

# Riverview School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Riverview School
<b>Street</b>	8662 S. Lac Jac Avenue
<b>City, State, Zip</b>	Parlier, CA 93648
<b>Phone Number</b>	(559) 305-7290
<b>Principal</b>	Josh Darnell
<b>Email Address</b>	darnell-j@kcusd.com
<b>School Website</b>	<a href="https://riverview.kcusd.com/">https://riverview.kcusd.com/</a>
<b>County-District-School (CDS) Code</b>	10622656006837

## 2021-22 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559.305.7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcusd.com
<b>District Website Address</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2021-22 School Overview

**School Description** Riverview School is located in a country setting west of the town of Reedley. The school serves approximately 436 students and includes a staff of 21 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	50
Grade 2	43
Grade 3	43
Grade 4	46
Grade 5	61
Grade 6	32
Grade 7	62
Grade 8	57
Total Enrollment	434

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	0.2
Hispanic or Latino	76.7
Two or More Races	1.4
White	19.6
English Learners	12.4
Foster Youth	0.7
Socioeconomically Disadvantaged	69.4
Students with Disabilities	7.6

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Riverview uses the state and district approved curriculum for all grade levels. Each school site or grade level is represented on each textbook adoption committee. All classroom teachers, the site RSP teacher, and administrators participated in content and curriculum training. There are ample books and other supplemental materials for each student to have their own copy at Riverview. All teachers currently implement state and district adopted core curriculum.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EngageNY, adopted 2014	Yes	0%
Mathematics	EngageNY, adopted 2014	Yes	0%
Science	Amplify Science 2020	Yes	0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, World History(Ancient Civilizations), 2006 edition 6th Holt, World History(Medieval Times), 2006 edition 7th Holt, United States History, 2006 edition 8th	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	NA		NA
Science Laboratory Equipment (grades 9-12)	NA		NA

## School Facility Conditions and Planned Improvements

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 2021 summer.

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

**Year and month of the most recent FIT report**

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trees throughout campus need to be trimmed. •Grounds scheduled to trim trees during winter break.

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	301	294	97.67	2.33	56.8
<b>Female</b>	152	146	96.05	3.95	63.01
<b>Male</b>	149	148	99.33	0.67	50.68
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	227	224	98.68	1.32	49.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	60	93.75	6.25	81.67
<b>English Learners</b>	24	23	95.83	4.17	17.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	196	195	99.49	0.51	53.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	33	31	93.94	6.06	12.9

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	294	97.67	2.33	44.90
Female	152	146	96.05	3.95	48.63
Male	149	148	99.33	0.67	41.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	227	224	98.68	1.32	38.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	60	93.75	6.25	68.33
English Learners	24	23	95.83	4.17	13.04
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	196	195	99.49	0.51	37.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	31	93.94	6.06	16.13

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	110	NT	NT	NT	NT
<b>Female</b>	61	NT	NT	NT	NT
<b>Male</b>	49	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	84	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	23	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	73	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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, Parent, Education Nights 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 December 2021.

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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	456	18	3.9
Female	236	230	7	3.0
Male	229	226	11	4.9
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	351	344	15	4.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	98	96	2	2.1
English Learners	58	57	5	8.8
Foster Youth	3	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	317	314	16	5.1
Students Receiving Migrant Education Services	8	8	2	25.0
Students with Disabilities	44	44	2	4.5

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.58	1.08	3.08	0.53	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.78	2.38	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.08	0.00
<b>Female</b>	1.69	0.00
<b>Male</b>	0.44	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.14	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.02	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.58	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.27	0.00

## 2021-22 School Safety Plan

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 September 2021 and discussed with staff in October 2021. The school site council reviewed and approved the safety plan at the December 13, 2021 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.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25		2	
1	25		2	
2	25		2	
3	26		2	
4	29		1	
5	31		2	
6	27	2	10	1

## 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	25		2	
2	26		2	
3	26		2	
4	30		2	
5	32		1	
6	26	4	10	1

## 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	20	1	1	
1	17	3		
2	14	3		
3	22		2	
4	23		2	
5	20	1	2	
6	27	1	6	

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,153.07	\$923.10	\$5,229.98	\$74,500.16
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	-35.4	-1.1
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-47.0	-8.4

## 2020-21 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 a Tecnologia, 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$48,010	\$51,029
<b>Mid-Range Teacher Salary</b>	\$69,956	\$78,583
<b>Highest Teacher Salary</b>	\$102,133	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$123,232	\$124,576
<b>Average Principal Salary (Middle)</b>	\$132,992	\$131,395
<b>Average Principal Salary (High)</b>	\$147,623	\$144,697
<b>Superintendent Salary</b>	\$223,065	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	28%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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. This year's focus as decided by the staff is around "Writing Across the Curriculum," with a specific focus on implementation of thinking maps, modeling, and use of complete sentences.

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 Rtl 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. 2021 professional development includes Social Emotional Learning as well as "All for Youth" implementation.

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. There has been a focus on the PLC process using a guiding coalition to help determine best practices and most needed PD.

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

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42

# Kings Canyon Joint Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559.305.7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcusd.com
<b>District Website Address</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5121	4993	97.50	2.50	41.96
<b>Female</b>	2481	2426	97.78	2.22	47.03
<b>Male</b>	2640	2567	97.23	2.77	37.16
<b>American Indian or Alaska Native</b>	23	20	86.96	13.04	20.00
<b>Asian</b>	27	26	96.30	3.70	57.69
<b>Black or African American</b>	14	14	100.00	0.00	57.14
<b>Filipino</b>	15	13	86.67	13.33	69.23
<b>Hispanic or Latino</b>	4567	4471	97.90	2.10	40.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	55	91.67	8.33	45.45
<b>White</b>	412	391	94.90	5.10	55.75
<b>English Learners</b>	1328	1286	96.84	3.16	8.94
<b>Foster Youth</b>	39	37	94.87	5.13	29.73
<b>Homeless</b>	38	30	78.95	21.05	26.67
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4490	4390	97.77	2.23	39.27
<b>Students Receiving Migrant Education Services</b>	254	250	98.43	1.57	31.60
<b>Students with Disabilities</b>	400	368	92.00	8.00	11.41

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5122	5003	97.68	2.32	25.42
<b>Female</b>	2481	2432	98.02	1.98	25.25
<b>Male</b>	2641	2571	97.35	2.65	25.59
<b>American Indian or Alaska Native</b>	23	20	86.96	13.04	10.00
<b>Asian</b>	27	27	100.00	0.00	44.44
<b>Black or African American</b>	15	14	93.33	6.67	42.86
<b>Filipino</b>	15	13	86.67	13.33	38.46
<b>Hispanic or Latino</b>	4567	4478	98.05	1.95	23.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	60	56	93.33	6.67	35.71
<b>White</b>	412	392	95.15		42.09
<b>English Learners</b>	1328	1298	97.74	2.26	6.01
<b>Foster Youth</b>	39	38	97.44	2.56	18.42
<b>Homeless</b>	38	32	84.21	15.79	12.50
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4491	4399	97.95	2.05	22.64
<b>Students Receiving Migrant Education Services</b>	254	253	99.61	0.39	15.42
<b>Students with Disabilities</b>	401	368	91.77	8.23	7.07

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.