

# Riverside STEM Academy

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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, 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 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).

#### 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 (School Year 2016-17)

School Contact Information	
<b>School Name</b>	Riverside STEM Academy
<b>Street</b>	4466 Mt. Vernon Ave.
<b>City, State, Zip</b>	Riverside, CA 92507
<b>Phone Number</b>	951-788-7308
<b>Principal</b>	Dale Moore
<b>E-mail Address</b>	dmoore@rusd.k12.ca.us
<b>Web Site</b>	riversidestemacademy.com
<b>CDS Code</b>	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 (School Year 2016-17)

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

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 5	105
Grade 6	105
Grade 7	105
Grade 8	108
Grade 9	67
Grade 10	46
Grade 11	41
Total Enrollment	577

## Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0.3
Asian	16.6
Filipino	2.3
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	1.2
White	41.6
Two or More Races	3.3
Socioeconomically Disadvantaged	26.9
English Learners	0.3
Students with Disabilities	1.2
Foster Youth	0.2

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	23	24	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	91.9	8.1
<b>All Schools in District</b>	94.4	5.6
<b>High-Poverty Schools in District</b>	94.3	5.7
<b>Low-Poverty Schools in District</b>	94.7	5.3

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 2016-17)**

**Year and month in which data were collected:** 12/06/2016

Materials Sufficiency Board Meeting Date: April 11, 2016

The table displays information collected in 12/06/2016 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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>MacMillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)</p> <p>Language Arts 7 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 1</p> <p>Language Arts 8 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010) Introduction to Literature and Composition, Grade 9 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Pearson Education: enVisionMath California Common Core 2015, K-6 (adopted in 2014)</p> <p>Introduction to Algebra / Introduction to Algebra Concepts (adopted in 2008)</p> <p>Holt, Rinehart and Winston: California Mathematics Course 2 - Pre-Algebra</p> <p>Holt, Rinehart and Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008)</p> <p>Holt, Rinehart and Winston: California Algebra Readiness - Volumes 1-4</p> <p>Holt, Rinehart and Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008)</p> <p>Holt, Rinehart and Winston: California Algebra 1</p> <p>Holt, Rinehart and Winston: Geometry (adopted in 2008)</p> <p>Holt, Rinehart and Winston: California Geometry</p> <p>Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008)</p> <p>Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008)</p> <p>Holt, Rinehart and Winston: California Algebra 1</p> <p>Geometry (adopted in 2008)</p> <p>Holt, Rinehart and Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008)</p> <p>Holt, Rinehart and Winston: California Algebra 2</p> <p>Pre-Calculus / Pre-Calculus Honors (adopted in 2008)</p> <p>Pre-Calculus-Mathematics for Calculus (adopted in 2008)</p> <p>CengagePersonal Finance, Grade 12 (adopted in 2008)</p> <p>Glencoe/McGraw-Hill: Mathematics with Business Applications</p> <p>Financial Algebra (adopted in 2016)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>Mcgraw Hill: California Science, K-6 (adopted in 2006)</p> <p>Holt, Rinehart and Winston: Life Science, Grade 7 (adopted in 2007)</p> <p>McDougal Littell: Physical Science, Grade 8 (adopted in 2007):</p> <p>Holt Rinehart and Winston: Earth Science, California (adopted in 2007)</p> <p>Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007)</p> <p>Pearson-Benjamin Cummings: Essentials of Human Anatomy and Physiology; Eighth Ed.(adopted in 2007)</p> <p>Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007)</p> <p>Foundations of Physics; CPO Science (adopted in 2007)</p> <p>2nd Edition Chemistry for IB Diploma (adopted in 2016)</p>	Yes	0%
<b>History-Social Science</b>	<p>Holt, Rinehart and Winston: World History, Grade 7</p> <p>Holt, Rinehart and Winston: World History: Medieval to Modern Times: Holt CA Social Studies</p> <p>Holt, Reinhart and Winston:United States History, Grade 8</p> <p>Holt, Reinhart and Winston:United States History: Independence to 1914: Holt CA Social studies</p> <p>World History, Cultures and Geography, Grade 10 (adopted in 2006)</p> <p>McDougal-Littell: Modern World History: Patterns of Interaction; California Edition</p> <p>United States History and Geography, Grade 11 (adopted in 2006)</p> <p>McDougal-Littell: The Americans: Reconstruction to the 21st Century; California Edition</p> <p>American Government, Grade 12 (adopted in 2006)</p> <p>Pearson Prentice Hall: McGruder's American Government: California Edition</p> <p>Economics, Grade 12</p> <p>Glencoe-McGraw-Hill: Economics: Principles and Practices</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Holt, Reinhart and Winston: Spanish I (adopted in 2004) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 1  Holt, Reinhart and Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart and Winston: Ven Conmigo! Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3  Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)		
Health	N/A		
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  
9 Portable Classrooms  
2 Science Portables  
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. STEM Academy 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 = 326  
Labor Hours = 1199.51  
Assessed Value of Work = \$57672.30



**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 5/24/2017</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			20: AC not working. WO16-266206 6: AC not working. WO16-266189 7: AC not working. WO16-266271
<b>Interior:</b> Interior Surfaces	X			E17: Black rubber strip where tile and carpet meet is falling apart by the back of the room by sink. WO16-264362
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			B9: Rats inside classroom. WO16-259599 Grounds: Having problems with bees on our upper field also fire ants and P21. WO16-257795 & 16-260822
<b>Electrical:</b> Electrical			X	Lamps out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			126: Reinstall smoke detectors in restroom for cleaning crew. WO16-265241
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: Irrigation - along side our back driveway all the sprinkler heads are busted and is flooding our driveway. WO16-254208 Grounds: The driveway on the left hand side can we get part of the slope pushed back to prevent dirt and mud from covering the sidewalk this is a path of travel for students. WO16-261759

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 5/24/2017</b>				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	92	93	44	48	44	48
Mathematics	88	92	33	35	34	36

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	104	103	99.0	91.3
	6	103	103	100.0	99.0
	7	101	99	98.0	96.0
	8	106	105	99.1	81.7
	11	41	41	100.0	100.0
Male	5	65	64	98.5	87.5
	6	60	60	100.0	100.0
	7	63	61	96.8	93.4
	8	69	69	100.0	76.5
	11	27	27	100.0	100.0
Female	5	39	39	100.0	97.4
	6	43	43	100.0	97.7
	7	38	38	100.0	100.0
	8	37	36	97.3	91.7
	11	14	14	100.0	100.0
Black or African American	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	5	14	14	100.0	78.6
	6	25	25	100.0	100.0
	7	16	16	100.0	93.8
	8	21	20	95.2	84.2
	11	--	--	--	--
Filipino	5	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	5	25	25	100.0	80.0
	6	26	26	100.0	96.2
	7	32	32	100.0	96.9
	8	25	25	100.0	76.0
	11	18	18	100.0	100.0
Native Hawaiian or Pacific Islander	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
White	5	46	45	97.8	97.8
	6	43	43	100.0	100.0
	7	37	35	94.6	97.1
	8	43	43	100.0	81.4
	11	16	16	100.0	100.0
Two or More Races	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	5	28	27	96.4	88.9
	6	19	19	100.0	100.0
	7	31	30	96.8	90.0
	8	25	25	100.0	87.5
	11	--	--	--	--
English Learners	7	--	--	--	--
Students with Disabilities	5	--	--	--	--
	7	--	--	--	--
Foster Youth	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	5	104	103	99.0	87.4
	6	103	103	100.0	98.1
	7	101	99	98.0	91.9
	8	106	105	99.1	94.2
	11	41	41	100.0	85.4
<b>Male</b>	5	65	64	98.5	85.9
	6	60	60	100.0	98.3
	7	63	61	96.8	88.5
	8	69	68	98.5	97.1
	11	27	27	100.0	85.2
<b>Female</b>	5	39	39	100.0	89.7
	6	43	43	100.0	97.7
	7	38	38	100.0	97.4
	8	37	37	100.0	88.9
	11	14	14	100.0	85.7
<b>Black or African American</b>	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
<b>American Indian or Alaska Native</b>	5	--	--	--	--
<b>Asian</b>	5	14	14	100.0	92.9
	6	25	25	100.0	100.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	16	16	100.0	93.8
	8	21	20	95.2	89.5
	11	--	--	--	--
Filipino	5	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	5	25	25	100.0	84.0
	6	26	26	100.0	100.0
	7	32	32	100.0	87.5
	8	25	25	100.0	96.0
	11	18	18	100.0	77.8
Native Hawaiian or Pacific Islander	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
White	5	46	45	97.8	91.1
	6	43	43	100.0	97.7
	7	37	35	94.6	97.1
	8	43	43	100.0	95.3
	11	16	16	100.0	93.8
Two or More Races	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	5	28	27	96.4	77.8
	6	19	19	100.0	100.0
	7	31	30	96.8	86.7
	8	25	24	96.0	100.0
	11	--	--	--	--
English Learners	7	--	--	--	--
Students with Disabilities	5	--	--	--	--
	7	--	--	--	--
Foster Youth	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>		99	99		58	54		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	257	253	98.4	98.8
<b>Male</b>	159	157	98.7	98.7
<b>Female</b>	98	96	98.0	99.0
<b>Black or African American</b>	18	18	100.0	94.4
<b>Asian</b>	40	38	95.0	100.0
<b>Hispanic or Latino</b>	57	57	100.0	98.3
<b>White</b>	115	113	98.3	99.1
<b>Socioeconomically Disadvantaged</b>	66	64	97.0	100.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

#### Career Technical Education Programs (School Year 2015-16)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.

##### California Partnership Academies

1. Education and Human Services Academy
2. Global Business Information and Technology Academy
3. Health and Biosciences Academy
4. Law and Protective Services Academy
5. Media and the Arts Academy

##### Career Technical Education Pathways

6. CISCO Networking
7. Engineering and Design

8. Game Design
9. Graphic Design
10. Microsoft IT Academy
11. Music Technology
12. Video Production
13. Web Design

ROP Programs

14. Health – Patient Care
15. Health – Sports Medicine
16. Hospitality – Culinary
17. Marketing – Retail Sales
18. Media – TV/Video Production

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	177
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	41.5
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	21.9	43.8
7	13.1	25.3	44.4
9	16.1	14.5	48.4

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 (School Year 2016-17)**

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](http://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. Incoming 5th grade parents are required to attend two meetings for the Summer Bridge Program to help ensure the success of their student.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate							11.40	11.50	10.70
Graduation Rate							80.44	80.95	82.27

#### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

### 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	4.3	3.0	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1



## School Safety Plan (School Year 2016-17)

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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	31	1	4	16	34	1	2	14	35	1	2	14
6	29	4	5	15	34		4	13	34	0	4	13

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	2013-14				2014-15				2015-16			
	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	31	0	4	6	32	1	2	7	31	1	4	7
Mathematics	31	0	6	4	32	1	2	7	31	1	3	8
Science	30	0	8	6	33	1	1	10	39	1	4	10
Social Science	33	0	2	4	32	1	1	6	30	2	2	6

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 2015-16)**

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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,698	\$100	\$5,598	\$77,952
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	6.9	-4.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-1.4	2.8

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

**Types of Services Funded (Fiscal Year 2015-16)**

STEM Academy received the following Categorical Program/Supplemental funds which can be used to provide the following services: \$1,722 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 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	2	N/A
All courses	8	5.6

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

2014-15, 2015-16 and 2016-17:

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

15. Science teachers participate in NSGS (Next Generation Science Standards) training.

16. All teachers participate in Project-Based/Mastery Learning Professional Development.

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