

Riverside STEM Academy

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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	Jeremy Standerfer
Email Address	jstanderfer@riversideunified.org
School Website	www.riversidestemacademy.com
County-District-School (CDS) Code	33-67215-0131359

2022-23 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website Address	http://riversideunified.org/

2022-23 School Overview

Riverside STEM Academy (RSA), in Riverside Unified School District, offers an immersive 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 and Mission

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.

About this School

2021-22 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	104
Grade 6	104
Grade 7	105
Grade 8	105
Grade 9	70
Grade 10	62
Grade 11	56
Grade 12	56
Total Enrollment	662

2021-22 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	41.2
Male	58.8
American Indian or Alaska Native	0.2
Asian	20.2
Black or African American	4.7
Filipino	3.2
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.1
White	26.9
English Learners	1.5
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	43.5
Students with Disabilities	2.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.50	87.21	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.50	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	2.17	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.35	17.00	0.99	12115.80	4.41
Unknown	3.80	9.71	151.80	8.83	18854.30	6.86
Total Teaching Positions	39.60	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.10	85.37	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.40	38.00	2.21	11953.10	4.28
Unknown	3.50	14.23	127.00	7.37	15831.90	5.67
Total Teaching Positions	24.70	100.00	1723.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.10	0.10

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.20	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 9/15/2022 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most currently available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

09/15/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Elementary:</p> <p>McGraw-Hill: Wonders, TK-2 / Maravillas (adopted 2019)</p> <p>McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016)</p> <p>McGraw-Hill: WonderWorks (K-6 SDC & Intervention) (adopted 2019)</p> <p>Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, TK-6) (adopted 2016)</p> <p>Structured English Supplement (RUSD created supplement)</p> <p>Project Moving Forward (Supplemental TK-2 Harrison, Jackson, Taft)</p> <p>Middle:</p> <p>Language Arts 7 (Adopted 2002)</p> <p>StudySync McGraw Hill Education Grade 7 (Adopted 2016)</p> <p>Language Arts 8 (Adopted 2002)</p> <p>StudySync McGraw Hill Education Grade 8 (Adopted 2016)</p> <p>Scholastic: READ 180/ System 44, Structured English Program (Intervention) (Adopted 2010)</p> <p>Cengage/National Geographic Inside the USA (ELD Supplement) Grades 7-8</p> <p>High:</p>	Yes	0%

	<p>McGraw Hill Education StudySync Grades 9-12 (Adopted 2016)</p> <p>Norton Reader (English Language & Composition supplement) Grade 11</p> <p>Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12</p> <p>Expository Reading and Writing Grade 12 (Adopted 2009)</p> <p>Scholastic: Read 180, System 44 (Adopted 2010)</p> <p>Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12</p> <p>Structured English (RUSD created Intervention)</p>		
Mathematics	<p>Elementary:</p> <p>Great Minds: Eureka, TK-6 / Eureka (adopted 2018)</p> <p>Middle:</p> <p>Open Up Resources Illustrative Math Grade 7 (Adopted 2018)</p> <p>Open Up Resources Illustrative Math Grade 8 (Adopted 2018)</p> <p>College Preparatory Mathematics Integrated Math I Grade 8 (Accelerated 8) (Adopted 2018)</p> <p>High:</p> <p>College Preparatory Mathematics Integrated Math I Grades 9-12 (Adopted 2018)</p> <p>College Preparatory Mathematics Integrated Math II Grades 9-12 (Adopted 2018)</p> <p>College Preparatory Mathematics Integrated Math III Grades 10-12 (Adopted 2018)</p> <p>Cengage Learning Pre-Calculus Grades 9-12 (Adopted 2008)</p> <p>McDougal Littell Calculus of a Single Variable AB/BC AP Grades 11-12 (Adopted 2008)</p> <p>Prentice Hall Statistics- Modeling the World Grades 10-12 (Adopted 2008)</p> <p>Haese Publications Mathematics for the International Student HL/SL IB Grades 10-12 (Adopted 2006)</p> <p>Cengage Learning Advanced Algebra with Financial Applications Grade 11-12 (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications Grades 10-12 (Adopted 2004)</p> <p>Educational Holdings, Inc Agile Mind Grades 9-12 (Supplemental) (Adopted 2018)</p> <p>Fundamentals of Java AP Computer Science</p>	Yes	0%
Science	<p>Elementary:</p> <p>Core Knowledge Foundation: Core Knowledge Science (Adams, Bryant, Franklin TK-6)</p> <p>McGraw Hill: California Science, K-5 / Ciencias (adopted 2007)</p> <p>Amplify Education, Inc.: Amplify Science 6 (adopted 2019)</p> <p>Mystery Science (Supplemental) TK-5</p> <p>FOSS Science (Supplemental) K-5</p> <p>Middle:</p> <p>Amplify Education Amplify Science Grade 7 (Adopted 2019)</p> <p>Amplify Education Amplify Science Grade 8 (Adopted 2019)</p>	Yes	0%

	<p>Amplify Education Amplify Ciencias Grade 8 DLI (Adopted 2019)</p> <p>High:</p> <p>Miller & Levine Experience Biology (Adopted 2020) Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Adopted 2021) Experience Chemistry, Vols. 1 & 2 (Adopted 2020) Chemistry, AP Edition, 10th Edition, Cengage Learning (Adopted 2021) Experience Physics - Savvas (Adopted 2022) Holt Rinehart Winston Earth Science Grades 9-12 (Adopted 2009) Living in the Environment AP Edition (18th edition, Cengage Learning) (Adopted 2015) Exploring Environmental Science for AP (Cengage Learning, G. Miller and Spoolman, S.) (Adopted 2021) Pearson Prentice Hall Earth: Introduction to Physical Geology Grades 11-12 Marieb: Essentials of Human Anatomy and Physiology, 13th Edition with Mastering A&P (Adopted 2022) Cengage Forensic Science Grades 10-12 (Adopted 2016) McGraw Hill Marine Biology Grades 11-12 (Adopted 2012) CPO Science Foundations of Physics Grades 11-12 (Adopted 2004) 2nd Edition Chemistry for IB Diploma (Adopted 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017) Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Pearson Education 4th Ed. (Adopted 2019)</p>		
History-Social Science	<p>Elementary:</p> <p>Core Knowledge Foundation: Core Knowledge History/Geography (Adams, Bryant, Franklin TK-6) Harcourt: Reflections, K-6 / Reflexiones (DLI) (adopted 2006) Riverside History (Supplemental RUSD created grade 3 only) McGraw-Hill: Wonders, TK (RUSD created supplement as needed)</p> <p>Middle:</p> <p>Savvas: Medieval and Early Modern Times. myWorld Interactive, Grade 7 (Adopted 2022) Savvas: U.S. History: Growth and Conflict. myWorld Interactive, Grade 8 (Adopted 2022) Savvas: Edad Media y Edad Moderna Temprana, Grado 7 miMundo Interactivo (Adopted 2022) Teacher's Curriculum Institute History Alive! Medieval World & Beyond Grade 7 (supplemental)</p> <p>High:</p> <p>Pearson African American Odyssey Grades 10-12 (Adopted 2020) IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022)</p>	Yes	0%

	<p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>Prentice Hall® Psychology, 2nd Edition (Adopted 2022)</p> <p>Updated Myers' Psychology for the AP®Course (Adopted 2022)</p> <p>Sociology: A Down-to-Earth Approach 14th Edition, High School Edition (Adopted 2022)</p> <p>CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022)</p> <p>CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022)</p> <p>Newsela Social Science and Ethnic Studies Collections (Adopted 2022)</p> <p>Ethics: A Pluralistic Approach to Moral Theory</p>		
Foreign Language	<p>Middle:</p> <p>Carnegie Learning - T'es Branche - Level 1 & 2 - French 1 & 2 (Adopted 2021)</p> <p>Carnegie Learning -Que Chevere - Level 1- Spanish 1 (Adopted 2021)</p> <p>Carnegie Learning - En Voz Alta - Natives Spanish Speakers 1 and 2 (Adopted 2021)</p> <p>Vista Higher Learning Temas (/Pre/AP & AP Spanish Language) Grade 7& 8 DLI (Adopted 2021)</p> <p>High:</p> <p>Carnegie Learning - T'es Branche - French 1, 2 & 3 Grades 9-12 (Adopted 2021)</p> <p>Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 Grades 9-12 (Adopted 2021)</p> <p>Vista Higher Learning - Temas 2nd edition- Pre-AP Spanish Grades 9-12 (Adopted 2020)</p> <p>Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 Grades 9-12 (Adopted 2021)</p> <p>Pearson Reflexiones (AP Spanish Literature) Grades 11-12 (Adopted 2013)</p> <p>Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (Adopted 2019)</p> <p>Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (Adopted 2019)</p> <p>Vista Higher Learning Temas (AP Spanish Language) Grades 9-12 (Adopted 2020)</p> <p>Vista Higher Learning Themes (AP French Language) Grades 9-12 (Adopted 2021)</p> <p>Pearson Publishing Reflexiones: Intro A la Lit Hispanica - AP Spanish Literature (Adopted 2008)</p>	Yes	0%
Health	Elementary:	Yes	N/A

	Sunburst Visual Media: Good Hygiene Grade 3 (adopted 2009) Sunburst Visual Media: Having a Positive Body Image Grade 4 (adopted 2009) Sunburst Visual Media: Looking Ahead About Boys/Girls Grade 5 (adopted 2009) Sunburst Visual Media: The New Me About Boys/Girls Grade 6 (adopted 2009)		
Visual and Performing Arts	Elementary: Alfred Publishing: Accent on Achievement (various Instruments) Grades 5-6 High: McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (Adopted 2005) Glencoe Art in Focus Grades 9-12 (Adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (Adopted 2005) McGraw Hill Theatre in Action (Adopted 2005) Davis Publications The Visual Experience (Adopted 2005)	Yes	N/A

School Facility Conditions and Planned Improvements

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
 Air Conditioned

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 15 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).

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

Year and month of the most recent FIT report

11/15/2022 - 11/15/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			RSAB-7 (Classroom): 4: (D) Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear) (transition strip)

School Facility Conditions and Planned Improvements

				9: Faucet button missing RSAP-20-20 (Classroom): 4: (D) Carpeting is stained (5)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	87	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	82	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	465	464	99.78	0.22	87.07
Female	187	186	99.47	0.53	91.40
Male	278	278	100.00	0.00	84.17
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	94.19
Black or African American	22	22	100.00	0.00	90.91
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	197	197	100.00	0.00	79.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	90.91
White	121	121	100.00	0.00	93.39
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	85.29
Socioeconomically Disadvantaged	213	213	100.00	0.00	82.16
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	84.62

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	465	464	99.78	0.22	82.11
Female	187	186	99.47	0.53	78.49
Male	278	278	100.00	0.00	84.53
American Indian or Alaska Native	--	--	--	--	--
Asian	86	86	100.00	0.00	93.02
Black or African American	22	22	100.00	0.00	86.36
Filipino	13	13	100.00	0.00	100.00
Hispanic or Latino	197	197	100.00	0.00	69.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	86.36
White	121	121	100.00	0.00	91.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	73.53
Socioeconomically Disadvantaged	213	213	100.00	0.00	76.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	92.31

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	81.27	NT	26.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	315	99.37	0.63	81.27
Female	120	118	98.33	1.67	79.66
Male	197	197	100	0	82.23
American Indian or Alaska Native	0	0	0	0	0
Asian	67	67	100	0	95.52
Black or African American	15	15	100	0	80
Filipino	--	--	--	--	--
Hispanic or Latino	126	126	100	0	68.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	73.33
White	86	85	98.84	1.16	90.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100	0	65.22
Socioeconomically Disadvantaged	136	136	100	0	69.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through its career education pathways to develop critical thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has 42 pathways - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of 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. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests and strengths. Our programs provide robust academic knowledge, technical competency, and professional skills so they can build a competitive advantage.

CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Engineering, Healthcare, Construction

Engineering and Architecture

Engineering Design

Introduction to Engineering Design

Principles of Engineering

Engineering Design A

Engineering Design and Development

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	201
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	86.96

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92.3	92.7	92.7	92.3	73.2
Grade 7	92.3	92.7	92.7	92.3	73.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The parental involvement contact at this school is Jeremy Standerfer, 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. The school also maintains a Site Advisory Committee. 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, Android Bytes (the school's bi-weekly newsletter), our call-out system and flyers sent home with students.

Incoming 5th grade parents, or parents with students new to STEM, are typically required to attend meetings for a Summer Orientation Program to help ensure the success of their student. Orientation includes a technology training that includes the use of the school's student management system, Aeries, and the use of our learning management system, Google Classroom. Both of these programs are used extensively by RSA students and parent involvement by regularly checking students assignments, grades, and teacher Google Classroom pages will significantly contribute to a students success at RSA.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		2	3.2		8.9	7.8
Graduation Rate		100	100		95.2	94.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	56	56	100.0
Female	22	22	100.0
Male	34	34	100.0
American Indian or Alaska Native	0	0	0.0
Asian	18	18	100.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	15	15	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	19	19	100.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	21	21	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	672	666	62	9.3
Female	278	276	32	11.6
Male	394	390	30	7.7
American Indian or Alaska Native	1	1	1	100.0
Asian	134	134	8	6.0
Black or African American	31	31	0	0.0
Filipino	21	21	0	0.0
Hispanic or Latino	268	265	35	13.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	27	27	3	11.1
White	182	179	14	7.8
English Learners	10	10	0	0.0
Foster Youth	0	0	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	301	298	35	11.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	18	3	16.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.26	2.79	2.45
Expulsions	0.00	0.17	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.15	3.57	0.18	4.11	0.20	3.17
Expulsions	0.00	0.00	0.00	0.20	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.57	0.00
Female	0.36	0.00
Male	5.84	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.73	0.00
Black or African American	3.23	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

As mandated by the California Education Code 32280-32289.5, RUSD, each school develops, implements and maintains a Comprehensive School Safety Plan. The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive School Safety Plan. Beginning in 2022, the district provided each school with the Compliance Tool for School Safety Plans provided by the California Department of Education to aid developers in meeting all plan components required by law. Over time, and through collaboration with law enforcement and Fire Department Personnel, the Safety Plan is discussed with staff, evaluated, edited, reviewed, and updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Drills for earthquakes, fire, lockdown, lockout, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. In addition to site administrators, each site has a Campus Supervisor and is assigned a School Resource Officer, (SRO) organized by the High School Cluster. Each officer serves the elementary and middle schools that feed into that high school.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	33	2		14
6	34	1	1	14

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	17	27	4	
6	16	28	4	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	33	2		14
6	32	2	1	14

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	5	8
Mathematics	29	4	4	7
Science	27	6	2	9
Social Science	23	6	4	6

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	57		
Mathematics	8	57		
Science	8	62		
Social Science	8	45		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	3	9
Mathematics	27	6	2	9
Science	26	7	2	10
Social Science	24	5	4	7

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	441.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,328.66	621.77	6,706.89	93,038.91
District	N/A	N/A	6594.44	\$96,806
Percent Difference - School Site and District	N/A	N/A	1.7	-4.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	1.7	8.6

2021-22 Types of Services Funded

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

\$137,325 Local Control Funding Formula (LCFF): for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan.

Please note, starting in this 2021-22 reporting year, the methodology used to report types of services funded has changed. More specifically, per CDE guidance, programs and services provided through Local Control Funding Formula (LCFF) now includes other LCAP actions funded by LCFF in addition to the unduplicated allocation. This includes actions such as AP/AP secretary salaries, reading intervention, summer school, activities/athletics and more. The unduplicated LCFF allocation is used for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the RUSD School Board's Ongoing Work Plan.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,289	\$51,081
Mid-Range Teacher Salary	\$88,920	\$77,514
Highest Teacher Salary	\$116,293	\$105,764
Average Principal Salary (Elementary)	\$137,046	\$133,421
Average Principal Salary (Middle)	\$144,793	\$138,594
Average Principal Salary (High)	\$155,774	\$153,392
Superintendent Salary	\$306,117	\$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

69.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	0
Mathematics	4
Science	8
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

Professional Development

2020-2021, 2021-2022, 2022-2023

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. Other trainings, as provided by associated organizations for the development of staff skills, instruction and services are also provided below.

Technology Trainings provided for whole or partial staff participation:

- On-line Learning (Distance Learning) Multi-day best practices, applications and platform instruction training in 2020 2-day
- ISTE Conference Training - 2020 4-day
- CUE Conference Training - 2021 3-day
- Illuminate Training - 2021/2022 1/2 day

Tech mentorship training - 2021/2022 1/2 day

Air Quality Monitoring Teacher Program - 2021 1 day

Instruction-Related Trainings provided for whole or partial staff participation:

- (C-STEM) to build their capacity for integrating computer coding in their math courses. 2020 2 day
- Project Lead the Way that integrates engineering and technology in the science classrooms 2022 5 day
- Math Course training - CPM 2021 3 day
- AVID Training - 2021/2022 1 day
- Great Teacher Training - 2022 1 Day
- MIKVA Challenge Training - 2021 1 Day
- Universal Design for Learning 2022 - 1/2 day
- English Learner Development - 2021/2022 - 1/2 day
- Project Based Learning Conferences 2021 - 5 day
- Research in Schools Training - 2022 - 5 day

Compliance Trainings for all staff members:

- Mandated Reporter Training 2020/2021/2022 1/2 day
- Active Intruder Training 2020/2021/2022 1/2 day
- Covid 19 Training 2021/2022 1/2 day

Multi-Tiered Systems of (student) Support (MTSS)

- Multi-Tiered Systems of Support (MTSS) SLT Program Development 2021/2022 - 5 day
- Success with MTSS - 2022 4 days
- Synergy and ASB Training - 2021/2022 1 day

Professional Growth Systems (BTSA) provided for whole or partial staff participation:

- Beginning Teacher Support Training (Professional Growth Systems) and coaching for all new teachers 2020/2021/2022 - 2 day

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	11	25	27.5