

John F. Kennedy Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	John F. Kennedy Elementary School
Street	19125 Schoolhouse Lane
City, State, Zip	Riverside, CA 92508-7147
Phone Number	(951) 789-7570
Principal	Coretta Richardson
Email Address	carichardson@riversideunified.org
School Website	http://kennedy.riversideunified.org/
County-District-School (CDS) Code	33-67215-6120075

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

John F. Kennedy Elementary School

Vision: We envision a future where our students are critical thinkers and fearless learners.

Mission: Our mission is to promote academic and personal growth while modeling respect and integrity, thereby empowering and inspiring students to be independent and flexible thinkers.

Educational Priorities: 1) Standards-Based & Data Driven instruction, 2) Increased Depth of Knowledge 2+, 3) Active Learning & Student Engagement, 4) On the Spot Intervention.

Equity: All students are provided access to high-quality academic and social-emotional resources, data-driven instruction, and equitable opportunities for learning and growth from all staff members.

Core Values: Student Master (efficacy/agency) of Learning, Student and Staff Well-being, and Community Engagement.

Instructional Focus: 1) School-wide utilization of data to drive instruction, 2) Collaborative conversations and speech with an emphasis on academic vocabulary. 3) Reading and writing at and above grade level, 4) Math performance at and above grade level, and 5) Content-rich instruction through hands-on science and social studies.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	110
Grade 2	110
Grade 3	128
Grade 4	124
Grade 5	110
Grade 6	135
Total Enrollment	851

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
Asian	9.3%
Black or African American	7.5%
Filipino	1.9%
Hispanic or Latino	47.7%
Two or More Races	4.3%
White	28.1%
English Learners	10%
Foster Youth	0.8%
Homeless	0.8%
Socioeconomically Disadvantaged	53%
Students with Disabilities	8.1%

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)	34.40	96.50	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.34	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.34	17.00	0.99	12115.80	4.41
Unknown	1.00	2.80	151.80	8.83	18854.30	6.86
Total Teaching Positions	35.70	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)	32.20	94.16	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)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	2.00	5.84	127.00	7.37	15831.90	5.67
Total Teaching Positions	34.20	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

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

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 2001
 Lot Size: 10 acres
 24 Permanent Classrooms
 22 Portable Classrooms
 1 Portable restroom
 Resource/Psychologist Room
 Speech and Language Room
 Library/Multi-Purpose Room
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

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

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

J.F. Kennedy has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Year and month of the most recent FIT report

12/12/2023 - 12/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		KENA-102 (Administration): 4: (D) Ceiling tiles have holes or stains KENA-103 (Library): 4: (D) Ceiling tiles have holes or stains KENA-103A (Administration): 4: (D) Ceiling tiles have holes or stains KENB-100 (Multi Purpose Room): 4: (D) Ceiling tiles have holes or stains (D) Cabinet Casework Lock Broken or Jammed KENC-24 (Classroom): 4: (D) Cabinet Casework Handle missing or broken KENC-26 (Classroom): 4: (D) Ceiling tiles have holes or stains KENC-31 (Classroom): 4: (D) Walls appear to have hazards from tears and holes KENC-33 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing. KENC-34 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing. KENE-10 (Classroom): 4: (D) Ceiling tiles have holes or stains KENE-12 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.

School Facility Conditions and Planned Improvements

			<p>KENE-13 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.</p> <p>KENE-16 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.</p> <p>KENE-19 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>KENE-20 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.</p> <p>KENE-23 (Administration): 4: (D) Walls appear to have hazards from tears and holes</p> <p>KENE-4 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.</p> <p>KENE-6 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.</p> <p>KENE-7 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>KENG-100 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>KENG-101 (Classroom): 4: (D) Ceiling tiles have holes or stains 15: Door weather seal missing.</p> <p>KENK-1 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Cabinet Casework Handle missing or broken 15: Door sweep needs adjustment.</p> <p>KENK-2 (Classroom): 4: (D) Cabinet Casework Handle missing or broken</p> <p>KENK-3 (Classroom): 4: (D) Cabinet Casework Lock Broken or Jammed 15: door sweep needed.</p> <p>P38: 4: (D) Ceiling tiles have holes or stains</p> <p>P39: 4: (D) Walls appear to have hazards from tears and holes 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Portable C-2: 4: (D) Ceiling tiles have holes or stains</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		<p>KENB-100D (Restroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>KENC-23 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>KENC-23B (Administration):</p>

School Facility Conditions and Planned Improvements

				<p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>P39:</p> <p>4: (D) Walls appear to have hazards from tears and holes</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>P3C:</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p>
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			<p>KENA-100D (Administration): 15: front door weather seal is damaged and in need of repair.</p> <p>KENK-1 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Cabinet Casework Handle missing or broken 15: Door sweep needs adjustment.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	57	46	44	47	46
Mathematics (grades 3-8 and 11)	50	48	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	493	98.40	1.60	57.00
Female	248	244	98.39	1.61	61.89
Male	253	249	98.42	1.58	52.21
American Indian or Alaska Native	0	0	0	0	0
Asian	44	43	97.73	2.27	81.40
Black or African American	35	35	100.00	0.00	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	237	234	98.73	1.27	50.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	50.00
White	143	139	97.20	2.80	58.99
English Learners	42	38	90.48	9.52	18.42
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	28	96.55	3.45	75.00
Socioeconomically Disadvantaged	284	283	99.65	0.35	46.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	16.67

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	501	496	99.00	1.00	48.39
Female	248	245	98.79	1.21	47.35
Male	253	251	99.21	0.79	49.40
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	75.00
Black or African American	35	35	100.00	0.00	34.29
Filipino	--	--	--	--	--
Hispanic or Latino	237	236	99.58	0.42	41.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	32	32	100.00	0.00	43.75
White	143	139	97.20	2.80	53.96
English Learners	42	41	97.62	2.38	19.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	29	28	96.55	3.45	53.57
Socioeconomically Disadvantaged	284	283	99.65	0.35	36.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	42	93.33	6.67	14.29

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.09	39.42	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	108	99.08	0.92	37.96
Female	51	51	100.00	0.00	35.29
Male	58	57	98.28	1.72	40.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	32.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	43.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	61	98.39	1.61	26.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.30%	96.30%	96.30%	96.30%	96.30%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are encouraged to be an active part of their child's learning experience. English Learner Advisory Committee (ELAC) meetings are held 7 times a year on Thursdays at 1:30-2:30. Parent Teacher Association (PTA) meetings are held on the third Tuesday of each month at 3:00 p.m. All parents are welcome to attend association meetings for PTA; they are being held in person this school year. Parent Advisory Committee (PAC) is held once a month, usually on the third Thursday of the month. Teachers are encouraged to invite and encourage volunteers in the classrooms. For the safety of our children, we maintain a closed campus. All visitors need to check-in at the school office using the Raptor verification system. Communication with parents is given a high priority on our campus. There are many opportunities for parents to volunteer throughout the school year such as on-campus student and parent activities. Updates on progress toward standards are sent home throughout the trimester by teachers. District progress reports are sent home for students who are in danger of failing during the middle of each trimester. Parents are encouraged to meet with teachers on an ongoing basis. Parents' ideas, observations, and suggestions are always appreciated. The parent involvement contact person at this school is Coretta Richardson. The principal can be contacted at 951-789-7570.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	904	891	125	14.0
Female	445	438	61	13.9
Male	459	453	64	14.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	84	82	3	3.7
Black or African American	69	66	7	10.6
Filipino	16	16	0	0.0
Hispanic or Latino	435	429	81	18.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	40	40	5	12.5
White	249	248	28	11.3
English Learners	95	94	18	19.1
Foster Youth	12	11	4	36.4
Homeless	12	12	4	33.3
Socioeconomically Disadvantaged	485	479	84	17.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	96	24	25.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.98	1.33	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.33	0
Female	0.45	0
Male	2.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.61	0
English Learners	1.05	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.03	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by 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. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of 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. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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.

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
K	9	10	3	
1	8	10	3	
2	10	10	3	1
3	10	8	3	
4	21	4		2
5	14	5	4	
6	16	5	3	1
Other	11	2	1	

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
K	17	2	5	
1	24		5	
2	23		5	
3	27		4	
4	33		1	1
5	33		2	1
6	32		3	
Other	12	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
K	22	1	5	0
1	18	1	5	0
2	22	1	4	0
3	25	0	5	0
4	33	0	0	1
5	33	0	1	0
6	33	0	2	2
Other	17	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.3

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,903.48	483.76	6,419.72	101,070.49
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	-7.5	4.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	3.2	16.8

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

During the 2023-2024 School Year, teachers will receive voluntary after-school technology training on-site. Each teacher will have two half days to collaborate and meet for Language Arts planning, and two half days to plan for Mathematics. During this time they will plan, collaborate, and analyze data for their grade level and current student performance. To continue monitoring and analyzing the student data for TK-6th grade students each teacher will meet with the principal and assistant principal to discuss the student data for their current classroom twice a year during the school day. The focus this year will also remain on

Professional Development

learning and understanding the Danielson Framework as well as goal setting both individually with students, as well as, class and grade level. There will be six team meeting days dedicated to this process. Also, during staff meetings, there will be a focus on social-emotional learning for students and staff. Team Leaders will participate in Site Leadership Team collaboration days six times throughout the year to focus on MTSS processes for a campus-wide focus on positive behavior.

During the 2023-2024 School Year, all certificated employees will complete safety training within the first six weeks of school as well as instructional support to help provide instruction as students continue to be on campus and in person for instruction. During staff meetings, information will be reviewed and further professional development on assessment and social-emotional well-being will be provided. Teachers are also able to voluntarily participate in district-offered professional development throughout the year. Team meetings are held twice a month where teachers can collaborate and expand on various pieces of training they have participated in throughout the month from district-offered professional development sessions.

During the 2022-2023 School Year, Transitional Kindergarten, Kindergarten, First-grade, and Second-grade teachers will receive two in-service days for training in the new Language Arts curriculum, Wonders. In addition, all Transitional Kinder Teachers -Sixth grade will receive two training days for the writing curriculum. Teachers will receive voluntary after-school technology training on-site. Each teacher will have two half days to collaborate and meet for Language Arts planning, and two half days to plan for Mathematics. During this time they will plan, collaborate, and analyze data for their grade level and current student performance. To continue monitoring and analyzing the student data for TK-6th grade students each teacher will meet with the principal and assistant principal to discuss the student data for their current classroom twice a year during the school day. The focus this year will also remain on learning and understanding the Danielson Framework. There will be three staff meeting days dedicated to this process. Also, during staff meetings, there will be three meetings in which The Guide 2.0 is reviewed and focused on the new aspects of the document for all staff members. Team Leaders will participate in Site Leadership Team collaboration days three times throughout the year.

During the 2021-2022 School Year, all certificated employees will complete 5 Modules of professional development regarding health and safety measures and instructional support during the COVID-19 pandemic. These modules are comprised of both required and choice-based courses. During staff meetings, information will continue to be reviewed and shared to support instruction. Team meetings will be used to collaborate and expand on what has been learned. During the 2021-2022 School Year, all certificated employees will complete safety training within the first six weeks of school as well as instructional support to help provide instruction as students are transitioning back to being on campus and in person for instruction. During staff meetings, information will be reviewed and further professional development on assessment and social-emotional well-being will be provided. Teachers are also able to voluntarily participate in district-offered professional development throughout the year. Team meetings are held twice a month where teachers are able to collaborate and expand various pieces of training they have participated in throughout the month from district-offered professional development sessions.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5