

Patricia Beatty Elementary School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Patricia Beatty Elementary School
Street	4261 Latham St
City, State, Zip	Riverside
Phone Number	9512762070
Principal	Janet Gonzales
Email Address	jgonzales@riversideunified.org
School Website	https://sites.google.com/riversideunified.org/20-21-
County-District-School (CDS) Code	CA

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

Patricia Beatty Elementary's purpose is to provide a safe and engaging environment in which all learners will reach their full potential by cultivating positive character traits and meeting academic standards. As a school we address the Social Emotional Learning of our students through, weekly schoolwide lessons presented through the Second Steps Curriculum. We work on character building through the adoption of Character Counts! schoolwide. Character Education is woven through our practices and curriculum through modeling and examples. Our goal is to help students become scholars who model good character traits. We provide a rigorous curriculum in all subject areas based on the California Common Core State Standards to ensure student achievement. Grade levels provide Designated ELD to EL learners on a daily basis. Students math skills are addressed through remedial and enrichment classes during schoolwide RTI blocks. To support classroom instruction, we have partnered with UCR and the College Corps to provide Fellows (tutors). We have ten Fellows that work with students on a weekly basis. Patricia Beatty Elementary houses a state preschool consisting of a morning and afternoon session on site. Patricia Beatty Elementary services grades TK through sixth grade with eighteen regular education teachers. Our Special Education team consists of a psychologist, a speech pathologist, two Special Day Class (SDC) classroom teachers and one Resource Specialist Program (RSP) teacher. We offer HEARTS as an Extended Learning Opportunities daily to students until six pm. This program is staffed by a Certificated TOSA and 8 - 10 tutors. In addition to the HEARTS program, we partner with the Riverside Arts Academy to offer a choir, beginning and advanced band after school two days a week. Teachers run a coding club and an art club weekly afterschool. We have a Multi-Tiered System of Supports (MTSS) team that is comprised of a MTSS Inclusion Specialist, MTSS support liaison, a Student Assistant Program (SAP) counselor (100% on site), and a MTSS counselor (100% on site). The team works with a district collaborative consisting of three schools. Additional on-site support includes: a district school nurse, a health office assistant, a school secretary, office/attendance assistant, a translator, a school library media assistant, a bilingual instructional assistant, a school custodian, a kitchen supervisor, three kitchen personnel, a campus supervisor, and five playground supervisors.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	71
Grade 2	56
Grade 3	63
Grade 4	60
Grade 5	74
Grade 6	76
Total Enrollment	486

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
Asian	4.1%
Black or African American	4.9%
Filipino	1%
Hispanic or Latino	82.3%
Two or More Races	1.6%
White	4.3%
English Learners	24.1%
Foster Youth	0.2%
Homeless	3.9%
Socioeconomically Disadvantaged	84%
Students with Disabilities	13.2%

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)	24.50	100.00	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	0.00	0.00	151.80	8.83	18854.30	6.86
Total Teaching Positions	24.50	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)	21.10	95.48	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	1.00	4.52	127.00	7.37	15831.90	5.67
Total Teaching Positions	22.10	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: 10 acres
 Year Constructed: 2007
 33 Permanent Classrooms
 0 Portable Classrooms
 Library/Multi-Purpose Room
 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).

Beatty has a full time custodian who, along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report

10/2023

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			Girls Restroom: Dirty exhaust vents.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Library: Undercharged extinguisher and six light fixtures out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys Restroom: Loose faucet, hand dryers off and no paper towels. Boys Restroom: Loose faucet. MPR: Loose faucet in restroom and faucet is off.
Safety: Fire Safety, Hazardous Materials	X			Library: Undercharged extinguisher and six light fixtures out.
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)	34	39	46	44	47	46
Mathematics (grades 3-8 and 11)	23	29	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	267	264	98.88	1.12	38.64
Female	135	133	98.52	1.48	44.36
Male	132	131	99.24	0.76	32.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	220	217	98.64	1.36	36.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	51	49	96.08	3.92	12.24
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	239	238	99.58	0.42	36.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	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	267	266	99.63	0.37	29.32
Female	135	134	99.26	0.74	26.87
Male	132	132	100.00	0.00	31.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	220	219	99.55	0.45	27.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	38.46
English Learners	51	51	100.00	0.00	3.92
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	239	238	99.58	0.42	28.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	3.13

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)	19.48	21.43	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	70	70	100.00	0.00	21.43
Female	35	35	100.00	0.00	20.00
Male	35	35	100.00	0.00	22.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	18.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	22.58
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	97.10%	98.60%	98.60%	97.10%	98.60%

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

Patricia Beatty is working to create robust PTSA. They have recently received the acknowledgement of increasing PTSA membership by 10% over the past year. The PTSA allows for volunteering opportunities at the school. The group works to compliment the culture by hosting Movie Nights and in-school activities.

The school also encourages parents to take advantage of the workshops offered through the district's Family Resource Center. Topics include, Parenting Topics, Mental Health, SEL, Helping Your Student in School, and Higher Education. All parents are encouraged to take an active role in their child's education as they assist their children with class and homework assignments. This year, we will create learning workshops for parents in both English and Spanish that are designed to address AVID, English Language Arts, and Mathematics topics. The activities are advertised through the school website, school messaging and Class Dojo.

Back-to-School Night and Open House are offered to parents annually. Monthly, trimester and annual Award Celebrations are held in person and open for the public to attend. In conjunction with the Riverside Arts Academy winter and spring concerts will be hosted showcasing the school's Choir and Band program. During Red Ribbon Week and Read Across America, families will be invited to attend student parades.

Parent-Teacher Conferences are offered on designated dates at the end of the first trimester to all parents, but are also available throughout the school year upon request. Parents are invited to join the School Site Council (SSC) English Language Advisory Committee (ELAC), and our Parent, Teacher, Student Association (PTSA). Patricia Beatty Elementary holds an Annual Title I Parent meeting to provide school and educational information.

To ensure that we provide ongoing and current communication Patricia Beatty Elementary utilizes, Class Dojo, School Messenger, Peach Jar, and the school website. Our school marquee located at the front of the school is kept current with information.

If you are interested in receiving additional information regarding School Site Council, PTSA, ELAC, or other any other parent involvement information, please feel free to contact Ms. Janet Gonzales, Principal or Ms. Deborah Aznar, Assistant Principal at

2023-24 Opportunities for Parental Involvement

(951) 276-2070.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	511	162	31.7
Female	254	249	74	29.7
Male	272	262	88	33.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	21	20	5	25.0
Black or African American	27	25	4	16.0
Filipino	5	5	0	0.0
Hispanic or Latino	429	420	140	33.3
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	10	9	3	33.3
White	24	23	7	30.4
English Learners	132	124	27	21.8
Foster Youth	1	1	1	100.0
Homeless	23	21	11	52.4
Socioeconomically Disadvantaged	441	429	149	34.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	79	42	53.2

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	3.92	3.04	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	3.04	0
Female	0.79	0
Male	5.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.76	0
Black or African American	3.7	0
Filipino	0	0
Hispanic or Latino	2.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.17	0
English Learners	2.27	0
Foster Youth	0	0
Homeless	4.35	0
Socioeconomically Disadvantaged	2.72	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.1	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	14		
1	5	10	1	
2	6	9		
3	9	9	1	1
4	7	9	2	
5	6	5	1	
6	9	5	2	
Other	22	1	3	

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	21	1	3	
1	38		1	1
2	26		2	
3	18	3		
4	31		2	
5	34			2
6	32		1	
Other	18	2	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	21	2	2	0
1	30	1	1	1
2	26	0	2	0
3	20	2	1	0
4	30	0	1	0
5	24	0	3	0
6	26	0	3	0
Other	7	2	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	972

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

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	9,893.94	2,795.50	7,098.44	87,788.10
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	2.6	-9.8
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A		2.8

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 Plan:

2021- 2022

Teachers will attend professional development sessions during the school year, focusing on school goals, social-emotional learning (SEL) practices, and MTSS creation. Teachers will be encouraged to take advantage of district professional development offered through Kick Up focusing on all curricular areas, classroom management, specialized lesson delivery and technological tools. Professional development will be offered through fifteen staff meetings, with content being delivered by administration, counselors, site leadership team, and district support personnel. An additional six days of professional development will be achieved through the MTSS meetings, both virtually and in-person. Topics will include, but not be limited to, Gallup Strengths, Shattering Inequities, Multi-Tiered Support System (MTSS), and SEL.

RUSD's Guide for Instructional Direction, 2.0. guides instructional practices. The implementation and monitoring of quality instructional practices continues throughout the school year. Increasing our knowledge base is our primary focus as we work collaboratively to increase our students' learning. We will continue to focus on the Cycle of Inquiry as we analyze state, district, adopted curriculum, and site-created assessment data.

Professional Development Plan:

2022- 2023

The school year began with an all staff professional development of Character Counts presented by Drake University. Character Counts is the foundation for character education and SEL. Professional Development will be delivered through staff meetings, small plate offerings, and team trainings. Sessions will focus on SEL; Second Steps, MTSS Process, Fastbridge Data and Assessments, and teaching strategies. Teachers will be encouraged to take advantage of district professional development offered through Kick Up focusing on all curricular areas, classroom management, specialized lesson delivery and technological tools. The school site AVID team will receive training through the Summer Institute and will in turn train the school staff in AVID supported practices.

RUSD's Guide for Instructional Direction, 2.0. guides instructional practices. The implementation and monitoring of quality instructional practices continues throughout the school year. Increasing our knowledge base is our primary focus as we work collaboratively to increase our students' learning. We will continue to focus on the Cycle of Inquiry as we analyze state, district, adopted curriculum, and site-created assessment data. Additional RUSD foundations including, Shattering Equities, Strengths Based Leadership, Time for Change, and Outward Mindset will be incorporated throughout PD to further develop the district's mission.

Professional Development Plan:

2023- 2024

Professional Development will be delivered through staff meetings, small plate offerings, and team trainings. Sessions will focus on SEL; Second Steps, MTSS Process, Fastbridge Data and Assessments, and teaching strategies. Teachers will be encouraged to take advantage of district professional development offered through Kick Up focusing on all curricular areas, classroom management, specialized lesson delivery and technological tools. The school site AVID team will receive training through the Summer Institute and will in turn train the school staff in AVID supported practices. Appropriate Staff will receive training in Pro-Act to learn ways to de-escalate students.

Additional Professional Development will be delivered through the District in the areas of History Social Science Adoption, Gateway Intervention, Advanced Phonics, STEM and AVID. The Leadership team will continue with their professional development in the area of MTSS with 5 meetings annually.

The staff will have the opportunity to attend conferences to keep their skills current, including the Equity Conference, AVID Pathways, and CUE.

RUSD's Guide for Instructional Direction, 2.0. guides instructional practices. The implementation and monitoring of quality instructional practices continues throughout the school year. Increasing our knowledge base is our primary focus as we work collaboratively to increase our students' learning. We will continue to focus on the Cycle of Inquiry as we analyze state, district, adopted curriculum, and site-created assessment data. Additional RUSD foundations including, Shattering Equities, Strengths Based Leadership, Time for Change, and Outward Mindset will be incorporated throughout PD to further develop the district's mission.

Professional Development

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	21	25	28 partial days 7 full days