

Riverside STEM Academy

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Riverside STEM Academy
Street	4466 Mt. Vernon Ave.
City, State, Zip	Riverside, CA 92507
Phone Number	951-788-7308
Principal	Jeremy Standerfer
Email Address	jstanderfer@riversideunified.org
School Website	www.riversidestemacademy.com
County-District-School (CDS) Code	33-67215-0131359

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Riverside STEM Academy (RSA), in Riverside Unified School District, offers an inspiring and motivating educational option for students who would like to pursue their interest and aptitude in the areas of science, technology, engineering and mathematics. The academy provides students with accelerated and concentrated experiences and content in an environment that is conducive to individual exploration, innovation, and problem solving. RSA integrates STEM content through all curricular areas and provides opportunities for students to interact and partner with university faculty and graduate students as well as STEM related community organizations, giving students real-world applications and experiences. Students will leave the 5th through 12th grade program prepared to successfully enter, participate, and complete secondary and higher education STEM pathways.

Vision and Mission

RSA Vision Statement: Riverside STEM Academy exists to inspire and support all students in an innovative learning community.

RSA Mission: Riverside STEM Academy's mission is to provide all students a challenging learning environment that fosters the joy of discovery, a collaborative culture, and ethical, innovative problem solving.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	105
Grade 6	104
Grade 7	105
Grade 8	105
Grade 9	70
Grade 10	71
Grade 11	57
Grade 12	52
Total Enrollment	669

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.1%
Male	58.9%
American Indian or Alaska Native	0.1%
Asian	19.3%
Black or African American	3.9%
Filipino	3.3%
Hispanic or Latino	42%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.2%
White	25.3%
English Learners	1.2%
Homeless	0.6%
Socioeconomically Disadvantaged	47.2%
Students with Disabilities	3.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.50	87.21	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.50	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	2.17	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.35	17.00	0.99	12115.80	4.41
Unknown	3.80	9.71	151.80	8.83	18854.30	6.86
Total Teaching Positions	39.60	100.00	1720.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	85.37	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.40	38.00	2.21	11953.10	4.28
Unknown	3.50	14.23	127.00	7.37	15831.90	5.67
Total Teaching Positions	24.70	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	0.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	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	0.10	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.10	0.10

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.2	0

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

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

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

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

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

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

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

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	Elementary: Great Minds: Eureka, TK-6 / Eureka (Adopted 2018)	Yes	0%

	<p>Middle: Open Up Resources Illustrative Math Grade 7 (Adopted 2018) 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) McDougal 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>		
Science	<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 & 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 & 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)</p>	Yes	0%

	<p>Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)</p> <p>Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)</p> <p>Marieb: Essentials of Human Anatomy and Physiology (Anatomy & Physiology) (Adopted 2022)</p> <p>Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)</p> <p>McGraw Hill Marine Biology (Adopted 2012)</p> <p>2nd Edition Chemistry for IB Diploma (Adopted 2016)</p> <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>		
History-Social Science	<p>Elementary:</p> <p>Saavas: California History Social-Science, TK-6 (Adopted 2023)</p> <p>Middle:</p> <p>Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022)</p> <p>Savvas: American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)</p> <p>High:</p> <p>IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022)</p> <p>IB World History DP Authoritarian States Course Book (Adopted 2022)</p> <p>IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022)</p> <p>IB World History DP The Move to Global War Course Book (Adopted 2022)</p> <p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Economics for IB Diploma 2/e Book + eBook (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)</p> <p>CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022)</p> <p>CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022)</p>	Yes	0%
Foreign Language	<p>Middle:</p>	Yes	0%

	<p>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 & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)</p> <p>High: 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)</p>		
Health	N/A		N/A
Visual and Performing Arts	<p>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)</p>	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1964
 Last Modernized: 2004
 Lot Size: 7.5 Acres
 14 Permanent Classrooms
 11 Portable Classrooms
 1 Portable Restroom
 2 Science Portables
 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 15 building components typically found in school facilities.

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

Riverside STEM has one full time custodian who maintains the grounds and facilities.

Year and month of the most recent FIT report

12/19/2023 - 12/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			PRR-1: 8: (D) Partitions/stall doors are damaged or broken RSAA-14 (Utility): 9: (D) A Leak is evident RSAF-1 (Restroom): 8: (D) Restrooms are NOT fully operational RSAF-2 (Restroom): 8: (D) Restrooms are NOT fully operational RSAGR-BCOURTS (Courts): 9: (D) A Leak is evident (D) There is moss, mold, or excessive staining on the fixture (D) Water pressure is inadequate RSAGR-Grounds (Grounds): 9: (D) Water pressure is inadequate (D) A Leak is evident (D) There is moss, mold, or excessive staining on the fixture RSAM-110 (Restroom): 8: (D) Restrooms are NOT fully operational

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	87	85	46	44	47	46
Mathematics (grades 3-8 and 11)	82	81	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	461	98.72	1.28	85.47
Female	193	190	98.45	1.55	88.95
Male	274	271	98.91	1.09	83.03
American Indian or Alaska Native	--	--	--	--	--
Asian	85	85	100.00	0.00	96.47
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	217	213	98.16	1.84	79.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	84.00
White	114	112	98.25	1.75	88.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	222	97.80	2.20	76.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	80.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	461	98.72	1.28	81.13
Female	193	190	98.45	1.55	77.89
Male	274	271	98.91	1.09	83.39
American Indian or Alaska Native	--	--	--	--	--
Asian	85	85	100.00	0.00	92.94
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	217	213	98.16	1.84	74.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	84.00
White	114	112	98.25	1.75	85.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	227	222	97.80	2.20	74.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	20	100.00	0.00	80.00

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)	81.27	85.58	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	315	312	99.05	0.95	85.58
Female	141	138	97.87	2.13	84.78
Male	174	174	100.00	0.00	86.21
American Indian or Alaska Native	0	0	0	0	0
Asian	59	59	100.00	0.00	94.92
Black or African American	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	143	141	98.60	1.40	77.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	93.75
White	76	75	98.68	1.32	90.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	144	97.96	2.04	77.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 42 pathways - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests and strengths. Our programs provide robust academic knowledge, technical competency, and professional skills so they can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Engineering, Healthcare, Construction

Engineering and Architecture

Engineering Design

Introduction to Engineering Design

Principles of Engineering

Engineering Design A

Engineering Design and Development

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	207
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	92.86

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	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	95.65%	95.65%	95.65%	95.65%	92.75%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The parental involvement contact at this school is Jeremy Standerfer, Principal and can be contacted at 951-788-7308.

Parents are encouraged to attend all parent meetings, parent workshops and volunteer in their child's classrooms. Parents are invited and encouraged to join/attend Riverside STEM Academy's PTSA, and participate in other parent meetings. The school also maintains a Site Advisory Committee that is open for parents to join. This Committee is charged with reviewing and monitoring the SPSA. Additionally, all parents are asked to take an active role in their child's education through homework monitoring and ongoing communication with the school. A wealth of useful information is available on our website riversidestemacademy.com. Parents get further communications from Riverside STEM Academy through administrative letters, Android Bytes (the school's bi-weekly newsletter), our call-out system and flyers sent home with students.

Incoming 5th grade parents, or parents with students new to STEM, are typically required to attend meetings for a Summer or Fall Orientation to help ensure the success of their student. Orientation includes a technology training that includes the use of the school's student management system, Aeries, and the use of our learning management system, Google Classroom. Both of these programs are used extensively by RSA students and parent involvement by regularly checking students assignments, grades, and teacher Google Classroom pages will significantly contribute to a students success at RSA.

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
Dropout Rate	0	0	0	2.2	3.2	3.6	9.4	7.8	8.2
Graduation Rate	95.8	100	94.5	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	52	94.5
Female	20	19	95.0
Male	35	33	94.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	14	14	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	16	15	93.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	15	88.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	23	22	95.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	679	672	67	10.0
Female	281	277	27	9.7
Male	398	395	40	10.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	131	130	10	7.7
Black or African American	27	26	4	15.4
Filipino	22	22	1	4.5
Hispanic or Latino	288	283	31	11.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	28	28	1	3.6
White	169	169	18	10.7
English Learners	10	10	2	20.0
Foster Youth	0	0	0	0.0
Homeless	5	4	1	25.0
Socioeconomically Disadvantaged	325	321	42	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	7	24.1

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	0.15	3.57	4.27	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	4.27	0
Female	3.91	0
Male	4.52	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.58	0
Black or African American	11.11	0
Filipino	0	0
Hispanic or Latino	4.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.57	0
White	2.37	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.45	0

2023-24 School Safety Plan

The School 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
5	17	27	4	
6	16	28	4	

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
5	33	2		14
6	32	2	1	14

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	34	1	2	14
6	33	1	2	14
Other	0	0	0	0

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	8	57		
Mathematics	8	57		
Science	8	62		
Social Science	8	45		

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	25	6	3	9
Mathematics	27	6	2	9
Science	26	7	2	10
Social Science	24	5	4	7

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	27	3	4	10
Mathematics	27	6	3	8
Science	31	3	2	11
Social Science	24	5	4	7

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	446

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	1.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,887.85	309.85	7,578.00	96,772.65
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	9.1	0.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	1.7	12.5

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.

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	70
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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	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	4
Science	5
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	17

Professional Development

2021-2022, 2022-2023, 2023-2024

All staff members at Riverside STEM Academy participate in staff development training. Many staff members participate in other activities sponsored by the school, district, or through special projects that are appropriate for their individual professional growth needs and interests. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. The major topics covered during on-site and district-wide in-services are listed

Professional Development

below. Other trainings, as provided by associated organizations for the development of staff skills, instruction and services are also provided below.

Technology Trainings provided for whole or partial staff participation:

- CUE Conference Training - 2021 3-day
- CUE Conference Training 2023 - 2-Day
- Illuminate Training - 2021/2022 1/2 day
- Tech mentorship training - 2021/2022 1/2 day
- Air Quality Monitoring Teacher Program - 2021 1 day
- Common Sense Digital Citizenship Certification - 2022/2023 - 3 Days

Instruction-Related Trainings provided for whole or partial staff participation:

- Project Lead the Way that integrates engineering and technology in the science classrooms 2022 5 day
- Math Course training - CPM 2021 3 day
- AVID Training - 2021/2022 1 day
- Great Teacher Training - 2022 1 Day
- MIKVA Challenge Training - 2021 1 Day
- Universal Design for Learning 2022 - 1/2 day
- English Learner Development - 2021/2022 - 1/2 day
- Project Based Learning Conferences 2021 - 5 day
- Research in Schools Training - 2022 - 5 day
- AP Summer Institute 2022/2023 - 5-day
- CSTA - STEAM Symposium 2023 - 1 day

Compliance Trainings for all staff members:

- Mandated Reporter Training 2021/2022/2023 1/2 day
- Active Intruder Training 2021/2022/2023 1/2 day
- Covid 19 Training 2021/2022/2023 1/2 day
- Appropriate Adult/Student Interaction 2023 - 1/2 Day

Multi-Tiered Systems of (student) Support (MTSS)

- Multi-Tiered Systems of Support (MTSS) SLT Program Development 2021/2022/2023 - 5 day
- Success with MTSS - 2022 4 days
- Synergy and ASB Training - 2021/2022 1 day
- CASC Conference 2022/2023 - 2 day

Professional Growth Systems (BTSA) provided for whole or partial staff participation:

- Beginning Teacher Support Training (Professional Growth Systems) and coaching for all new teachers 2021/2022/2023 - 2 day

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	25	27.5	22