

# Riverside Virtual 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

<b>School Name</b>	Riverside Virtual School
<b>Street</b>	3380 14th Street
<b>City, State, Zip</b>	Riverside, CA 92501
<b>Phone Number</b>	951-778-5300
<b>Principal</b>	Mark Colwell (TK-6)/Kristian Sorensen (7-12)
<b>Email Address</b>	mcolwell@riversideunified.org/ksorensen@riversideunified.org
<b>School Website</b>	<a href="http://rvs.riversideunified.org/">http://rvs.riversideunified.org/</a>
<b>County-District-School (CDS) Code</b>	33-67215-0115709

## 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

The Riverside Virtual School is dedicated to meeting the educational needs of each student by providing academic choices supported by a technology-rich, personalized learning experience. Our college-preparatory school program meets the needs of 21st-century learners by preparing self-determined high school graduates for successful transitions to institutions of higher education and/or careers in a competitive global marketplace.

The Riverside Virtual School provides a flexible and standards-based alternative for a wide variety of elementary through high school students and serves students from all attendance areas within the RUSD. In addition, it accepts inter-district transfers from contiguous counties. Students attend the Riverside Virtual School for reasons including the benefits of one-to-one instruction, the success of other siblings in the school, vocational programs, superior technology, and the desire to graduate early or to concurrently enroll in a community college.

The mission of Riverside Virtual School is to leverage technology to provide a high quality education in a supportive environment using a flexible delivery method that allows students to learn anytime and anywhere.

Riverside Virtual School services students in grades TK-12th. The parents and students at RVS have self-selected the blended learning online school program for various personal reasons. Riverside Virtual School administration, School Counselors, and support staff are based at the RUSD District Office Building, and teachers are housed at various RUSD school campuses. Students may also attend the comprehensive high school or community college via concurrent enrollment.

Founded in 2007, Riverside Virtual School was a small, WASC-accredited, school housed on the campus of another school. In the midst of the COVID-19 Pandemic, RVS provided a virtual option for students and grew to thousands of students. In February 2021, as schools began to reopen, many TK-12th grade families had the desire to remain in virtual school for a variety of reasons. RVS provides students an opportunity to attend a structured virtual setting while allowing them the flexibility that many families need. The school has a bell schedule with daily synchronous instruction and scheduled flex time allowing teachers to meet in small groups based on student need, and in grades, 7th-12th grade students are assigned Advisory Teachers and attend Office Hours.

Schoolwide Learner Outcomes (SLOs) were adopted in 2010 by the staff and School Site Council. They describe the basic qualities that each student should possess when leaving high school. The SLOs listed below, along with the school's mission

## 2023-24 School Description and Mission Statement

statement, help guide the creation of curriculum and instruction. With the transition to a new school, our school staff will engage in revising the school's mission to align with some of the modifications to our program. Additionally, the team will review and revise the following SLOs as appropriate. In addition to achieving mastery of grade-level and/or Common Core State Standards, every student will become:

1. An effective communicator who...
  - Responds to the topic
  - Develops ideas with support
  - Attends to the needs of the audience
  - Demonstrates proficiency with multiple communication strategies
2. A skilled problem solver who...
  - Restates a given situation
  - Explains possible choices and consequences
  - Develops the ability to think logically and abstractly with language, numbers, and symbols
  - Builds imaginative, creative and innovative responses that incorporate efficient feedback cycles
3. A proficient technology user who...
  - Manages data efficiently
  - Interacts with various print and digital resources
  - Manipulates print and digital media to communicate ideas
  - Effectively and appropriately integrates text, graphics, and information sources
4. An informed career planner who...
  - Researches various career fields
  - Identifies a career and/or college pathway
  - Applies study time to building pathways for attaining a career or college entrance
  - Understands the importance of networking
5. An engaged community member who...
  - Understands the importance of being an active member of a larger community
  - Volunteers time and energy to causes in the community
  - Seeks appropriate mentors
  - Makes relevant connections to continued learning opportunities

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	49
Grade 2	82
Grade 3	72
Grade 4	74
Grade 5	86
Grade 6	108
Grade 7	84
Grade 8	144
Grade 9	100
Grade 10	132
Grade 11	133
Grade 12	103
<b>Total Enrollment</b>	<b>1,200</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3%
Male	48.6%
American Indian or Alaska Native	0.7%
Asian	2.8%
Black or African American	9.4%
Filipino	1.1%
Hispanic or Latino	70.3%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	2%
White	10.6%
English Learners	15.1%
Foster Youth	0.3%
Homeless	2.9%
Socioeconomically Disadvantaged	84.3%
Students with Disabilities	16.8%

## **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>	6.20	90.72	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>	0.50	7.25	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>	0.10	2.03	151.80	8.83	18854.30	6.86
<b>Total Teaching Positions</b>	6.90	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>	107.80	86.31	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>	3.50	2.85	44.30	2.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	1.75	38.00	2.21	11953.10	4.28
<b>Unknown</b>	11.30	9.08	127.00	7.37	15831.90	5.67
<b>Total Teaching Positions</b>	124.90	100.00	1723.70	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	3.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	3.50

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	1.00
Local Assignment Options	0.00	1.10
<b>Total Out-of-Field Teachers</b>	0.00	2.10

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	0.8
<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>	Elementary: McGraw-Hill: Wonders, TK-2 (Adopted 2019) McGraw-Hill: Wonders, 3-6 (Adopted 2016)  Middle: StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)  High: McGraw Hill Education StudySync Grades 9-12 (Adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12	Yes	0%
<b>Mathematics</b>	Elementary: Great Minds: Eureka, TK-6 / Eureka (adopted 2018)  Middle: Open Up Resources Illustrative Math Grade 7 (Adopted 2018)	Yes	0%



	<p>Open Up Resources Illustrative Math Grade 8 (Adopted 2018)  College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)</p> <p>High:  Core Connections Integrated Math 1 College Preparatory Mathematics (Adopted 2018)  Core Connections Integrated Math 2 College Preparatory Mathematics (Adopted 2018)  Core Connections Integrated Math 3 College Preparatory Mathematics (Adopted 2018)  Cengage Mathematics for Calculus (Precalculus) (Adopted 2008)  McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008)  Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus)  Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008)  Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006)  Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)  Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)  Fundamentals of Java AP Computer Science</p>		
<b>Science</b>	<p>Elementary:  McGraw Hill: California Science (Adopted 2007)  Amplify Education, Inc.: Amplify Science 6 (Adopted 2019)</p> <p>Middle:  Amplify Education Amplify Science Grade 7 (Adopted 2019)  Amplify Education Amplify Science Grade 8 (Adopted 2019)</p> <p>High:  Miller &amp; Levine Experience Biology (Medical Biology) (Adopted 2020)  Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)  AGS Publishing AGS Earth Science Grades 9-12 (EOC only)  Savvas Experience Chemistry, Vols. 1 &amp; 2 (Chemistry, Medical Chemistry) (Adopted 2020)  Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)  Savvas Experience Physics (Physics) (Adopted 2022)  Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)  Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)  Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)  Marieb: Essentials of Human Anatomy and Physiology (Anatomy &amp; Physiology) (Adopted 2022)  Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)  McGraw Hill Marine Biology (Adopted 2012)  2nd Edition Chemistry for IB Diploma (Adopted 2016)</p>	Yes	0%

	<p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)</p> <p>Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)</p>		
<b>History-Social Science</b>	<p>Elementary: Saavas: California History Social-Science, TK-6 (Adopted 2023)</p> <p>Middle: Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas: American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)</p> <p>High: IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE &amp; GEOGRAPHY (Adopted 2022) IB World History DP Authoritarian States Course Book (Adopted 2022) IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022) IB World History DP The Move to Global War Course Book (Adopted 2022) PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 &amp; 2 (Adopted 2022) Presidential Election Update American Government: Stories of a Nation (Adopted 2022) Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022) IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY &amp; GEOGRAPHY (Adopted 2022) IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022) IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022) Economics for IB Diploma 2/e Book + eBook (Adopted 2022) Krugman's Economics for the AP®Course (Adopted 2022) SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022) CA IMPACTO Grade 10 Spanish - World History, Culture, &amp; Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History &amp; Geography: Continuity &amp; Change (Adopted 2022)</p>	Yes	0%
<b>Foreign Language</b>	<p>Middle: Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021) Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021) Vista Higher Learning Temas (Pre/AP &amp; AP Spanish Language) Grade 7&amp; 8 DLI (Adopted 2021)</p> <p>High:</p>	Yes	0%

	Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019)		
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	High: McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005)	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

RVS teachers utilize classrooms throughout RUSD. Please refer to each school's SARC for information about facility conditions and planned improvements.

Riverside Unified School District maintains both 5 and 15 year 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).

RUSD staff maintains the grounds and facilities.

**Year and month of the most recent FIT report**

11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			

## 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)	42	45	46	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	23	25	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>	666	643	96.55	3.45	44.91
<b>Female</b>	345	337	97.68	2.32	47.62
<b>Male</b>	320	305	95.31	4.69	41.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100.00	0.00	71.43
<b>Black or African American</b>	63	60	95.24	4.76	41.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	471	459	97.45	2.55	42.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	31	96.88	3.12	41.94
<b>White</b>	68	62	91.18	8.82	54.10
<b>English Learners</b>	72	72	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	46.67
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	550	534	97.09	2.91	42.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	99	92	92.93	7.07	17.98

## 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>	665	639	96.09	3.91	24.88
<b>Female</b>	344	335	97.38	2.62	18.21
<b>Male</b>	320	303	94.69	5.31	32.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	14	100.00	0.00	64.29
<b>Black or African American</b>	63	60	95.24	4.76	16.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	470	455	96.81	3.19	22.20
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	32	31	96.88	3.12	29.03
<b>White</b>	68	62	91.18	8.82	33.87
<b>English Learners</b>	72	72	100.00	0.00	8.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	40.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	549	529	96.36	3.64	22.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	99	90	90.91	9.09	7.78

## 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
<b>Science</b> (grades 5, 8 and high school)	22.66	24.71	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
<b>All Students</b>	541	516	95.38	4.62	24.71
<b>Female</b>	293	281	95.90	4.10	19.00
<b>Male</b>	246	233	94.72	5.28	31.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	16	15	93.75	6.25	40.00
<b>Black or African American</b>	35	34	97.14	2.86	8.82
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	372	358	96.24	3.76	23.25
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	28	100.00	0.00	25.00
<b>White</b>	76	68	89.47	10.53	32.35
<b>English Learners</b>	63	62	98.41	1.59	3.28
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	16	15	93.75	6.25	26.67
<b>Military</b>	12	12	100.00	0.00	25.00
<b>Socioeconomically Disadvantaged</b>	434	416	95.85	4.15	20.72
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	77	71	92.21	7.79	8.45



## 2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through its career education pathways to develop critical thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number programs through the Riverside County Office of Education (RCOE). Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Engineering, Healthcare, Construction

Arts, Media, and Entertainment: Design, Visual and Media Arts (Applied Digital Media)

Design for Digital Print I

Design for Digital Print II

Design for Digital Print III

Business and Finance: International Business

Business Seminar

International Business I

Introduction to Logistics

Principles of Business

Education, Child Development, and Family Services: Child Development (Early Childhood Education)

Early Childhood Education

Health Science and Medical Technology

- -Patient Care (ROP)

RCOE Body Systems and Disorders

RCOE Allied Health Occupations

RCOE Advanced Medical Assisting

- -Administrative Services (ROP)

RCOE Medical Assisting Administrative

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	180
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.96
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	50.94

## 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	72.50%	72.50%	72.50%	72.50%	72.50%
Grade 7	65.43%	65.43%	65.43%	65.43%	65.43%
Grade 9	33.01%	33.01%	33.01%	33.01%	32.04%

## 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

RVS offers many events and committees that parents and school staff are invited to participate in:

- RVS expected all students and parents to attend a registration/orientation event prior to the start of the school year. Parents and students completed/updated registration information electronically watched orientation/expectation videos, took school photos and received school IDs, and were able to check-out a Chromebook, monitor, mouse, writing tablet, and textbooks.
- RVS parents are invited and encouraged to attend an in-person Back to School event at the beginning of the school year. RVS staff created a Back-to-School website so parents who could not attend had the opportunity to watch videos of teacher expectations and class information. Time is set aside for a teacher Meet and Greet where parents can meet and interact with their student's teacher.
- Parents are invited to the annual College and Career Fair.
- A Parent/Teacher/Student Conferences are scheduled in the Fall and in the Spring to allow teachers to meet with parents and students to discuss progress and next steps.

## 2023-24 Opportunities for Parental Involvement

- Parents are encouraged to become involved by joining the School Site Council (SSC), English Learner Advisory Council (ELAC), and/or PTSA or by attending their meetings. SSC meets at least 4 times per year. ELAC meets monthly during the school year. Both councils exist as a means for parents to advise the school on issues involving school improvement and for the school to provide information to the community.
- RCC and FAFSA Workshops are held multiple times a year to support parents and students.
- Parents are also informed about student and school events through Parent Messenger (auto-dialer, auto-email, and auto-text), social media, School Newsletter, school webpage, school wiki sites, Aeries Global Messages, and US Mail letters/flyers/notices.
- Parents and students are invited to attend scheduled in-person events. Events include but are not limited to park days, family movie nights, game nights including activities such as STEM lessons and guest speakers.

Numerous points of contact exist between the school staff and parents:

- RVS holds in-person Back-to-School Orientations for parents and students. Parents and students completed/updated registration information electronically watched orientation/expectation videos, took school photos and received school IDs, and were able to check-out Chromebooks, writing tablets, and textbooks. Advisory teachers meet weekly with their assigned advisory students. Parents are always invited and encouraged to attend these weekly meetings. When students enroll after the school year has begun, they attend a New Student Orientation (NSO) with a School Counselor.
- RVS utilizes translators to assist in communicating with Spanish-speaking parents. Many of the office staff are also bilingual.
- Administrators, teachers, and school counselors are readily available to parents by phone or to schedule a conference. Parents are always invited and encouraged to attend office hours.
- Regular awards assemblies acknowledge students who demonstrate high achievement or positive prosocial behaviors.
- The Attendance Assistants make contact with families when students are not attending live synchronous sessions or completing assigned work. The Attendance Assistants maintain very close contact with families when students are not making adequate academic progress as required by law (this is how students "earn" attendance).
- If a student has low productivity, a 1:1 (informal or formal School Attendance Review Team/SART) meeting is held with the Counselor or Assistant Principal to discuss concerns, provide resources, and develop a contract.
- Teachers contact parents via phone, text, and/or email. Some teachers also use REMIND, or Class Dojo, or similar communication tools that help teachers reach students and parents via text message.
- Parents have the opportunity for a unique view into the virtual classroom because they can be present when their students are in class.
- RVS uses the GoGuardian software program to keep teachers and parents informed about student online activity.

For more information on parent opportunities to become involved, please contact the office at (951)778-5300.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
<b>Dropout Rate</b>	--	3.6	6.8	2.2	3.2	3.6	9.4	7.8	8.2
<b>Graduation Rate</b>	--	94	92	94.3	94.1	92.5	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	88	81	92.0
<b>Female</b>	48	45	93.8
<b>Male</b>	40	36	90.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	52	48	92.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	21	20	95.2
<b>English Learners</b>	14	11	78.6
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	73	66	90.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	22	19	86.4

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1384	1275	0	0.0
Female	711	655	0	0.0
Male	671	618	0	0.0
Non-Binary	2	2	0	0.0
American Indian or Alaska Native	11	10	0	0.0
Asian	36	34	0	0.0
Black or African American	140	117	0	0.0
Filipino	15	14	0	0.0
Hispanic or Latino	966	894	0	0.0
Native Hawaiian or Pacific Islander	10	10	0	0.0
Two or More Races	25	25	0	0.0
White	151	141	0	0.0
English Learners	219	191	0	0.0
Foster Youth	5	5	0	0.0
Homeless	43	40	0	0.0
Socioeconomically Disadvantaged	1143	1056	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	240	228	0	0.0

### 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		0.03	0.07	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions		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	0.07	0
Female	0	0
Male	0.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0.71	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.42	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).

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	1		
Mathematics				
Science	16	2		1
Social Science	16	5	2	

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	71	21	
Mathematics	15	63	18	
Science	17	41	25	
Social Science	16	60	19	

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	85	3	1
Mathematics	11	62	3	1
Science	10	63	4	1
Social Science	12	59	5	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	800

## 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.9

## 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	17,289.42	7,682.40	9,607.02	99,747.25
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	32.5	3.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	36.0	15.5

## 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%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	5.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

2023-24 Teachers attend a wide variety of professional development opportunities offered through RUSD district staff. Teachers also have an opportunity to attend various professional development sessions synchronously and asynchronously. RUSD's MTSS initiative, with a long-range plan, invites each school's MTSS Site Leadership Team team to engage in district-wide MTSS training. The team cascades strategies learned to the rest of the staff through team and staff meetings.

2022-23: A wide variety of professional development opportunities is available through the district-adopted KickUp system.

## Professional Development

Some courses were required for all staff, including the annual mandated training(s). Teachers and staff are also able to select courses applicable to their needs. All elementary and secondary teachers attended training to implement Second Step, a social-emotional curriculum. RUSD's MTSS initiative, with a long-range plan, invites each school MTSS team to engage in district-wide MTSS training. The team cascades lessons and strategies learned to the rest of the staff through team and staff meetings.

2021-22: A wide variety of professional development opportunities were available through the district-adopted KickUp system. Some courses were required for all staff. Teachers and staff could also select to take courses applicable to their needs. In addition, all teachers engaged in professional development for the implementation of a new universal screener used this school year. All elementary and some secondary teachers attended training to implement the LAS Links assessment, an exam to help identify areas of growth for our English Learners. A team of teacher leaders is engaged in district-wide MTSS training. The team cascades lessons and strategies learned to the rest of the staff through team and staff meetings.

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	5	5