthly meetings, vote for advisory members, and invite all school community stakeholders to attend and participate. The second type of parent group is the English Language Advisory Committee. The English Learner Advisory Committee is an advisory group consisting of parents and staff members who meet to discuss the planning and implementation of programs for English Language Learners. The committee advises the principal and staff on community concerns and learns about instructional programs and school procedures. The third advisory group is the Parent-Teacher Association. The PTA is a service organization that provides hundreds of hours of volunteer work, supports the curriculum on an annual basis, and strives to build a positive school community culture.

In addition to the above groups, Pachappa holds events throughout the school year to involve parents in building a positive school climate and parent education. PTA co-sponsors numerous parent events such as Book Fair, Coffee with the Principal, and Association Meetings. PTA also partners with various community organizations to provide other parental training. Each year the school hosts a minimum of two AVID information events. The AVID events provide an opportunity for the school to share the strategies students are learning with parents. In addition, parent education opportunities have also been offered to assist parents in English Language acquisition, computer literacy, and parenting strategies.

Parental involvement is also encouraged through parent-teacher conferences, Student Success Team Meetings, Individual Education Plan meetings (IEPs), 504 meetings, campus events, and other informal means of communication. Teachers, parents, or the administration can request to hold a Student Success Team Meeting. During these meetings, a team of teachers discuss student concerns and work collaboratively to design a plan to support the student. In addition, teachers meet annually with families during parent-teacher conferences to discuss student progress, successes, and concerns. However,

2023-24 Opportunities for Parental Involvement

teachers schedule informal conferences as needed. The site also hosts Back to School Night, Open House, and Tiger Awards every year to showcase student learning on campus.

We encourage two-way communication with Pachappa families and caregivers utilizing Class Dojo. Class Dojo is an application where teachers and school administration post messages, pictures, and events on campus. In addition, parents have the ability to communicate with the administration and teachers. The application also translates messages to ensure equitable communication to stakeholders. Parents are always welcome to meet with the principal and share suggestions and concerns.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	746	727	191	26.3
Female	342	331	79	23.9
Male	403	395	112	28.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	8	8	3	37.5
Black or African American	49	48	9	18.8
Filipino	2	2	0	0.0
Hispanic or Latino	554	540	156	28.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	21	21	4	19.0
White	88	84	11	13.1
English Learners	161	153	41	26.8
Foster Youth	2	2	2	100.0
Homeless	36	35	11	31.4
Socioeconomically Disadvantaged	597	582	164	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	117	44	37.6

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	0.00	2.06	1.34	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	1.34	0
Female	0.29	0
Male	2.23	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.27	0
English Learners	1.86	0
Foster Youth	0	0
Homeless	2.78	0
Socioeconomically Disadvantaged	1.34	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.31	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

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 a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	20	2	
1	11	4	1	
2	12	4	2	
3	20	3	2	
4	14	5	3	
5	10	4	2	
6	11	4	2	
Other	12	6	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	24		4	
2	25		3	
3	28		3	
4	32		3	
5	30		3	
6	31		2	
Other	10	3		

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	20	3	3	0
1	22	0	4	0
2	25	0	4	0
3	27	0	3	0
4	27	0	3	0
5	31	0	3	0
6	31	0	3	0
Other	7	3	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	680

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	
Resource Specialist (non-teaching)	
Other	1.9

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	9,450.03	2,527.54	6,922.49	99,811.11
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	0.1	3.1
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	3.8	15.6

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

Staff development needs are determined by analyzing annual standards assessments for Language Arts, Mathematics, English Language Development, and Science. Monthly staff meetings include training in identified areas of need. In addition, the staff attends a variety of professional development and training sponsored by the school, district, or special projects appropriate for their individual needs. The principal regularly monitors teaching and learning to ensure teachers are implementing training, professional development, and essential learning through the use of classroom visits, site professional development, and data analysis. Teachers in grades K-3 meet to review data and plan strategic interventions for students reading below grade-level expectations. Teachers in grades 4-6 meet to review data and plan strategic interventions for students performing below grade-level expectations in Language Arts and Math.

During staff meetings, the administration will provide professional development in support of English language Development, grade-level standard mastery, and first-best instruction. Additionally, grade-level colleagues collaborate each trimester for site planning and district professional development. Teachers also collaborate once during the summer and twice at the beginning of the school year. The focus of professional development during the 2021-2022 and 2022-2023 school focused on the effective use of instructional practices and student engagement in response to distance learning. Specific training during the 2021-2022, and 2022-2023 school years included the following:

- Standards-Based Planning / Cycle of Inquiry via partnership with Orenda - Shattering Inequitable Education Systems
- Beginning Teacher Support and Assessment / Professional Growth Systems
- Special Education (SDC Language Arts, Project Read, and Math)
- Systematic English Language Development and Strategies for English Learners in the content areas

* Gifted and Talented Education

- AVID Elementary Summer Institute (3 full days) / AVID RIMS Training (1-2 days)
- Early Literacy using Orton Gillingham Multisensory Instruction, Advanced Phonics for students in grades 3-6 (new teachers 2 full days)

* Danielson - A Framework for Teaching

* Curriculum Based - Eureka Math, Wonders, Science, History

* Restorative Practices

* Social Emotional Learning

* Multi-Tiered Systems of Support (MTSS)

* PRO-ACT (2.5 days)

For the 2023-2024 school year, the staff will continue implementing the district curriculum, Standards-Based Planning / Cycle of Inquiry via a partnership with Orenda, Multi-Tiered Systems of Support (MTSS), and AVID Elementary Summer Institute (3 full days) / AVID RIMS Training (1-2 days). Additionally, certificated and classified staff will participate in social-emotional learning professional development. Certificated staff will also receive professional development for English Language Development and History-Social Science.

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	28	35