

Riverside STEM Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Riverside STEM Academy
Street	4466 Mt. Vernon Ave.
City, State, Zip	Riverside, CA 92507
Phone Number	951-788-7308
Principal	Dale Moore
E-mail Address	dmoore@rusd.k12.ca.us
Web Site	riversidestemacademy.com
Grades Served	5-11
CDS Code	33-67215-0131359

District Contact Information	
District Name	Riverside Unified
Phone Number	951-788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

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

Vision, Mission, and the Five Pillars of STEM Instruction

RSA Vision Statement:

We prepare students to excel in STEM fields of study and succeed in 21st century careers as leaders and innovators.

RSA Mission:

Riverside STEM Academy's mission is to provide students a rigorous, interdisciplinary learning environment focused on science, technology, engineering and mathematics, to foster the joy of discovery, and to promote a collaborative culture of ethical and innovative problem-solving.

Five Pillars of Instruction at the Riverside STEM Academy

Science
Mathematics
Research and Design
Communication
Computer Programming

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential		20	23	1855
Without Full Credential		0	0	1
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/5/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 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 current 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.

ELEMENTARY: Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adoption date: 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Reading: A Legacy of Literacy Language Arts 7 (Adopted in 2002): Holt Literature and Language Arts, Course 1; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 1 ; Holt, Rinehart & Winston</p> <p>Language Arts 8 (Adopted in 2002): Holt Literature and Language Arts, Course 2; Holt, Rinehart & Winston Supplemental: Holt Handbook, Course 2; Holt, Rinehart & Winston</p> <p>ELD 1, 2, 3 (Adopted in 2009): Read 180, Scholastic</p> <p>Introduction to Literature and Composition, Grade 9 (Adopted in 2002):Holt Literature and Language Arts, Course 3; Holt, Rinehart & WinstonWorld Literature and Composition, Grade 10 (Adopted in 2002): Holt Literature and Language Arts, Course 4; Holt, Rinehart & Winston American Literature and Composition, Grade 11 (Adopted in 2002): Holt Literature and Language Arts, Course 5 essentials of American Literature; Holt, Rinehart & Winston English Literature and Composition Grade 12 (Adopted in 2002):Holt Literature and Language Arts, Course 6 essentials of British and World literature; Holt, Rinehart & Winston Expository Reading and Writing (Adopted in 2007)CSU Task Force on Expository Reading and Writing: Read 180, Scholastic (Adopted 2009/2010)</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pearson Scott Foresman: enVision Math Introduction to Algebra / Introduction to Algebra Concepts (Adopted in 2008):California Mathematics Course 2 – Pre-Algebra; Holt, Rinehart & WinstonPre-Algebra 8 / Pre-Algebra 8 Concepts (Adopted in 2008):California Algebra Readiness – Volumes 1-4; Holt, Rinehart & WinstonAlgebra 1 / Algebra 1 Concepts / Algebra 1B (Adopted in 2008):California Algebra 1; Holt, Rinehart & WinstonGeometry (Adopted in 2008):California Geometry; Holt, Rinehart & Winston Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted in 2008):California Algebra Readiness; Pearson Prentice HallAlgebra 1 Algebra 1 Concepts / Algebra 1B (Adopted in 2008):California Algebra 1; Holt, Rinehart & Winston Geometry (Adopted in 2008):California Geometry; Holt, Reinhart & Winston Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted in 2008):California Algebra 2; Holt, Reinhart & WinstonPre-Calculus / Pre-Calculus Honors (Adopted in 2008): Precalculus-Mathematics for Calculus; Cengage Personal Finance, Grade 12 (Adopted in 2008):Mathematics with Business Applications; Glencoe/McGraw-Hill	Yes	0%
Science	McGraw Hill: California Science Life Science, Grade 7 (Adopted in 2007):Life Science; Holt Reinhart & WinstonPhysical Science, Grade 8 (Adopted in 2007):Focus on Physical Science; McDougal Littell Earth Science (Adopted in 2007):Earth Science, California; Holt Rinehart and Winston Biology (Adopted in 2007:Biology, California Edition; Glencoe/McGraw-Hill Anatomy & Physiology (Adopted in 2007):Essentials of Human Anatomy & Physiology; Eighth Ed.; Pearson-Benjamin Cummings Chemistry (Adopted in 2007):Chemistry, California; Addison Wesley/Prentice Hall Physics (Adopted in 2007):Foundations of Physics; CPO Science	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt: Reflections World History, Grade 7 (Adopted in 2006):World History: Medieval to Modern Times: Holt CA Social Studies; Holt, Reinhart & WinstonUnited States History, Grade 8 (Adopted in 2006):United States History: Independence to 1914: Holt CA Social Studies; Holt, Reinhart & Winston World History, Cultures and Geography, Grade 10 (Adopted in 2006):Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted in 2006):The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted in 2006):McGruder's American Government: California Edition: Prentice HallEconomics, Grade12 (Adopted in 2006): Economics: Principles and Practices: Glencoe- McGraw-Hill Foundations of Economics: AP Edition: Pearson (Adopted in 2010)	Yes	0%
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1964
 Last Modernized: 2004
 Lot Size: 7.5 Acres
 14 Permanent Classrooms
 5 Portable Classrooms
 Library
 Multi-Purpose Room
 Indoor and outdoor cafeteria

"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. A school site inspection was completed their on 12/09/15.

Riverside STEM has one full time custodian who maintains the grounds and 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). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 250
 Labor Hours =904.16
 Assessed Value of Work = \$39,966.39

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/09/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month in which data were collected: 12/09/15				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	99	98		57	61		59	60	

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	2	9	89		34	66
Male		11	89		33	67
Female	6	6	88		35	65
Hispanic or Latino	5		95		32	68
White		17	83		39	61
Socioeconomically Disadvantaged		9	91		27	73

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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

Parents are encouraged to attend all parent meetings, parent workshops and volunteer in their child's classrooms. Parents are invited and encouraged to join/attend Riverside STEM Academy's PTSA, and participate in other parent meetings. Additionally, all parents are asked to take an active role in their child's education through homework monitoring and ongoing communication with the school. A wealth of useful information is available on our website riversidestemacademy.com. Parents get further communications from Riverside STEM Academy through administrative letters, our call-out system and flyers sent home with students.

Parents are also expected to attend a technology training at the beginning of each school year that includes the use of the schools student management Aeries and the use of our learning management system, Haiku. Both of these programs are used extensively by RSA students and parent involvement and regularly checking students assignments, grades, and the teachers Haiku pages will significantly contribute to a students success at RSA.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.7	2.9		4.8	4.5		5.1	4.4	
Expulsions	0.0	0.0		0.2	0.2		0.1	0.1	

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			Yes
Met Participation Rate: English-Language Arts			Yes
Met Participation Rate: Mathematics			Yes
Met Percent Proficient: English-Language Arts			N/A
Met Percent Proficient: Mathematics			N/A
Met Attendance Rate			Yes
Met Graduation Rate			Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	29	4		15	34		4	13				
6	32	1	4	13	28	4	5	12				

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	34			6	33		4	4				
Mathematics	29	1	2	4	33		3	5				
Science	34			6	32		6	4				
Social Science	34			6	33		2	4				

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5,409	218	5,191	79,613
District	N/A	N/A	\$4,709	
Percent Difference: School Site and District	N/A	N/A	-19.3	-5.1
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A	-19.0	0.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

STEM Academy received the following Categorical Program/Supplemental funds which can be used to provide the following services: \$1,148 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All staff members at Riverside STEM Academy participate in staff development training. Many staff members participate in other activities sponsored by the school, district, or through special projects that are appropriate for their individual professional growth needs and interests. The major topics covered during the in-services are listed below:

1. Beginning Teacher Support Training for all new teachers
2. Language Arts applications in all curriculum areas
3. Technology Literacy, Informational Literacy, Visual Literacy, and Technological Implementation/Assessment
4. Results Meeting/Setting Goals and Action Plans for increased student growth
5. Examining Test Data/Multiple Measures/Student Work Artifacts/Planning for the Improvement of Student Achievement
6. All teachers participate in Professional Learning Community (PLC) meetings and receive trainings as indicated by student need by both in-house, district experts and attendance at conferences
7. Math teachers participate in ongoing computer coding training (C-STEM) to build their capacity for integrating computer coding in their math courses.
8. Science teachers in the 5-8 program have also participated in training involving the FOSS curriculum that is used in these grade levels
9. Science teachers also continue to participate in an engineering based professional development called Project Lead the Way that integrates engineering and technology in the science classrooms
10. All staff members have participated in the district developed Common Core training along with Common Core trainings sponsored by outside organizations
11. All teachers continue to attend district professional development workshops related to specific content areas by district specialists.
12. Added this year: a series of professional development workshops for Language Development
13. All teachers attend workshop on autism presented by district staff development specialist
14. TenMarks workshop provide Math teachers with intervention tools for struggling students