University Heights Middle 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	University Heights Middle School
Street	1155 Massachusetts Avenue
City, State, Zip	Riverside, CA 92507-2897
Phone Number	(951) 788-7388
Principal	Kathryn Grimble
Email Address	kgrimble@riversideunified.org
School Website	https://uni.riversideunified.org/
County-District-School (CDS) Code	33-67215-6059158

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

University Heights Middle School is a 7th and 8th-grade school serving approximately 830 students this year. The goal of our school is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level. We believe every child can achieve academic success. To this end, we will provide every child with quality instructional experiences that recognize, support, and maintain high expectations for all students.

With parents and teachers working together as a team, toward the same goal, every child will succeed. In order to give each child the best opportunity for success, we ask that we keep children first in all that we do. If we accept and make real the pledge to keep children first, then it follows that education is our #1 priority. A school community with children first as our core value and common cause will stand ready, willing, and able to do what is needed to educate the students who attend our school. Through teamwork, open communication, and a dedication to continuous improvement, we can make this school a place where students delight in and enjoy learning.

Mission Statement: University Heights Middle School is a diverse community of engaged learners where the staff is committed

2023-24 School Description and Mission Statement

to providing a safe and caring environment to empower students to discover their true potential.

Vision Statement: We are a professional learning community devoted to developing young adults who are resilient, innovative, and engaged in their own learning. We build relationships, set goals, and encourage students to take risks and persevere through challenges. With the support of parents and the community, we provide equitable opportunities for all students to achieve greatness.

Our school goals for the 2023-2024 school year are focused on increasing academic rigor and student growth in both ELA and Math, increasing student engagement in learning and campus activities, increasing parent involvement on campus, and improving support for students with disabilities while providing more time in general education courses.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	405
Grade 8	399
Total Enrollment	804

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
American Indian or Alaska Native	0.2%
Asian	3%
Black or African American	10.2%
Filipino	0.2%
Hispanic or Latino	78.7%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.9%
White	5.5%
English Learners	24.6%
Foster Youth	0.7%
Homeless	2.4%
Socioeconomically Disadvantaged	92.5%
Students with Disabilities	16.7%

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)	29.80	84.90	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)	0.80	2.53	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.31	17.00	0.99	12115.80	4.41
Unknown	4.30	12.26	151.80	8.83	18854.30	6.86
Total Teaching Positions	35.10	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)	28.80	83.98	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)	1.20	3.64	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	4.20	12.38	127.00	7.37	15831.90	5.67
Total Teaching Positions	34.30	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	1.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	1.20

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	0.00
Total Out-of-Field Teachers	0.10	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.4	3.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	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	StudySync McGraw Hill Education Grade 7 (Adopted 2016) StudySync McGraw Hill Education Grade 8 (Adopted 2016)	Yes	0%
Mathematics	Open Up Resoures Illustrative Math Grade 7 (Adopted 2018) Open Up Resoures Illustrative Math Grade 8 (Adopted 2018) College Prepartory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)	Yes	0%
Science	Amplify Education Amplify Science Grade 7 (Adopted 2019) Amplify Education Amplify Science Grade 8 (Adopted 2019)	Yes	0%
History-Social Science	Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas:American History to 1914 myWorld Interactive, Grade 8 (Adopted 2022)	Yes	0%
Foreign Language	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)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

| Science Laboratory Equipment (grades 9-12) | N/A | | | N/A | N/A |

School Facility Conditions and Planned Improvements

Lot Size: 18.4 Acres
Year Constructed: 1972
Last Modernized: 2006
19 Permanent Classrooms
19 Portable Classrooms
Library
Computer Lab
Outdoor Cafeteria
School Multi-Purpose Room
Completely Air Conditioned

Riverside Unified School District maintains both short and long-term major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

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

University has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

University's construction is substantially complete. Seven (7) new classrooms were added, with an expansion of the music room. New finishes were done and relocation of the existing library, to include ADA upgrades. A new concrete running track, fire lane extension, landscaping and security fencing are underway.

| Year and month of the most recent FIT report | 10/16/2023 - 12/12/2023 |

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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)	38	31	46	44	47	46
Mathematics (grades 3-8 and 11)	15	14	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	825	805	97.58	2.42	31.30
Female	379	370	97.63	2.37	37.03
Male	446	435	97.53	2.47	26.44
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	60.00
Black or African American	94	94	100.00	0.00	37.23
Filipino	--	--	--	--	--
Hispanic or Latino	639	627	98.12	1.88	28.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	13	76.47	23.53	46.15
White	48	45	93.75	6.25	40.00
English Learners	172	159	92.44	7.56	3.14
Foster Youth	--	--	--	--	--
Homeless	32	31	96.88	3.12	6.45
Military	86	86	100.00	0.00	30.23
Socioeconomically Disadvantaged	753	741	98.41	1.59	29.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	141	138	97.87	2.13	8.70

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	827	816	98.67	1.33	14.09
Female	381	375	98.43	1.57	14.67
Male	446	441	98.88	1.12	13.61
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	38.10
Black or African American	95	93	97.89	2.11	8.60
Filipino	--	--	--	--	--
Hispanic or Latino	640	635	99.22	0.78	13.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	6.25
White	48	45	93.75	6.25	28.89
English Learners	172	171	99.42	0.58	2.34
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	6.25
Military	86	86	100.00	0.00	17.44
Socioeconomically Disadvantaged	755	748	99.07	0.93	13.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	141	138	97.87	2.13	8.70

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)	16.79	8.38	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	405	401	99.01	0.99	8.23
Female	186	183	98.39	1.61	11.48
Male	219	218	99.54	0.46	5.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	54	53	98.15	1.85	3.77
Filipino	--	--	--	--	--
Hispanic or Latino	317	314	99.05	0.95	7.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	86	86	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	18.75
Military	38	38	100.00	0.00	10.53
Socioeconomically Disadvantaged	375	372	99.20	0.80	7.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	72	100.00	0.00	2.78

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 7	99.50%	99.50%	99.50%	99.50%	92.00%

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

The parental involvement contacts at this school are Mrs. Kathryn Grimble (Principal), Ms. Kelsey Newton (Teacher and Parent Engagement Coordinator), and Mrs. Maryann Gonzalez (Bilingual Community Assistant). They can be contacted at 951-788-7388.

Because we are a professional learning community, we are committed to the belief that parent involvement is a vital component to student success. So, we encourage involvement in our School Site Council, English Learner Advisory Committee, and African American Parent Advisory Council as well as ongoing involvement in other campus events. Because increasing parent and community participation has been a focus at University Heights, our parent involvement has continued to increase significantly. Each year parent participation in our school-wide programs, such as our Back-to-School Night and Open House has increased. These evenings provide parents with the critical information they need regarding our school-wide academic focus and student expectations for learning. It is with parent involvement in mind that University Heights continues to host a variety of opportunities for parents to be involved on campus through activities like Love Riverside, community murals, PIQE classes, Parent Project, and other events. Throughout the school year, we offer monthly parent workshops through our coffee with the principal and counselors' corner events.

An up to date calendar of events is housed on our website for easy parent access and parents are notified about each event via email, text, and phone calls.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	899	866	221	25.5
Female	413	399	92	23.1
Male	486	467	129	27.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	28	26	5	19.2
Black or African American	103	96	28	29.2
Filipino	2	2	0	0.0
Hispanic or Latino	688	667	167	25.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	8	7	2	28.6
White	52	51	12	23.5
English Learners	223	214	48	22.4
Foster Youth	9	9	4	44.4
Homeless	49	40	19	47.5
Socioeconomically Disadvantaged	826	798	212	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	154	150	48	32.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.53	8.71	10.79	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.11	0.22	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	10.79	0.22
Female	5.81	0
Male	15.02	0.41
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.57	0
Black or African American	12.62	0
Filipino	0	0
Hispanic or Latino	11.05	0.29
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.62	0
English Learners	9.87	0.45
Foster Youth	0	0
Homeless	20.41	0
Socioeconomically Disadvantaged	11.02	0.24
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.64	0.65

2023-24 School Safety Plan

The School Site Council and 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 December 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 the 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.

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	5	188		
Mathematics	5	189		
Science	5	179		
Social Science	5	176		

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	18	28	16	4
Mathematics	16	32	14	2
Science	16	30	17	1
Social Science	16	30	18	

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	15	40	14	3
Mathematics	16	31	15	2
Science	15	38	15	0
Social Science	15	35	17	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	321.6

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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,839.30	2,793.95	7,045.35	101,321.22
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	1.8	4.6
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-5.7	17.1

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%

Professional Development

University Heights Middle School's site leadership team has identified key areas for professional development for the 2021-22, 2022-2023, 2023-2024 school years. These topics were selected based on data from department common assessments, screening measures, and other data such as discipline and attendance. Throughout the year, these topics will be addressed through on-campus PD provided by University staff members and district personnel, off-campus conferences and training, and teacher inservices. The topics below are those that will be our focus throughout this year.

2021-2022
- Essential Standards and Skills
- Multi-Tiered Systems of Support
- Equity and supports for targeted subgroups

2022-2023
- Universal Design for Learning
- Positive Behavior Supports and Interventions
- Equity and supports for targeted subgroups

2023-2024
- PBIS Tier 1 and Tier 2 Supports
- Professional Learning Communities
- Opportunities to Respond and student collaboration
- Reading and Writing across content areas

Depending on the grade level, subject or school focus, teachers participate annually in 3 – 10 days of professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9