

Riverside Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by July 1 of each year. 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 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.

School Description and Mission Statement (Most Recent Year)

Our 2014 - 2015 Mission Statement

1. Riverside Elementary is a welcoming community of lifelong learners celebrating academic achievements and individual differences. Our standards-based curriculum is comprehensive and is marked by high expectations and the use of culturally relevant materials and pedagogy. We encourage critical thinking and nourish creativity and curiosity.
2. The Riverside Elementary school community provides an emotionally and physically safe atmosphere by instilling cooperation and acceptance for all. Riverside staff members make it a priority to teach constructive social skills so that each member of the student body is held personally responsible for his or her actions. Furthermore, staff members understand their responsibility as role models.
3. We respect, appreciate, and take responsibility for contributing to the wellbeing of our diverse community and environment. Our staff, students, families, and community members collaborate to form a successful educational team. Students learn to take care of their immediate environment as they become life stewards of the Earth.

Awards and Recognition:

2007- Honor Roll from the California Business Association

2006-2007- Title 1 Academic Achievement Award winning school

2007-2008- Title 1 Academic Achievement Award winning school

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	52
Grade 1	76
Grade 2	70
Grade 3	59
Grade 4	63
Grade 5	59
Grade 6	45
Total Enrollment	424

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	15.8
American Indian or Alaska Native	0.7
Asian	9.0
Filipino	4.5
Hispanic or Latino	62.0
Native Hawaiian or Pacific Islander	1.9
White	5.7
Two or More Races	0.5
Socioeconomically Disadvantaged	89.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	16	17	19	19
Without Full Credential	1	1	0	4

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science 6K Pearson/Prentice Hall, Focus on Earth Science (6 grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Riverside was constructed in 1940, 1943 and 1948. Portable classrooms were added in 1954, 1955 and 1985.

Riverside has undergone a \$11.8 million renovation, the main building has been completed, and we are working to bring modernized playground and field to the site. The remodeled classrooms feature new furniture, improved lighting and phones, and fiberoptic Internet capabilities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Secure bookcases (work order submitted), replace cabinet handle (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	Check stall doors and repair (work complete), repair drinking fountains (work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Replace broken blinds and broken window latch (work order submitted), repair base blocks at outside wall (work complete)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Preschool and kindergarten orientation

Safety Committee

Quarterly Thematic Family Nights (Writing, Math, Science),

School Safety Plan (Most Recent Year)

The safety committee reviews and updates the comprehensive safety plan every month. All teachers at Riverside are trained on safety procedures each year. The safety plan includes information on emergency procedures, first aid, evacuation and crisis management. In addition, each staff member serves in a specific sub committee in case of a 72 hr. emergency. Riverside follows

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---

At Riverside Elementary, the Instructional Leadership Team (ILT) will facilitate professional development to build capacity for all teachers for effective implementation of the Common Core standards in English Language Arts, English Language Development, Mathematics, and Writing. Evidence of effective implementation is in student assessment data, including Smarter Balanced Assessment System developed by the Smarter Balanced Assessment Consortium (SBAC), CELDT, and CST. In addition, we focus on whole child development which includes social-emotional development and growth towards the goal of character building. The teachers at Riverside meet three times a month in their grade levels teams, building professional learning communities to address problem of practice, review/disaggregate student data, modify/differentiation instruction as part of meeting students' needs. Riverside also participates in all the districts professional development opportunities.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. The primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.