

Summit View Independent Study High School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

| | |
|--|---|
| School Name | Summit View Independent Study High School |
| Street | 6401 Lincoln Avenue |
| City, State, Zip | Riverside, CA 92506 |
| Phone Number | 951.276.7670 |
| Principal | Hector Valdez |
| Email Address | hvaldez@riversideunified.org |
| School Website | http://eoc.riversideunified.org/schools/summit_view |
| County-District-School (CDS) Code | 33 67215 3330362 |

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

Summit View Independent Study is a TK through 12th-grade independent study home based model school that is housed at the Educational Options Center (EOC). Students meet with their teacher who facilitate the educational process through the parents. Students and parents meet regularly with their assigned teacher to assess the students progress and provided needed supports that will help students through the learning process. Students work in Student Instructional Manuals (SIMs), in Google Classroom LMS or in Edgenuity, an online learning management platform.

Summit View provides a flexible standards-based alternative for a wide variety of students and families living in the Riverside Unified School District's borders. In addition, it accepts inter-district transfers from contiguous districts/counties. In order to attend Summit View, students must obtain a referral from one of the comprehensive high schools, an alternative school, or the RUSD Pupil Services Office. Students attend Summit View for various reasons including the benefits of one-to-one instruction, safety issues, medical conditions, success of other siblings in the school, vocational programs, the desire to graduate early or to concurrently enroll in a community college.

Schoolwide Learner Outcomes (SLOs) were adopted in 2010 and updated in 2023 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 statement, help guide the creation of curriculum and instruction. All schools in the Educational Options division share the same SLOs. 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

2023-24 School Description and Mission Statement

- 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 | 4 |
| Grade 1 | 11 |
| Grade 2 | 7 |
| Grade 3 | 12 |
| Grade 4 | 2 |
| Grade 5 | 5 |
| Grade 6 | 5 |
| Grade 7 | 6 |
| Grade 8 | 3 |
| Grade 9 | 9 |
| Grade 10 | 15 |
| Grade 11 | 38 |
| Grade 12 | 28 |
| Total Enrollment | 145 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 55.2% |
| Male | 44.8% |
| American Indian or Alaska Native | 0.7% |
| Black or African American | 6.9% |
| Filipino | 0.7% |
| Hispanic or Latino | 58.6% |
| Two or More Races | 3.4% |
| White | 26.9% |
| English Learners | 2.1% |
| Foster Youth | 1.4% |
| Homeless | 4.1% |
| Socioeconomically Disadvantaged | 67.6% |
| Students with Disabilities | 5.5% |

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) | 20.80 | 68.75 | 1509.80 | 87.78 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.30 | 0.19 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.40 | 1.48 | 38.00 | 2.21 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.00 | 3.53 | 17.00 | 0.99 | 12115.80 | 4.41 |
| Unknown | 7.90 | 26.20 | 151.80 | 8.83 | 18854.30 | 6.86 |
| Total Teaching Positions | 30.30 | 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) | 5.70 | 53.64 | 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) | 3.70 | 35.42 | 38.00 | 2.21 | 11953.10 | 4.28 |
| Unknown | 1.10 | 10.84 | 127.00 | 7.37 | 15831.90 | 5.67 |
| Total Teaching Positions | 10.70 | 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 | 0.40 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.40 | 0.00 |

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

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 1.00 | 3.70 |
| Total Out-of-Field Teachers | 1.00 | 3.70 |

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) | 6.6 | 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) | 5.2 | 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 | 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 | 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) | Yes | 0% |

| | | | |
|-------------------------------|---|-----|----|
| | <p>Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)</p> <p>Fundamentals of Java AP Computer Science</p> | | |
| Science | <p>Miller & Levine Experience Biology (Medical Biology) (Adopted 2020)</p> <p>Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Savvas Experience Chemistry, Vols. 1 & 2 (Chemistry, Medical Chemistry) (Adopted 2020)</p> <p>Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)</p> <p>Savvas Experience Physics (Physics) (Adopted 2022)</p> <p>Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)</p> <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> | Yes | 0% |
| History-Social Science | <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> | Yes | 0% |

| | | | |
|---|---|-----|-----|
| | CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022) | | |
| Foreign Language | 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) | Yes | 0% |
| Health | N/A | | N/A |
| Visual and Performing Arts | 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 | N/A |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |

School Facility Conditions and Planned Improvements

EOC Campus (Opportunity, Raincross, RVS and Summit View)

Year Constructed: 1994
 Lot Size: 6.5 acres
 0 Permanent Classrooms
 26 Portable Classrooms
 Indoor and Outdoor Cafeteria
 Air Conditioned

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).

SV at EOC campus has one full time and one part time custodial staff who, along with other district personnel, maintains the grounds and facilities.

EOC Campus (Opportunity, Raincross, RVS and Summit View)

Year and month of the most recent FIT report

12/2023

| 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 | | EOC Portable S2: 4: (D) Ceiling tiles are stained; 2total (D) Ceiling tiles missing, damaged or loose; 2 broken total 7: (D) Unauthorized personal appliances; Ref. 9: (D) Sink/fountain is filled with refuse; site custodial. EOC Portable S3: 4: (D) Ceiling tiles are stained 7: (D) Unauthorized personal appliances; 2 Ref. & MW. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOC Portable S5: 4: (D) Ceiling tiles missing, damaged or loose; broken 2 total. 7: (D) Unauthorized personal appliances; 2 Ref. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOC100-100 (Administration): 4: (D) Plaster or paint is damaged; dry wall and paint patch North end of room between Rm. 105 & Rm. 106. Also chipped paint on corner beads in reception area. (D) Ceiling tiles are stained; At corner intersection in reception off room 101. 2 total tiles. 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21 |

School Facility Conditions and Planned Improvements

EOC100-102 (Administration):
 4: (D) Ceiling tiles are stained; 1 total

EOC100-104 (Administration):
 4: (D) Ceiling tiles missing, damaged or loose; 1 broken

EOC200-200 (Administration):
 4: (D) Ceiling tiles are stained; 2 total center of room.
 10: Fire Extinguisher short of monthly inspection signatures

EOC200-202 (Administration):
 4: (D) Ceiling tiles missing, damaged or loose; 2 broken @ IT's IDF cabinet.

EOC300-303 (Classroom):
 4: (D) Carpeting is stained
 (D) Ceiling tiles are stained
 7: (D) Unauthorized personal appliances; Ref. & MW.

EOC300-304 (Classroom):
 4: (D) Broken Ceiling tiles
 (D) Ceiling tiles are stained
 7: (D) Unauthorized personal appliances: Ref.
 (D) Electrical outlet cover is missing.

EOC400-401 (Administration):
 4: (D) Flooring is damaged.

EOC600-601 (Classroom):
 4: (D) Ceiling tiles missing, damaged or loose
 10: (D) Fire extinguisher is out of date or missing tag;
 Last inspected 10\21

EOC600-603 (Classroom):
 4: (D)Missing small ceiling tile N.E. corner.
 10: (D) Fire extinguisher is out of date or missing tag;
 Last inspected 10\21

EOC700-706 (Restroom):
 4: (D) Wall tiles are missing, damaged, or loose;
 Missing subway tile, and hole in wall behind tile location. West wall near ceiling.
 (D) Cove base peeling from wall (west) in ADA stall.
 8: (D) Electric hand dryers are damaged or broken; doesn't work.
 (D) Toilet/urinal/sink is damaged, broken, or clogged;
 Right hand waterless urinal bagged off (social distance response-or problem?)
 (D) Stall door latch broken or missing; standard stall will not latch.

EOC700-707 (Restroom):
 4: (D) Cove base in 1st. stall peeling off wall (vinyl).
 8: (D) Toilet/urinal/sink is damaged, broken, or clogged; ADA stall toilet bagged off (problem?)
 (D) 2nd. stall to Right, toilet seat very loose.
 15: (D) Loose or sticky door locks and latches; Door handle\lever mechanism loose on door, difficult operation.

EOC800-803 (Classroom):
 4: (D) Carpeting is stained
 (D) Ceiling tiles are stained; 3 total.
 (D) Plaster or paint is damaged; severe chipping on door.
 10: (D) Fire extinguisher is out of date or missing tag;
 last inspected 8/21

School Facility Conditions and Planned Improvements

| | | | |
|--|---|---|---|
| | | | <p>EOC800-804 (Classroom): 4: (D) Ceiling tiles are stained; 2 at ceiling & wall intersection (roof leak?) North wall. 7: (D) Electrical outlet covers or light switch covers are damaged or missing; loose switch plate (lights). 10: (D) Fire extinguisher is out of date or missing tag; last inspected 9\21 EOC800-806 (Classroom): 4: (D) Carpeting is stained (D) Ceiling tiles are stained; west side, various along wall. EOC800-806A (Classroom): 4: (D) Ceiling tiles missing, damaged or loose; 1 broken. (D) Ceiling tiles are stained; 2 stained. EOC900-902 (Classroom): 4: (D) Ceiling tiles are stained; 2 total 7: (D) Unauthorized personal appliances; refrigerator. 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 8\21 EOC900-904 (Classroom): 4: (D) Ceiling tiles are stained; 2 total 7: (D) Unauthorized personal appliances; Ref. & MW. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> |
| <p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p> | X | | <p>EOC700-705 (Utility): 5: (D) Cluttered classroom or storerooms</p> |
| <p>Electrical</p> | | X | <p>EOC Portable S1: 7: (D) Unauthorized personal appliances; Ref. & MW. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOC Portable S2: 4: (D) Ceiling tiles are stained; 2total (D) Ceiling tiles missing, damaged or loose; 2 broken total 7: (D) Unauthorized personal appliances; Ref. 9: (D) Sink/fountain is filled with refuse; site custodial. EOC Portable S3: 4: (D) Ceiling tiles are stained 7: (D) Unauthorized personal appliances; 2 Ref. & MW. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOC Portable S5: 4: (D) Ceiling tiles missing, damaged or loose; broken 2 total. 7: (D) Unauthorized personal appliances; 2 Ref. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOC100-102A (Restroom): 7: (D) Unauthorized personal appliances; Ref. EOC300-303 (Classroom): 4: (D) Carpeting is stained (D) Ceiling tiles are stained 7: (D) Unauthorized personal appliances; Ref. & MW. EOC300-304 (Classroom):</p> |

School Facility Conditions and Planned Improvements

4: (D) Broken Ceiling tiles
 (D) Ceiling tiles are stained
 7: (D) Unauthorized personal appliances: Ref.
 (D) Electrical outlet cover is missing.
 EOC500-502AA (Other):
 7: (D) Light fixture not working (possible ballast); 1 fixture.
 EOC600-600 (Classroom):
 7: (D) Unauthorized personal appliances; MW & Refrigerator
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-604 (Administration):
 7: (D) Unauthorized personal appliances; Refrigerator
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 8\21
 EOC600-604A (Storage):
 7: (D) Light fixture not working (possible ballast); 1
 EOC700-700A (Administration):
 7: (D) Light fixture not working (possible ballast); 1
 EOC700-701 (Classroom):
 7: (D) Lighting covers are missing, damaged, or loose; 2 fixtures N.E. corner lenses need to be secured. See occupant.
 15: (D) Screens are damaged or missing; missing window screen.
 EOC700-703 (Classroom):
 7: (D) Light fixture not working (possible ballast); can light bulb out. Sight custodial responsibility.
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21
 15: (D) Door closer needs adjustment; No self latch on return swing.
 EOC800-801 (Restroom):
 7: (D) Electrical components are damaged or not functioning properly; GFI will not test/reset.
 8: (D) Toilet/urinal/sink is damaged, broken, or clogged; Left hand waterless urinal bagged off (social distance response or problem?)
 (D) Standard stall need new toilet seat; very loose, stained & scratched.
 9: (D) Sink/fountain is not working; Right hand sink faucet does not work.
 EOC800-802 (Restroom):
 7: (D) Electrical outlet covers or light switch covers are damaged or missing; very loose cover plate at light switch.
 8: (D) Stalls are not properly attached to walls or floors; 3rd. left standard stall door far overlapped and will not close, partitions wall are not secure, have shifted and hard ware has broken loose at top rail between it and ADA stall. Wall at a large slant.
 9: (D) Sink/fountain fixture is loose; faucet is very loose at sink.
 EOC800-804 (Classroom):
 4: (D) Ceiling tiles are stained; 2 at ceiling & wall intersection (roof leak?) North wall.
 7: (D) Electrical outlet covers or light switch covers are damaged or missing; loose switch plate (lights).

School Facility Conditions and Planned Improvements

| | | | |
|--|----------|--|---|
| | | | <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 9\21 EOC900-901 (Classroom): 7: (D) Unauthorized personal appliances; Refrigerator. EOC900-902 (Classroom): 4: (D) Ceiling tiles are stained; 2 total 7: (D) Unauthorized personal appliances; refrigerator. 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 8\21 EOC900-903 (Classroom): 7: (D) Unauthorized personal appliances; MW, Ref., & CP. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 12: (D) Damage to stairway or ramp; Weld bead at ramp\platform connection broken at rail, and not secured to frame (bouncing) causing a possible hazard. EOC900-904 (Classroom): 4: (D) Ceiling tiles are stained; 2 total 7: (D) Unauthorized personal appliances; Ref. & MW. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOC900-905 (Classroom): 7: (D) Lighting covers are missing, damaged, or loose 1 2x4 fixture. 15: (D) missing door sweep presenting large gap allowing pest access. Install door sweep. EOCE Portable E5: 7: (D) Electrical panel needs breaker blank off. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | <p>X</p> | | <p>EOC Portable S2: 4: (D) Ceiling tiles are stained; 2total (D) Ceiling tiles missing, damaged or loose; 2 broken total 7: (D) Unauthorized personal appliances; Ref. 9: (D) Sink/fountain is filled with refuse; site custodial. EOC600-600A (Restroom): 8: (D) Toilet seat loose and needs to be secured. EOC700-706 (Restroom): 4: (D) Wall tiles are missing, damaged, or loose; Missing subway tile, and hole in wall behind tile location. West wall near ceiling. (D) Cove base peeling from wall (west) in ADA stall. 8: (D) Electric hand dryers are damaged or broken; doesn't work. (D) Toilet/urinal/sink is damaged, broken, or clogged; Right hand waterless urinal bagged off (social distance response-or problem?) (D) Stall door latch broken or missing; standard stall will not latch. EOC700-707 (Restroom): 4: (D) Cove base in 1st. stall peeling off wall (vinyl). 8: (D) Toilet/urinal/sink is damaged, broken, or clogged; ADA stall toilet bagged off (problem?) (D) 2nd. stall to Right, toilet seat very loose.</p> |

School Facility Conditions and Planned Improvements

| | | | |
|--|--|----------|---|
| | | | <p>15: (D) Loose or sticky door locks and latches; Door handle/lever mechanism loose on door, difficult operation.</p> <p>EOC800-801 (Restroom):</p> <p>7: (D) Electrical components are damaged or not functioning properly; GFI will not test/reset.</p> <p>8: (D) Toilet/urinal/sink is damaged, broken, or clogged; Left hand waterless urinal bagged off (social distance response or problem?)</p> <p>(D) Standard stall need new toilet seat; very loose, stained & scratched.</p> <p>9: (D) Sink/fountain is not working; Right hand sink faucet does not work.</p> <p>EOC800-802 (Restroom):</p> <p>7: (D) Electrical outlet covers or light switch covers are damaged or missing; very loose cover plate at light switch.</p> <p>8: (D) Stalls are not properly attached to walls or floors; 3rd. left standard stall door far overlapped and will not close, partitions wall are not secure, have shifted and hard ware has broken loose at top rail between it and ADA stall. Wall at a large slant.</p> <p>9: (D) Sink/fountain fixture is loose; faucet is very loose at sink.</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | | <p>X</p> | <p>EOC 400-401B:</p> <p>10: (D) Fire extinguisher is out of date or missing tag; Last inspected 8/21</p> <p>EOC Portable E6:</p> <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> <p>EOC Portable S1:</p> <p>7: (D) Unauthorized personal appliances; Ref. & MW.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> <p>EOC Portable S3:</p> <p>4: (D) Ceiling tiles are stained</p> <p>7: (D) Unauthorized personal appliances; 2 Ref. & MW.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> <p>EOC Portable S4:</p> <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8/21</p> <p>EOC Portable S5:</p> <p>4: (D) Ceiling tiles missing, damaged or loose; broken 2 total.</p> <p>7: (D) Unauthorized personal appliances; 2 Ref.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> <p>EOC Portable S6:</p> <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8/21</p> <p>EOC100-100 (Administration):</p> <p>4: (D) Plaster or paint is damaged; dry wall and paint patch North end of room between Rm. 105 & Rm. 106. Also chipped paint on corner beads in reception area.</p> |

School Facility Conditions and Planned Improvements

(D) Ceiling tiles are stained; At corner intersection in reception off room 101. 2 total tiles.
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21
 EOC200-200 (Administration):
 4: (D) Ceiling tiles are stained; 2 total center of room.
 10: Fire Extinguisher short of monthly inspection signatures

EOC300-300 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC300-302 (Classroom):
 10: (D) Fire extinguisher is missing
 EOC400-400 (Administration):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10/21
 EOC500-500 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10/21
 EOC500-501 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; No date.
 EOC500-503 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10/21
 EOC500-504 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-600 (Classroom):
 7: (D) Unauthorized personal appliances; MW & Refrigerator
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-601 (Classroom):
 4: (D) Ceiling tiles missing, damaged or loose
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-602 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-603 (Classroom):
 4: (D)Missing small ceiling tile N.E. corner.
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-604 (Administration):
 7: (D) Unauthorized personal appliances; Refrigerator
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 8\21
 EOC600-605 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 10\21
 EOC600-606 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 11\21
 EOC700-700 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21
 15: (D) Crash bar coming off door.
 EOC700-702 (Classroom):

School Facility Conditions and Planned Improvements

10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21
 15: (D) Door closer needs adjustment; not self latching on return swing.
 EOC700-703 (Classroom):
 7: (D) Light fixture not working (possible ballast); can light bulb out. Sight custodial responsibility.
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21
 15: (D) Door closer needs adjustment; No self latch on return swing.
 EOC700-704 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21
 15: (D) Door closer needs adjustment; not self latching on return swing.
 EOC800-803 (Classroom):
 4: (D) Carpeting is stained
 (D) Ceiling tiles are stained; 3 total.
 (D) Plaster or paint is damaged; severe chipping on door.
 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8/21
 EOC800-804 (Classroom):
 4: (D) Ceiling tiles are stained; 2 at ceiling & wall intersection (roof leak?) North wall.
 7: (D) Electrical outlet covers or light switch covers are damaged or missing; loose switch plate (lights).
 10: (D) Fire extinguisher is out of date or missing tag; last inspected 9\21
 EOC800-805 (Classroom):
 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21
 EOC900-902 (Classroom):
 4: (D) Ceiling tiles are stained; 2 total
 7: (D) Unauthorized personal appliances; refrigerator.
 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 8\21
 EOC900-903 (Classroom):
 7: (D) Unauthorized personal appliances; MW, Ref., & CP.
 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21
 12: (D) Damage to stairway or ramp; Weld bead at ramp\platform connection broken at rail, and not secured to frame (bouncing) causing a possible hazard.
 EOC900-904 (Classroom):
 4: (D) Ceiling tiles are stained; 2 total
 7: (D) Unauthorized personal appliances; Ref. & MW.
 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21
 EOCE Portable E1:
 10: (D) Fire extinguisher is out of date or missing tag; 8\21
 EOCE Portable E2:
 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21
 EOCE Portable E3:

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|---|
| | | | <p>10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 EOCE Portable E4: 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8/21 EOCE Portable E5: 7: (D) Electrical panel needs breaker blank off. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21</p> |
| <p>Structural: Structural Damage, Roofs</p> | X | | <p>EOC900-903 (Classroom): 7: (D) Unauthorized personal appliances; MW, Ref., & CP. 10: (D) Fire extinguisher is out of date or missing tag; last inspected 8\21 12: (D) Damage to stairway or ramp; Weld bead at ramp\platform connection broken at rail, and not secured to frame (bouncing) causing a possible hazard.</p> |
| <p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p> | X | | <p>EOC100-107 (Administration): 15: (D) Screen is missing. EOC700-700 (Classroom): 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21 15: (D) Crash bar coming off door. EOC700-701 (Classroom): 7: (D) Lighting covers are missing, damaged, or loose; 2 fixtures N.E. corner lenses need to be secured. See occupant. 15: (D) Screens are damaged or missing; missing window screen. EOC700-702 (Classroom): 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21 15: (D) Door closer needs adjustment; not self latching on return swing. EOC700-703 (Classroom): 7: (D) Light fixture not working (possible ballast); can light bulb out. Sight custodial responsibility. 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21 15: (D) Door closer needs adjustment; No self latch on return swing. EOC700-704 (Classroom): 10: (D) Fire extinguisher is out of date or missing tag; Last inspected 9\21 15: (D) Door closer needs adjustment; not self latching on return swing. EOC700-707 (Restroom): 4: (D) Cove base in 1st. stall peeling off wall (vinyl). 8: (D) Toilet/urinal/sink is damaged, broken, or clogged; ADA stall toilet bagged off (problem?) (D) 2nd. stall to Right, toilet seat very loose. 15: (D) Loose or sticky door locks and latches; Door handle\lever mechanism loose on door, difficult operation.</p> |

School Facility Conditions and Planned Improvements

EOC900-905 (Classroom):
 7: (D) Lighting covers are missing, damaged, or loose 1 2x4 fixture.
 15: (D) missing door sweep presenting large gap allowing pest access. Install door sweep.

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) | 59 | 46 | 46 | 44 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 30 | 19 | 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 | 60 | 58 | 96.67 | 3.33 | 47.37 |
| Female | 29 | 27 | 93.10 | 6.90 | 51.85 |
| Male | 31 | 31 | 100.00 | 0.00 | 43.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 33 | 33 | 100.00 | 0.00 | 53.13 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 16 | 15 | 93.75 | 6.25 | 40.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 41 | 40 | 97.56 | 2.44 | 35.90 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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 | 60 | 58 | 96.67 | 3.33 | 18.97 |
| Female | 29 | 27 | 93.10 | 6.90 | 11.11 |
| Male | 31 | 31 | 100.00 | 0.00 | 25.81 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 33 | 33 | 100.00 | 0.00 | 12.12 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 16 | 15 | 93.75 | 6.25 | 26.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 41 | 40 | 97.56 | 2.44 | 7.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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) | 32.81 | 26.87 | 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 | 74 | 67 | 90.54 | 9.46 | 26.87 |
| Female | 48 | 42 | 87.50 | 12.50 | 21.43 |
| Male | 26 | 25 | 96.15 | 3.85 | 36.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 39 | 92.86 | 7.14 | 23.08 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 25 | 21 | 84.00 | 16.00 | 28.57 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 42 | 40 | 95.24 | 4.76 | 17.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provide students 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, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Arts, Media, & Entertainment; Building & Construction Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation

Arlington

Arts, Media and Entertainment: Design, Visual and Media Arts

Applied Digital Media - CPA Name: Media and the Arts Academy

Digital Media Arts

Multimedia Arts

Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology

Biomedical Sciences (Project Lead the Way)

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Biomedical Innovations

Health Science and Medical Technology: Patient Care

Health Careers & Patient Care (ROP)

RCOE Intermediate Healthcare Administrative Services

RCOE Advanced Patient Care - Allied Health

RCOE Advanced Patient Care - Medical Assisting Clinical

Information and Communication Technologies: Games and Simulation

Game Design & Development

Game Design Principles

Digital Game Design

Video Game Development

Information and Communication Technologies: Networking

Networking & Cybersecurity - ROP

RCOE IT Cybersecurity Fundamentals

RCOE Advanced Cybersecurity

King

Arts, Media and Entertainment: Production and Managerial Arts

Film, TV & Video Production (ROP)

RCOE Digital Film Production II

RCOE Digital Film Production III

Technical Theater & Live Event Production

Intermediate Technical Theater

Advanced Technical Theater

Business and Finance: International Business

International Business

Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology

2022-23 Career Technical Education Programs

Architectural Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

Engineering Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Manufacturing and Product Development: Graphic Production Technologies
Graphic Design & Print Production
Digital Arts
Commercial Arts
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales
Marketing
RCOE Retail Merchandising & Principles of Marketing
Digital Marketing Through Social Media

Professional Sales
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Sales and Marketing

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
SSP Name: Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE
Urban Sustainable Agriculture
Urban Sustainable Living

Business and Finance: Business Management
International Business - CPA Name: Global Business and Information Technology Academy
Business 100
Entrepreneurship and Small Business
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development
Child Development - CPA Name: Education and Human Services Academy
Educational Psychology
Introduction to Education
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2022-23 Career Technical Education Programs

Introduction to Law
Criminal Justice: Law Enforcement
RCOE Forensic Science & Crime Scene Investigation (ROP course)
RCOE Law Enforcement Principles and Practices (ROP course)

Poly
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

Arts, Media, Entertainment: Performing Arts
Dance & Movement Applications
Dance Fundamentals
Performance Dance
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production
Digital Film Production I
Digital Film Production II
Broadcast Journalism

Music Technology & Audio Production
Music Technology I
Music Technology II
Music Technology III

Professional Photography
Professional Photography I
Professional Photography II

Technical Theater & Live Event Production
Intermediate Technical Theater
Advanced Technical Theater

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Intermediate Sports Medicine
RCOE Advanced Sports Medicine

Hospitality, Tourism & Recreation: Food Service and Hospitality
Culinary Arts & Services (ROP)
RCOE Intermediate Culinary Arts
RCOE Advanced Culinary Arts
RCOE Culinary Cafe

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Ramona
Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production II
RCOE Digital Film Production III

2022-23 Career Technical Education Programs

Professional Photography (ROP)
RCOE Digital Photography I
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction
Residential & Commercial Construction (ROP)
RCOE Construction Technology I
RCOE Construction Technology II
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care - CPA Name: Health Careers Academy
Introduction to Health Careers
First Responder
Medical Terminology (Honors)
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Public Services: Emergency Response
EMT (ROP)
RCOE Emergency Medical Technician

EOC
Health Science and Medical Technology
Health Careers & Patient Care (ROP)
RCOE Intermediate Patient Care - Body Systems
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Intermediate Automotive Technology
RCOE Advanced Automotive Technology

Riverside STEM Academy
Engineering and Architecture
Engineering Design
Introduction to Engineering Design
Principles of Engineering
Engineering Design and Development

Riverside Virtual School
Arts, Media and Entertainment: Production and Managerial Arts
Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business & Finance

2022-23 Career Technical Education Programs

International Business
Business Technology & 21st Century Skills

Information Communication Technology
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 9 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| 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 | 46.3 |

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 | 60.00% | 60.00% | 60.00% | 60.00% | 60.00% |
| Grade 7 | 25.00% | 25.00% | 25.00% | 25.00% | 25.00% |
| Grade 9 | 12.50% | 25.00% | 25.00% | 25.00% | 25.00% |

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

Numerous points of contact exist between the school and parents:

- In addition to the administrators, the counselors and campus manager are readily available to parents by phone or to schedule a conference.
- The Attendance Assistant maintains very close contact with families when students are tardy, truant, or absent.
- Teachers and/or their assistants also call parents when students are absent, not producing work/credits, or having behavioral issues, as needed. They also contact parents when students complete classes or for other positive acknowledgments.
- If a student has poor attendance, a 1:1 SART meeting is held with the School Counselor or Assistant Principal to discuss concerns and provide resources, if needed.
- The District uses GoGuardian software program to help schools easily manage their devices, better understand their students, and keep them safer online. If the GoGuardian filtering system identifies concerning student searches (e.g., suicide, depression, acts of violence), it will notify the parent(s), the District, school administration, and school/mental health counselors.
- SST, 504 Plan, and IEP meetings are held, as needed with students, parents, teachers, and counselors.
- The school has a Google Site: <https://sites.google.com/riversideunified.org/educationaloptionscenter/home> and the EOC Student Center/College and Career Center also has a Google Site: <https://sites.google.com/riversideunified.org/eocstudentcenter/home>

There are various events and committees that parents are invited to participate in:

- Every Fall, the campus holds a Meet and Greet in lieu of a typical Back to School Night. Meet and Greet encourages parents, students, and staff to come together for a fun community and family event. The event hosts community agency businesses and resources, provides a meal, raffle prizes, games, face-painting, and music.
- A Parent/Teacher/Student Conference day is also scheduled in the Fall, after Meet and Greet, to allow teachers to meet with parents and students to discuss progress and next steps.
- Parents are encouraged to become involved by joining the School Site Council (SSC) and/or English Learner Advisory Council (ELAC) or by attending their meetings. SSC meets seven times per year. ELAC meets four times yearly. 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.
- Parents are also informed about students and school events through Parent Messenger (auto-dialer and auto-email), social media, the school's webpage, a News Flash that is updated on an ongoing basis and accessible through the website, the School Newsletter (The Campus Scoop), US Mail letters/flyers/notices and the marquee at the front of the campus. Teachers have their own Google Classroom Hub and some teachers also use a class Facebook page and parents can contact the teachers through Facebook Messenger.
- RCC and FAFSA Workshops are held multiple times a year to support parents and students.
- EOC holds an annual College and Career Fair and annual Wellness Fair, where students and parents are invited to attend. Community resources attend to support the school community.

For more information on parent opportunities to become involved, please contact Ed Davalos at 951-276-7670.

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 | 1 | 0 | 8.3 | 2.2 | 3.2 | 3.6 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 98 | 98.2 | 91.7 | 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 | 36 | 33 | 91.7 |
| Female | 30 | 28 | 93.3 |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 20 | 18 | 90.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | 11 | 10 | 90.9 |
| English Learners | 0.0 | 0.0 | 0.0 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 23 | 20 | 87.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 168 | 158 | 66 | 41.8 |
| Female | 90 | 88 | 34 | 38.6 |
| Male | 78 | 70 | 32 | 45.7 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 13 | 12 | 4 | 33.3 |
| Filipino | 1 | 1 | 1 | 100.0 |
| Hispanic or Latino | 96 | 90 | 41 | 45.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 6 | 6 | 4 | 66.7 |
| White | 47 | 44 | 15 | 34.1 |
| English Learners | 5 | 5 | 3 | 60.0 |
| Foster Youth | 3 | 2 | 1 | 50.0 |
| Homeless | 9 | 9 | 2 | 22.2 |
| Socioeconomically Disadvantaged | 116 | 109 | 46 | 42.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 15 | 14 | 3 | 21.4 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.18 | 4.11 | 4.60 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.20 | 0.07 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 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 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 41 | | 1 | 3 |
| 1 | 39 | | | 2 |
| 2 | 31 | | 3 | |
| 3 | 22 | 1 | 2 | |
| 4 | 23 | 1 | 1 | |
| 5 | 24 | | 2 | |
| 6 | 20 | 1 | 1 | |
| Other | 34 | | 1 | 2 |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| Other | 28 | | 4 | |

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 | 4 | 5 | 0 | 0 |
| 1 | 10 | 6 | 0 | 0 |
| 2 | 7 | 6 | 0 | 0 |
| 3 | 12 | 5 | 0 | 0 |
| 4 | 2 | 5 | 0 | 0 |
| 5 | 5 | 5 | 0 | 0 |
| 6 | 5 | 5 | 0 | 0 |
| 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 | 40 | 2 | 1 |
| Mathematics | 6 | 52 | 2 | |
| Science | 6 | 44 | 2 | |
| Social Science | 7 | 51 | | 1 |

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 | 3 | 52 | | |
| Mathematics | 3 | 48 | | |
| Science | 3 | 38 | | |
| Social Science | 3 | 69 | | |

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 | 3 | 36 | 0 | 0 |
| Mathematics | 3 | 29 | 0 | 0 |
| Science | 2 | 26 | 0 | 0 |
| Social Science | 3 | 40 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2 |

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 | 14,097.36 | 2,409.11 | 11,688.26 | 108,756.39 |
| District | N/A | N/A | 6,918.86 | \$98,845 |
| Percent Difference - School Site and District | N/A | N/A | 51.3 | 11.6 |
| State | N/A | N/A | \$7,607 | \$87,885 |
| Percent Difference - School Site and State | N/A | N/A | -17.9 | 24.1 |

Fiscal Year 2022-23 Types of Services Funded

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

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 | 0 |
|-----------------------------------|---|

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 | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

This year, 2023-24, teachers attended 2 days worth of professional development prior to school beginning. The focus of this professional development was technology and providing Social Emotional support to students. Teachers continue to be trained in strategies to address student social-emotional wellness and social justice. The certificated and classified school site staff continued to work with the RUSD Guide for Instructional Direction during faculty/staff meetings, Leadership Team meetings, and collaboration time. Our focus is Social Emotional professional development. Staff will focus on providing support for our students who have various needs based on the impact of COVID in their lives. Social Emotional Learning will be part of our

Professional Development

weekly engagement strategies to help student cope and be better prepared to engage in their education.

In addition to teacher professional development, the school continues to ensure that all classified staff receive ongoing training and have monthly business meetings. Over the years, Google forms have been used to survey staff and provide professional development in the area of need/desire. The monthly business meetings are used to share updates about what's happening in the district or the school, provide team-building opportunities, and addressing areas of concern or questions. The classified office staff also continues to hold monthly meetings to discuss the smooth running of the front office which includes attendance, registration, the health office, and other essential components. Classified staff training topics have included: Google, Gallup Strengths, Restorative Practices, RUSD Guide for Instructional Direction, Social/Emotional Needs of our Students and will include various guest speakers, etc. Classified office staff and administration meet monthly to discuss procedures and maintain the smooth running of the front office.

Teachers continue to be provided with professional development opportunities and coaching support in the Tier II Literacy Intervention (Achieve 3000). Teachers received professional development on Edgenuity, which was adopted as one of our on line instructional platforms. Teachers also chose a range of professional development activities, including but not limited to presenting at conferences or training others, attending district professional development offerings, visiting other school sites/districts, attending workshops/conferences offered through outside organizations, and/or having small group professional development delivered to them from District Instructional Specialists. Teachers will also participate in professional development in the areas of social justice, social-emotional wellness and they have coaching available from the Learning Together Strengths Academy consultants.

Teachers and classified staff are supported during their implementation of various training. Administration offers "Chat Time" to allow teachers to drop in and ask questions and chat, impromptu phone calls to staff, links to schedule virtual meetings to provide support, and in-class coaching. The district's Instructional Specialists and coaches support staff at EOC by offering workshops, classroom visits and are always very responsive to emails and calls. Teachers have received an average of 66 days of professional development in the last three years (2021-2022, 2022-2023, 2023-2024).

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 | 6 | 30 | 30 |