

# Riverside STEM Academy

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<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>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 2017-18)

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 provides opportunities for students to interact and partner with university faculty and graduate students as well as STEM related community organizations, giving students real-world applications and experiences. Students will leave the 5th through 12th grade program prepared to successfully enter, participate, and complete secondary and higher education STEM pathways.

Vision, 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 2016-17)**

Grade Level	Number of Students
Grade 5	108
Grade 6	107
Grade 7	108
Grade 8	108
Grade 9	66
Grade 10	60
Grade 11	43
Grade 12	41
<b>Total Enrollment</b>	<b>641</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.3
Asian	17.9
Filipino	2.5
Hispanic or Latino	28.9
Native Hawaiian or Pacific Islander	1.6
White	37.6
Two or More Races	3
Socioeconomically Disadvantaged	25.6
English Learners	0.6
Students with Disabilities	1.7
Foster Youth	0

**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.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	23	24	25	1909
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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>Elementary:</p> <p>Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013)</p> <p>Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016)</p> <p>Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted in 2017)</p> <p>Middle:</p> <p>Language Arts 7 (adopted in 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 1</p> <p>Holt, Rinehart &amp; Winston: Supplemental: Holt Handbook, Course 1</p> <p>Language Arts 8 (adopted in 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 2</p> <p>Holt, Rinehart &amp; Winston: Supplemental: Holt Handbook, Course 2</p> <p>Language! (adopted in 2002)</p> <p>ELD 1, 2, 3 (adopted in 2009)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010)</p> <p>High:</p> <p>Introduction to Literature and Composition, Grade 9 (adopted 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 3</p> <p>World Literature and Composition, Grade 10 (adopted 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 4</p> <p>American Literature and Composition, Grade 11 (adopted in 2002)</p> <p>Holt Literature and Language Arts, Course 5</p> <p>Holt, Rinehart &amp; Winston: Essentials of American Literature</p> <p>English Literature and Composition Grade 12 (adopted in 2002)</p> <p>Holt Literature and Language Arts, Course 6</p> <p>Holt, Rinehart &amp; Winston: Essentials of British and World literature</p> <p>Expository Reading and Writing (adopted in 2007)</p> <p>CSU Task Force on Expository Reading and Writing (adopted in 2009)</p> <p>Scholastic: Read 180, Scholastic (adopted in 2010)</p> <p>CA StudySyn Grades 7-12 (adopted in 2017)</p>		
<b>Mathematics</b>	<p>Elementary:</p> <p>Pearson Education: enVisionMATH California Common Core 2015, K-6 (adopted in 2014)</p> <p>Middle:</p> <p>Introduction to Algebra / Introduction to Algebra Concepts (adopted in 2008)</p> <p>Holt, Rinehart &amp; Winston: California Mathematics Course 2 – Pre-Algebra</p> <p>Holt, Rinehart &amp; Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008)</p> <p>Holt, Rinehart &amp; Winston: California Algebra Readiness – Volumes 1-4</p> <p>Holt, Rinehart &amp; Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008)</p> <p>Holt, Rinehart &amp; Winston: California Algebra 1</p> <p>Holt, Rinehart &amp; Winston: Geometry (adopted in 2008)</p> <p>Holt, Rinehart &amp; Winston: California Geometry</p> <p>High:</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 &amp; Winston: California Algebra 1</p> <p>Geometry (adopted in 2008)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)		
<b>Science</b>	Elementary: McGraw Hill: California Science, K-6 (adopted in 2007)  Middle: Holt, Rinehart & Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)  High: Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	Yes	0%
<b>History-Social Science</b>	Elementary: Harcourt: Reflections, K-6 (adopted in 2006)  Middle: Holt, Rinehart & Winston: World History, Grade 7 (adopted in 2006) Holt, Rinehart & Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart & Winston: United States History, Grade 8 (adopted in 2006) Holt, Reinhart & Winston: United States History: Independence to 1914: Holt CA Social studies	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	High: 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 Hall Economics, Grade 12 (adopted in 2006) Economics: Principles and Practices: Glencoe-McGraw-Hill		
<b>Foreign Language</b>	Middle: Holt, Reinhart & Winston: Spanish 1 (adopted in 2006) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno  High: Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigoi Nuevas Vistas Uno  Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	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

11 Portable Classrooms  
 1 Portable Restroom  
 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.

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.

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

# of Work Orders = 550

Labor Hours = 2266.7

Assessed Value of Work = \$101,969.99

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			1: Ballast out, needs dedicated exhaust for rooms purpose - tools/cutting/added heat load MPR: Floors & fixtures very dirty, paint dirty & faded, 3 fixtures out, stained ceiling tiles, space over pressurized - doors won't close Portable 22 Boys Locker Room: Stained ceiling tiles, loose falling, t-stat off back plate reads 72 @ 85 too hot Portable 22 Girls Locker Room: Too hot, stat has not display



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month of the most recent FIT report: 12/15/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces			X	12: Ballasts out, old dingy stained ceiling tiles 13: Ballast out 17-277048, stained ceiling tile, broken floor transition at sink 14: 1 ballast out 17-277050, peeled/chipped paint 15: 1 ballast out, peeled/chipped paint 16: 2-4 ballasts out 17: 3-4 ballasts out 17-277051, paint chipped and peeling, bad floor transition 16-264362 18: 3-4 ballasts out 17-277051, paint chipped and peeling 3: 3 fixtures out floor transition missing (entry-right) 8: Ballast out, damaged wall at HVAC return, grill blistered, crumbled plaster 9: Ballast out, stained/dingy ceiling tiles, drinking fountain leaks - no positive shut off Boys Restroom: Paper towel dispenser no towels, possibly broken 17-273408 Portable 20: Portable 21: Holes in asphalt (2-3") at walk way, stained ceiling tiles Portable 22 Boys Locker Room: Stained ceiling tiles, loose falling, t-stat off back plate reads 72 @ 85 too hot Portable 25: Missing paper towel dispenser from project delivery, stained ceiling tiles, broken floor tiles Portable Girls Restroom: Missing toilet paper dispenser in ADA stall
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			MPR: Floors & fixtures very dirty, paint dirty & faded, 3 fixtures out, stained ceiling tiles, space over pressurized - doors won't close

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical			X	1: Ballast out, needs dedicated exhaust for rooms purpose - tools/cutting/added heat load 10: Ballast out 11: Ballast out, drinking fountain runs too long 12: Ballasts out, old dingy stained ceiling tiles 13: Ballast out 17-277048, stained ceiling tile, broken floor transition at sink 14: 1 ballast out 17-277050, peeled/chipped paint 15: 1 ballast out, peeled/chipped paint 17: 3-4 ballasts out 17-277051, paint chipped and peeling, bad floor transition 16-264362 18: 3-4 ballasts out 17-277051, paint chipped and peeling 2: fixtures out 3: 3 fixtures out floor transition missing (entry-right) 6: 4 fixture lamps out 7: Ballast out 8: Ballast out, damaged wall at HVAC return, grill blistered, crumbled plaster 9: Ballast out, stained/dingy ceiling tiles, drinking fountain leaks - no positive shut off Front Office: 3 fixture lamps out MPR: Floors & fixtures very dirty, paint dirty & faded, 3 fixtures out, stained ceiling tiles, space over pressurized - doors won't close Portable 20: Principal's Office: 1 fixture lamp out Teachers Work Room: 1 fixture out 2'x4' near door
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			11: Ballast out, drinking fountain runs too long 9: Ballast out, stained/dingy ceiling tiles, drinking fountain leaks - no positive shut off Boys Restroom: Right hand sink does not work Portable Girls Restroom: Missing toilet paper dispenser in ADA stall
<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			24: Right side door binds on threshold Portable 21: Holes in asphalt (2-3") at walk way, stained ceiling tiles

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

Year and month of the most recent FIT report: 12/15/2017				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	93	94	48	47	48	48
Mathematics (grades 3-8 and 11)	92	92	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	456	98.92	93.64
Male	268	263	98.13	91.25
Female	193	193	100	96.89
Black or African American	32	32	100	81.25
American Indian or Alaska Native	--	--	--	--
Asian	77	77	100	94.81
Filipino	--	--	--	--
Hispanic or Latino	127	126	99.21	93.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	183	179	97.81	94.97
Two or More Races	15	15	100	100
Socioeconomically Disadvantaged	112	112	100	92.86
English Learners	16	16	100	93.75
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	456	98.92	91.89
Male	268	263	98.13	94.3
Female	193	193	100	88.6
Black or African American	32	32	100	75
American Indian or Alaska Native	--	--	--	--
Asian	77	77	100	93.51
Filipino	--	--	--	--
Hispanic or Latino	127	126	99.21	89.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	183	179	97.81	94.97
Two or More Races	15	15	100	100
Socioeconomically Disadvantaged	112	112	100	88.39
English Learners	16	16	100	68.75
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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**  
**Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	99	99	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

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

- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

### Career Technical Education Pathways

- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

### ROP Programs

- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

## Career Technical Education Participation (School Year 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	32.92
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.7	28.2	57.3
7	4.7	23.4	66.4
9	17.2	15.5	58.6

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 State priority: Parental Involvement (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 2017-18)

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

## Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.3	3.0	1.7	4.4	4.0	3.6	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2007-2008
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	22
<b>Percent of Schools Currently in Program Improvement</b>	N/A	68.8

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	34	1	2	14	35	1	2	14	35		4	13
6	34		4	13	34		4	13	34		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	2014-15				2015-16				2016-17			
	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	32	1	2	7	28	4	2	7	27	5	2	9
Mathematics	32	1	2	7	31	1	3	8	30	4	2	8
Science	33	1	1	10	39	2	3	10	30	3	3	10
Social Science	32	1	1	6	25	5	1	6	26	5	3	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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6261	156	6105	76209
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-4.4	-10.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-14.8	-1.6

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



## Types of Services Funded (Fiscal Year 2016-17)

STEM Academy received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$574 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	4	N/A
Social Science	3	N/A
All courses	11	22.8

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)

2015-16, 2016-17 and 2017-18:

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

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