

# Tomas Rivera 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

<b>School Name</b>	Tomas Rivera Elementary
<b>Street</b>	20440 Red Poppy Ln
<b>City, State, Zip</b>	Riverside, CA 92508
<b>Phone Number</b>	(951) 697-5757
<b>Principal</b>	Ashley Fulmer
<b>Email Address</b>	afulmer@riversideunified.org
<b>School Website</b>	rivera.rivesideunified.org
<b>County-District-School (CDS) Code</b>	33-67215-6112676

## 2023-24 District Contact Information

<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	Ms. Renee Hill
<b>Email Address</b>	rhill@riversideunified.org
<b>District Website</b>	<a href="http://riversideunified.org/">http://riversideunified.org/</a>

## 2023-24 School Description and Mission Statement

Tomas Rivera Elementary School, home of the Coyotes, is located in the heart of the Orangecrest area of Riverside, California. Rivera opened its doors on September 7, 1995 as the 28th elementary school in the Riverside Unified School District. The school is named after Tomas Rivera, who was born into a family of migrant farm workers. At a young age, Tomas was introduced to the world of books by a librarian in Texas. He grew up to be a poet/writer, an educational leader, and eventually became the first Hispanic Chancellor of the University of California, Riverside. There are approximately 715 students in preschool to 6th grade at Tomas Rivera Elementary School. The student population is comprised of 50% Hispanic; 29% white; 5% African/American; 6% Asian, Filipino and Pacific Islander, and 10% other ethnicities. In addition, 94% of students speak English only and 6% of students are English Learners. Rivera has two preschool, one TK/K, and one 1st/2nd grade special education non-severely handicapped classes. Other special education services include two Speech and Language Pathologists, a full-time Resource Specialist teacher, and a half-time school psychologist. Rivera also has a half-time SAP Counselor and a half-time MTSS Counselor.

Rivera has four school-wide goals. The first is to implement a Positive Behavior System known as HOWL to create a schoolwide culture that is positive, safe, and inclusive for all students and staff. HOWL stands for Hardworking, Open-Minded, Wise Choices, and Living Responsibly. The second goal is to increase student achievement on the math summative CAASPP assessment. Teachers work with their grade-level teams to ensure all students receive high-quality, engaging, standards-based instruction that uses the district-adopted curriculum. The third goal is to ensure our English Learners increase one language proficiency level on the ELPAC assessment. The final goal is to offer a variety of parent and family engagement activities to further build the school community. The data for these goals are progress monitored throughout the school year using the Cycle of Inquiry to analyze, plan, reflect, and implement action items.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	129
Grade 2	85
Grade 3	109
Grade 4	99
Grade 5	80
Grade 6	100
<b>Total Enrollment</b>	<b>715</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	54%
American Indian or Alaska Native	0.1%
Asian	4.6%
Black or African American	4.5%
Filipino	1.8%
Hispanic or Latino	49.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.4%
White	31.5%
English Learners	7.4%
Foster Youth	0.3%
Homeless	1.7%
Socioeconomically Disadvantaged	50.9%
Students with Disabilities	12.2%

#### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.80	92.78	1509.80	87.78	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.30	0.19	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	38.00	2.21	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	17.00	0.99	12115.80	4.41
<b>Unknown</b>	2.00	7.19	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	28.90	100.00	1720.00	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.40	93.20	1505.40	87.33	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	8.80	0.51	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	38.00	2.21	11953.10	4.28
<b>Unknown</b>	2.00	6.80	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	29.40	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
<b>Total Teachers Without Credentials and Misassignments</b>	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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
<b>Science</b>	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
<b>History-Social Science</b>	Saavas: California History Social-Science, TK-6	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

Lot Size: 10 Acres  
 Year Constructed: 1995  
 17 Permanent Classrooms  
 19 Portable Classrooms  
 Resource/Psychologist Room  
 Speech and Language Room  
 Completely Air Conditioned  
 Library  
 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 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b).

Rivera 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**

11/21/2023 - 11/28/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		RIVB-9 (Kitchen): 4: The Tile Base in the Walk-in fridge has fallen off. RIVC-3 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVC-4 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVC-5 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVC-6 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVC-7 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVC-8 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-21 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-22 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-23 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-25 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-27 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-28 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVE-31 (Classroom): 4: (D) Ceiling tiles have holes or stains RIVK-1 (Classroom):

## School Facility Conditions and Planned Improvements

				4: (D) Ceiling tiles have holes or stains RIVK-5 (Classroom): 4: (D) Ceiling tiles have holes or stains
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			RIVG-6 (Restroom): 9: faucet is leaking
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RIVGR-Grounds (Grounds): 14: Upper playground equipment caution taped, non-operational.

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	57	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	50	53	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
<b>All Students</b>	390	390	100.00	0.00	57.18
<b>Female</b>	195	195	100.00	0.00	64.10
<b>Male</b>	195	195	100.00	0.00	50.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	80.00
<b>Black or African American</b>	14	14	100.00	0.00	42.86
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	201	201	100.00	0.00	45.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	25	100.00	0.00	80.00
<b>White</b>	127	127	100.00	0.00	70.08
<b>English Learners</b>	19	19	100.00	0.00	21.05
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	11	100.00	0.00	36.36
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	211	211	100.00	0.00	45.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	29.79

## 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
<b>All Students</b>	390	389	99.74	0.26	52.96
<b>Female</b>	195	194	99.49	0.51	58.25
<b>Male</b>	195	195	100.00	0.00	47.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	15	15	100.00	0.00	80.00
<b>Black or African American</b>	14	14	100.00	0.00	35.71
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	201	200	99.50	0.50	42.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	25	100.00	0.00	64.00
<b>White</b>	127	127	100.00	0.00	66.93
<b>English Learners</b>	19	19	100.00	0.00	10.53
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	10	90.91	9.09	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	211	210	99.53	0.47	41.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	47	100.00	0.00	31.91

## 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)	42.55	37.97	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	79	79	100.00	0.00	37.97
Female	38	38	100.00	0.00	44.74
Male	41	41	100.00	0.00	31.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	24	100.00	0.00	58.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	0.00	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	26.67

## 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	97.50%	97.50%	97.50%	97.50%	97.50%

## 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 for this school is Ashley Fulmer, Principal, and can be contacted at 951-697-5757. Parents are encouraged to take an active role in their child's education by serving on parent committees, volunteering in their child's classroom, and attending family nights and other school events. In addition, it is important for parents and families to ensure that their child arrives at school on time each day and completes their homework every night.

Parent Teacher Association (PTA): Rivera is fortunate to have an active PTA that works on behalf of Rivera's students, families, and teachers. This group meets in the library at 2:45 pm, on the second Thursday of each month. The PTA President for the 2022-2023 School Year is Melinda Wickstrom, who can be reached by leaving a message for her at Rivera or accessing Rivera's PTA website. For information regarding upcoming PTA-sponsored events, email [riveraptapresident@gmail.com](mailto:riveraptapresident@gmail.com).

English Learner Advisory Committee (ELAC), is comprised of parents of English Language Learners and is led by Mr. Luke, Assistant Principal and English Learner Contact as well as Mrs. Fulmer, Principal. ELAC committee meets on selected Fridays, five times per year in the library. Meeting topics include the following:

- The Importance of Regular School Attendance
- Positive Behavior Systems (HOWL)
- Language and Literacy
- ELPAC and SBAC
- Rivera's School Plan for Student Achievement

Parent Advisory Committee (PAC) is a committee that monitors the implementation of Rivera's School Plan for Student Achievement and the Comprehensive Site Safety Plan. The PAC is comprised of Rivera teachers, classified staff and parents. All parents are encouraged to attend. Questions about Rivera's PAC can be directed to Mrs. Fulmer, Principal.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	750	733	129	17.6
Female	343	335	60	17.9
Male	407	398	69	17.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	34	34	4	11.8
Black or African American	38	35	4	11.4
Filipino	13	13	1	7.7
Hispanic or Latino	371	364	84	23.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	47	47	5	10.6
White	234	227	28	12.3
English Learners	55	54	14	25.9
Foster Youth	2	2	0	0.0
Homeless	20	15	9	60.0
Socioeconomically Disadvantaged	391	379	92	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	114	112	22	19.6

### 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	0.40	0.67	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	0.67	0
Female	0.29	0
Male	0.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.63	0
Filipino	0	0
Hispanic or Latino	0.81	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.43	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.02	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.75	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	7	13	1	
1	10	7	2	
2	12	5	2	
3	13	4	2	
4	14	4	2	
5	5	13	1	
6	18	3		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	18	3	5	
1	27		3	
2	27		4	
3	25		4	
4	28		3	
5	31		2	
6	30		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	16	3	4	0
1	25	0	5	0
2	28	0	3	0
3	27	0	4	0
4	33	0	1	2
5	27	0	3	0
6	33	0	1	2
Other	6	1	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	715

## 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	9,817.86	2,729.23	7,088.63	102,329.61
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	2.4	5.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	3.4	18.1

## 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.

## 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

All classroom teachers attend 15 staff meetings and 15 grade-level team meetings per year. Staff meetings are rotated between data discussions, grade-level and vertical planning, staff training, and professional development to support the site's goals. All classroom teachers have two days of planning and training at the school site with their grade-level teams where they can receive support in English language arts, math, data analysis, social-emotional learning, etc. Teams focus on grade-level standards and curriculum (Wonders, Eureka, Savvas, Mystery Science, and Second Step), build capacity in their pedagogical

## Professional Development

practices, collaborate with each other, and plan next best instruction based on student data. All classroom teachers have the opportunity to attend in-person and virtual district training on language arts (reading and writing), math, technology, history/social science curriculum, etc. Early Release Collaboration Days occur every Wednesday. On these days, teachers spend one hour together collaboratively analyzing data and planning instruction that is differentiated for all students. Gifted and Talented Education teachers, Technology Leads, and other committee members attend professional development training offered virtually or in person from district personnel on their respective fields.

New teachers receive support from the Professional Growth System. New teachers are paired with a support teacher, who helps them meet their goals, builds their instructional capacity and provides additional opportunities for training and support.

Non-Classroom Teachers at Rivera include our Special Education Resource Specialist and Speech and Language Pathologist. The special education staff participates in all Rivera staff development as well as special education staff development opportunities. They attend monthly job-alike meetings where they have the opportunity to refine their practice and discuss best practices with their colleagues.

Paraprofessionals at Rivera include instructional assistants who serve in Special Education classrooms. They attend district-offered training in how to implement special programs such as Project Read, Framing Your Thoughts, and Behavior Management Techniques.

Non-Instructional Support Staff includes the following classified staff: Principal's Secretary, office assistant, office clerk, health clerk, library media assistant, custodian, and cafeteria staff. Each of these staff members attends school/district-provided staff development related to their specific field.

Depending on the grade level, subject, or school focus, teachers participated in 4–9 days of professional development.

### 2021-2022 Professional Development

- \* Positive Behaviors Interventions and Supports training.
- \* Early literacy and Foundational Skills - Teachers are trained on the foundations of how to instruct reading to all students.
- \* STEM Education - Teachers participate in professional development in the areas of science, technology, engineering, and math.
- \* Data Analysis of Fast Bridge Assessments.
- \* Administration of Fast Bridge Reading and Math.

### 2022-2023 Professional Development

- \* Positive Behaviors Interventions and Supports training.
- \* Second Steps training - Teachers will be trained in the social-emotional learning curriculum for social-emotional
- \* Early literacy and Foundational Skills - Teachers are trained on the foundations of how to instruct reading to all students.
- \* Building Fact Fluency - Teachers are trained on how to help students develop number sense on the way to fluency.
- \* 3rd Grade Gateway Expansion Training - Teachers learn how to implement Gateway to Learning, a supplemental intervention program.
- \* STEM Education - Teachers participate in professional development in the areas of science, technology, engineering, and math.
- \* Data Analysis and Administration of Fast Bridge Assessments.
- \* MTSS and SLT Collaborative Trainings

### 2023-2024 Professional Development

- \* Positive Behaviors Interventions and Support training.
- \* Second Steps training - Teachers will be trained in the social-emotional learning curriculum for social-emotional
  - TK Collaboration
- \* Building Fact Fluency - Teachers are trained on how to help students develop number sense on the way to fluency.
- \* Gateway and Advanced Phonics Training - Teachers learn how to implement Gateway (K-3) and Advanced Phonics (4-6) supplemental intervention programs.
- \* STEM Education - Teachers participate in training and ongoing professional development on iPads, the Innovation Lab, technology tools, etc.
- \* New Teacher trainings (Eureka and Wonders curriculum)
- \* MTSS and Inclusive Practices SLT Collaborative Training
- \* Savvas History/Social Science new instructional materials adoption training (2 days)

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	4