



Riverview Elementary School

8662 S. Lac Jac Avenue • Parlier, CA 93648 • (559) 305-7290 • Grades K-8

Josh Darnell, Principal

darnell-j@kcusd.com

<https://riverview.kcusd.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Kings Canyon Joint Unified School District

1801 10th Street
Reedley, CA 93654
559.305.7010
www.kcusd.com

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School Description

School Description Riverview School is located in a country setting west of the town of Reedley. The school serves approximately 488 students and includes a staff of 20 teachers. Riverview School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning environment. Riverview Elementary School was named a California Distinguished School in spring of 2018.

School Mission Statement Riverview School parents, staff, students, and community form a collaborative partnership in an effort to achieve the school's mission. The school's mission is to provide excellence in education to a diverse community through exemplary programs, services, and activities that foster a life-long commitment to academic and character development.

Riverview Elementary School is one of 22 schools in Kings Canyon Joint Unified School District (KCUSD), whose mission is "To provide a broad spectrum of educational and co-curricular activities for all students so they can attain their highest potential." The parents, staff, and students of Riverview form a collaborative partnership in an effort to achieve the mission of both KCUSD and RES. Our mission statement provides a common focus that unifies all stakeholders (administrators, teaching and support staff, parents, students, and community members) in a pursuit of continuous school improvement. The mission of Riverview Elementary School is to "Provide excellence in education to a diverse community through exemplary programs, services, and activities that foster a life-long commitment to academic and character development."

In keeping with our mission the staff at Riverview is dedicated to ensuring the academic success of every student and providing a safe and productive learning environment for all. Curriculum, instruction, assessment, and professional development are focused on assisting students in mastering the common core standards, as well as increasing the overall student achievement of all student subgroups.

Expectations: Be Respectful! Be Responsible! Be Safe!

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	49
Grade 2	52
Grade 3	51
Grade 4	59
Grade 5	32
Grade 6	69
Grade 7	64
Grade 8	61
Total Enrollment	488

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.8
Hispanic or Latino	71.3
White	25.4
Two or More Races	1.4
Socioeconomically Disadvantaged	66.4
English Learners	10.9
Students with Disabilities	7.2
Foster Youth	0.2
Homeless	0.4

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 for Riverview Elementary	18-19	19-20	20-21
With Full Credential	19	18	21
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	18-19	19-20	20-21
With Full Credential	♦	♦	447
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Riverview Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 2020-21)

Riverview uses the state and district approved curriculum for all grade levels. All classroom teachers, the site RSP teacher, and administrators participated in content and curriculum training. There are ample books for each student to have their own copy. All teachers currently implement state and district adopted core curriculum.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EngageNY, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	EngageNY, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Amplify Science 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office. Riverview School's most recent facilities inspection was complete in December, 2019.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Riverview School has 21 classrooms, a multipurpose room, a new student center (completed in November 2009), a library (updated and expanded in 2010) and an administration building. The main campus was built in 1960. Additional relocatable classrooms were constructed in 1990 and 1998. During the summer of 2018, improvements were made to parking lot, front of school, and the campus was painted. A solar parking structure and shade structure were added in the summer of 2019 and an additional classroom was added in 2020.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

During the 2015 summer Bond Measure K allowed Riverview to receive new roofing, blacktops and basketball courts. Riverview also gained a new storage shed.

The multi-purpose room received new flooring during the 2015 summer.

During the 2016 summer the Riverview Administration Building received a new roof.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Lights out in classroom 20.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	Light out in room 20, district electrician to replace ballast. No hot water in cafeteria/kitchen, district plumber to make repairs.

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	52	N/A	50	N/A
Math	59	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	49	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Communication with parents and family participation are essential elements for the success in our students. Riverview Elementary School endeavors to involve parents by exchanging information to help parents understand how they can support school programs and offering opportunities for the participation in school activities.

Under traditional school year conditions, the following parent involvement activities take place: Annual family events include activities such as concerts, Fiesta Parade, SCICON Parent Night, Eighth Grade Parent Night, Family Movie Night, Pastries with Parents, Open House, Title 1 Parent Night, school carnival, and Back to School Night. Parents also participate in parent teacher conferences, they serve as chaperones on school trips, help with book fairs, school fund raisers, celebrations and awards events. Parents also serve on committees including Parent Teacher Club, School Site Council, English Learner Advisory Council, and District Advisory Council. The parent involvement policy and school-parent compact were updated in October 2020

Communication between the school and home is provided through monthly newsletters, phone call out systems, classroom notes, Parent Square, Peachjar and bulletins. Riverview has a current website that includes access to Power School (student grades), the school calendar, and other notifications. Each year Riverview participates in a parent survey. Information from the surveys is shared with district administration, parents, and staff. This helpful information allows the school to celebrate successes and be made aware of areas of need. All communications are provided in English and Spanish. There are numerous and varied opportunities for parent involvement, all of which will be adjusted during this pandemic, many of which took place virtually.

The parents desiring more information may contact the Riverview Principal, Josh Darnell (559) 305-7290.

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.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Riverview Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in October 2020 and discussed with staff in October 2020. The school site council reviewed and approved the safety plan at the October 2020 SSC meeting. An updated copy is available to the public at the school office.

The schools disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	1.6	5.4	3.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		2		25		2		26		2	
1	25		2		25		2		25		2	
2	27		2		25		2		26		2	
3	25		1		26		2		26		2	
4	31		2		29		1		30		2	
5	13	3	2		31		2		32		1	
6	27	2	10	1	27	2	10	1	26	4	10	1
Other**												

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Students attend school for 180 instructional days. Teachers attend an additional five days. Three days are for professional development. The remaining two days are used for staff meetings and room preparation.

Professional development at Riverview Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

For the 17-18 and 18-19 school years, staff studied researched based best instructional practices, learner engagement strategies, and lesson design to meet the needs of students performing below proficiency. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. A professional learning community continues to meet throughout the school year to plan, implement, observe, and reflect on instructional strategies. The district provides early release of students every Wednesday to allow teachers time to reflect on the Cycle of Inquiry, including review of student data, planning instruction, and collaboration. Teachers received specific training at the August Buy-Back days. District instructional coaches followed-up with additional training days, observations, modeling and feedback. Riverview administration also participated in this staff development. Administrators work on teams to observe their site teachers and teachers at other sites to provide feedback. All ELA teachers were trained throughout the year on "Write from the Beginning and Beyond." The "Write from the Beginning" training were held approximately one Wednesday each month for the last several years. Several teachers also participated in NGSS training.

In 2019-2020 in addition to the district provided professional development, Riverview staff participated in Autism Training and Safety Care Training. We continue to focus on Collaborative Teams and data analysis to the individual student level. School-wide we have placed a focus on Math RtI and utilize data to drive the instruction during this time. Four teachers have joined the NGSS team and participate in trainings and lesson studies around Science. Riverview Elementary School continues to emphasize collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district meetings. Teachers attend various conferences and workshops based on teacher needs. Buy-back and early release days provide time for quality professional development and collaboration. Wednesday early release days are utilized for Grade Level Collaboration Meetings and district Write from the Beginning Training. 2020 professional development included strategies for teaching distance education, including zoom, google classroom, Kami, Screencastify, pear, parent square, clever, and jamboards.

Riverview also continues to engage in Professional Learning Communities (PLCs), assessment and data collection, and effective teaching strategies, with continuous monitoring of our significant subgroups: Students With Disabilities, English Language Learners, Hispanic, and Socio-economically Disadvantaged. To supplement student learning, the Riverview staff received training on ways to use "Thinking Maps" as an instructional strategy.

KCUSD Special Education Department provides monthly staff development for special education teachers and professional development for special education techs through-out the school year. The district Library-Media Teacher also coordinates on-going professional development for district library technicians.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$49,782
Mid-Range Teacher Salary	\$68,584	\$76,851
Highest Teacher Salary	\$100,131	\$97,722
Average Principal Salary (ES)	\$122,043	\$121,304
Average Principal Salary (MS)	\$129,489	\$128,629
Average Principal Salary (HS)	\$145,510	\$141,235
Superintendent Salary	\$213,358	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Title I, and Local Control Funding Formula (LCFF)

Riverview Elementary School receives general State of California and state lottery funds which are used to run our "base" school programs. In addition, RES benefits from Title 1 funds.

These funds have enabled Riverview to provide intervention, enrichment, and social/emotional support systems. In addition, supplemental and concentrated funds along with title 1 funds help support programs such as, Puente, Special education, ELD, ASP, PBIS, CARE, and parent education opportunities.

Riverview Elementary School provides extended library hours, intervention opportunities, supplemental materials and supplies that enhance or extend the core curricular program are provided for students. Title 1 - funding from Title 1 is used to provide intervention activities during the regular day and after school hours. It is also used to promote parent involvement, professional development, as well as supplemental intervention. The School Site Council reviews the School Plan for Student Achievement annually. The SSC also reviews site expenditures and student performance to modify the plan to address the needs of all students.

KCUSD provides Riverview School with a review of the KCUSD Instructional Action Plan on an annual basis. The actions and goals of this plan provide the framework for the academic operation of Riverview.

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,734.26	\$862.97	\$5,871.29	\$72,712.40
District	N/A	N/A	\$7,619.64	\$73,751
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-25.9	-1.4
School Site/ State	-27.6	-8.6

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