

# Riverside STEM Academy

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

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

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

### **School Description and Mission Statement (School Year 2018-19)**

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

Vision, Mission, and the Five Pillars of STEM Instruction

RSA Vision Statement:

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

RSA Mission:

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

Five Pillars of Instruction at the Riverside STEM Academy

Science

Mathematics

Research and Design

Communication

Computer Programming

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 5	107
Grade 6	107
Grade 7	107
Grade 8	108
Grade 9	74
Grade 10	57
Grade 11	57
Grade 12	44
<b>Total Enrollment</b>	<b>661</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.5
Asian	18.5
Filipino	2.7
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	1.5
White	37.4
Socioeconomically Disadvantaged	30.9
English Learners	0.3
Students with Disabilities	1.5
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	25	15	1903
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** 10/02/18

The table displays information collected in 10/02/18 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Elementary:</p> <p>Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013)</p> <p>Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016)</p> <p>Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted in 2017)</p> <p>Middle:</p> <p>Language Arts 7 (Adopted 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 1</p> <p>Holt, Rinehart &amp; Winston: Supplemental: Holt Handbook, Course 1</p> <p>Language Arts 8 (Adopted 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 2</p> <p>Holt, Rinehart &amp; Winston: Supplemental: Holt Handbook, Course 2</p> <p>Language! (Adopted 2002)</p> <p>ELD 1, 2, 3 (Adopted 2009)</p> <p>Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (Adopted 2010)</p> <p>High:</p> <p>Introduction to Literature and Composition, Grade 9 (Adopted 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 3</p> <p>World Literature and Composition, Grade 10 (Adopted 2002)</p> <p>Holt, Rinehart &amp; Winston: Holt Literature and Language Arts, Course 4</p> <p>American Literature and Composition, Grade 11 (Adopted 2002)</p> <p>Holt Literature and Language Arts, Course 5</p> <p>Holt, Rinehart &amp; Winston: Essentials of American Literature</p> <p>English Literature and Composition Grade 12 (Adopted 2002)</p> <p>Holt Literature and Language Arts, Course 6</p> <p>Holt, Rinehart &amp; Winston: Essentials of British and World literature</p> <p>Expository Reading and Writing (Adopted 2007)</p> <p>CSU Task Force on Expository Reading and Writing: (Adopted 2009)</p> <p>Scholastic: Read 180, Scholastic (Adopted 2010)</p> <p>CA StudySyn Grades 7-12 (Adopted 2017)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Elementary: Pearson Education: enVisionMATH California Common Core 2015, K-6 (adopted in 2014)</p> <p>Middle: Introduction to Algebra / Introduction to Algebra Concepts (Adopted 2008) Holt, Rinehart &amp; Winston: California Mathematics Course 2 – Pre-Algebra Holt, Rinehart &amp; Winston: Pre-Algebra 8 / Pre- Algebra 8 Concepts (Adopted 2008) Holt, Rinehart &amp; Winston: California Algebra Readiness – Volumes 1-4 Holt, Rinehart &amp; Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (Adopted 2008) Holt, Rinehart &amp; Winston: California Algebra 1 Holt, Rinehart &amp; Winston: Geometry (Adopted 2008) Holt, Rinehart &amp; Winston: California Geometry</p> <p>High: Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (Adopted 2008) Holt, Rinehart &amp; Winston: California Algebra 1 Geometry (Adopted 2008) Holt, Rinehart &amp; Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted 2008) Holt, Rinehart &amp; Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (Adopted 2008) Precalculus-Mathematics for Calculus (Adopted 2008) Cengage Personal Finance, Grade 12 (Adopted 008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (Adopted 2016) Agile Mind Educational Holdings, Inc (Adopted 2018) Open Up Resources/Illustrative (Adopted 2018) CPM Educational Program/Core Connections (Adopted 2018)</p>	<p>Yes</p>	<p>0%</p>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Elementary: McGraw Hill: California Science, K-6 (adopted in 2007)</p> <p>Middle: Holt, Rinehart &amp; Winston: Life Science, Grade 7 (Adopted 2007) McDougal Littell: Physical Science, Grade 8 (Adopted in 2007): (Adopted 2007)</p> <p>High: Holt Rinehart and Winston: Earth Science, California (Adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (Adopted 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy &amp; Physiology; Eighth Ed. (Adopted 2007) Addison Wesley/Prentice Hall: Chemistry, California (Adopted 2007) Foundations of Physics; CPO Science (Adopted 2007) 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)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Elementary: Harcourt: Reflections, K-6 (adopted in 2006)</p> <p>Middle: Holt, Rinehart &amp; Winston: World History, Grade 7 (Adopted 2006) Holt, Rinehart &amp; Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart &amp; Winston: United States History, Grade 8 (Adopted 2006) Holt, Reinhart &amp; Winston: United States History: Independence to 1914: Holt CA Social studies</p> <p>High: World History, Cultures and Geography, Grade 10 (Adopted 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted 2006) McGruder’s American Government: California Edition: Prentice Hall Economics, Grade 12 (Adopted 2006) Economics: Principles and Practices: Glencoe-McGraw-Hill</p>	Yes	0%
<b>Foreign Language</b>	<p>Middle: Holt, Reinhart &amp; Winston: Spanish 1 (Adopted 2004) Holt, Reinhart &amp; Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart &amp; Winston: Pre-AP Spanish (Adopted 2009) Holt, Reinhart &amp; Winston: Ven Conmigo! Nuevas Vistas Uno</p> <p>High: Spanish III Honors (Adopted 1998)</p> <p>Spanish for Spanish Speakers II (Adopted 1999) Sendas Literaries I - Heinley &amp; Heinley Sendas Literaries II - Heinley &amp; Heinley Learning American Sign Language 1 &amp; 2 (Adopted 2016)</p>	Yes	0%
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A



**School Facility Conditions and Planned Improvements (Most Recent Year)**

Year Constructed: 1964  
 Last Modernized: 2004  
 Lot Size: 7.5 Acres  
 14 Permanent Classrooms  
 11 Portable Classrooms  
 1 Portable Restroom  
 2 Science Portables  
 Library  
 Multi-Purpose Room  
 Indoor and outdoor cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

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

# of Work Orders = 265  
 Labor Hours = 1435.35  
 Assessed Value of Work = \$80010.83

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Boys locker room: Ceiling tile stained P20: 1/2 lights in room, ceiling tile stained
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Boys locker room: Ceiling tile stained Down stairs office: Deep cleaning needed

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 11/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	3: Lighting in room flickering MPR: Front door alarm contacts not working- Communications department Office Guidance Center: Back office light is out Office: Replace room sensor override button broken, poor flow to back office restroom, survey exit sings - old style P20: 1/2 lights in room, ceiling tile stained P25: Light panel lens missing cover, electrical cover plates missing on all recepticles
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Girls Restroom: Towel dispenser is broken Office: Replace room sensor override button broken, poor flow to back office restroom, survey exit sings - old style
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	14: Using electrical cords all over room 15: Drinking fountain between rooms 14 & 15 outside no water flow 16: Using electrical cords all over room 17: Using electrical cords all over room 18: Using electrical cords all over room
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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

Year and month of the most recent FIT report: 11/21/2018	
<b>Overall Rating</b>	<b>Good</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	94.0	94.0	47.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	92.0	92.0	34.0	35.0	37.0	38.0

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

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	475	474	99.79	93.67
Male	267	267	100.00	93.63
Female	208	207	99.52	93.72
Black or African American	32	32	100.00	84.38
American Indian or Alaska Native	--	--	--	--
Asian	87	87	100.00	96.55
Filipino	14	14	100.00	100.00
Hispanic or Latino	132	132	100.00	91.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	178	99.44	93.82
Two or More Races	16	16	100.00	100.00
Socioeconomically Disadvantaged	146	146	100.00	93.84
English Learners	22	22	100.00	81.82
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	475	474	99.79	92.41
Male	267	267	100	94.76
Female	208	207	99.52	89.37
Black or African American	32	32	100	84.38
American Indian or Alaska Native	--	--	--	--
Asian	87	87	100	94.25
Filipino	14	14	100	85.71
Hispanic or Latino	132	132	100	89.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	179	178	99.44	94.94
Two or More Races	16	16	100	100
Socioeconomically Disadvantaged	146	146	100	87.67
English Learners	22	22	100	86.36
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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

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

### California Partnership Academies

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

### Career Technical Education Pathways

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

### ROP Programs

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

## Career Technical Education Participation (School Year 2017-18)

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

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	35.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	92.9

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.9	22.8	61.4
7	8.7	9.6	67.3
9	21.7	13.0	60.9

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

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

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

Parents are also expected to attend a technology training at the beginning of each school year that includes the use of the schools student management Aeries and the use of our learning management system, Haiku. Both of these programs are used extensively by RSA students and parent involvement and regularly checking students assignments, grades, and the teachers Haiku pages will significantly contribute to a students success at RSA. Incoming 5th grade parents are required to attend two meetings for the Summer Bridge Program to help ensure the success of their student.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate			0.0	4.9	5.3	4.8	10.7	9.7	9.1
Graduation Rate			100.0	89.4	89.3	91.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	89.0	88.7
Black or African American	100.0	91.5	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	100.0	93.9	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	100.0	86.5	86.5
Native Hawaiian/Pacific Islander	0.0	94.1	88.6
White	100.0	92.7	92.1
Two or More Races	0.0	88.9	91.2
Socioeconomically Disadvantaged	100.0	87.1	88.6
English Learners	0.0	56.3	56.7
Students with Disabilities	0.0	69.9	67.1
Foster Youth	0.0	50.0	74.1

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.0	1.7	1.0	4.0	3.6	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Site Safety Committee with input from the Parent Advisory 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 March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, 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 also has an assigned School Resource Officer (SRO).

### D. Other SARC Information

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

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	35	1	2	14	35		4	13	40			15
6	34		4	13	34		4	13	38			15

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

\*\* "Other" category is for multi-grade level classes.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	4	2	7	27.0	5	2	9	26.0	5	4	8
Mathematics	31.0	1	3	8	30.0	4	2	8	31.0	2	4	8
Science	39.0	2	3	10	30.0	3	3	10	31.0	3	3	11
Social Science	25.0	5	1	6	26.0	5	3	6	23.0	6	4	6

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7,029	448	6,581	79,722
District	N/A	N/A	6,354	\$92,123
Percent Difference: School Site and District	N/A	N/A	-190.4	-14.4
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-191.4	-1.3

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



The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

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

\$ 1,148.00 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,697	\$47,903
Mid-Range Teacher Salary	\$86,573	\$74,481
Highest Teacher Salary	\$113,222	\$98,269
Average Principal Salary (Elementary)	\$130,439	\$123,495
Average Principal Salary (Middle)	\$139,392	\$129,482
Average Principal Salary (High)	\$149,103	\$142,414
Superintendent Salary	\$295,694	\$271,429
Percent of Budget for Teacher Salaries	38.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	4	N/A
Science	5	N/A
Social Science	6	N/A
All courses	19	23.9

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

2016-17, 2017-18, 2018-19:

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

1. Beginning Teacher Support Training for all new teachers
2. Language Arts applications in all curriculum areas

3. Technology Literacy, Informational Literacy, Visual Literacy, and Technological Implementation/Assessment
4. Results Meeting/Setting Goals and Action Plans for increased student growth
5. Examining Test Data/Multiple Measures/Student Work Artifacts/Planning for the Improvement of Student Achievement
6. All teachers participate in Professional Learning Community (PLC) meetings and receive trainings as indicated by student need by both in-house, district experts and attendance at conferences
7. Math teachers participate in ongoing computer coding training (C-STEM) to build their capacity for integrating computer coding in their math courses.
8. Science teachers in the 5-8 program have also participated in training involving the FOSS curriculum that is used in these grade levels
9. Science teachers also continue to participate in an engineering based professional development called Project Lead the Way that integrates engineering and technology in the science classrooms
10. All staff members have participated in the district developed Common Core training along with Common Core trainings sponsored by outside organizations
11. All teachers continue to attend district professional development workshops related to specific content areas by district specialists.
12. Added this year: a series of professional development workshops for Math Textbook Adoption and training
13. All teachers attend workshop on autism presented by district staff development specialist
14. TenMarks workshop provide Math teachers with intervention tools for struggling students
15. Science teachers participate in NSGS (Next Generation Science Standards) training.
16. Select teachers in both middle and high school programs participate in Project-Based and Design Thinking Professional Development.
17. Beginning in 2018, all staff will receive multiple-day Danielson Framework Trainings to elevate instructional practice.

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