

# Riverview School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2023-24 School Contact Information

<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>	Jodee Pinheiro-Smith
<b>Email Address</b>	smith-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

## 2023-24 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>	pack-r@kcusd.com
<b>District Website</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2023-24 School Description and Mission Statement

**School Description** Riverview School is a K-8 school located in a country setting west of the town of Reedley. The school serves approximately 500 students and includes a staff of 2 administrators, 19 self-contained classroom teachers, 6 certificated support staff, and 21 classified staff members. 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 and a California Schools to Watch in 2023.

**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 educational partners (administrators, teaching and support staff, parents, students, and community members) in a pursuit of continuous school improvement.

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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	41
Grade 2	46
Grade 3	52
Grade 4	60
Grade 5	42
Grade 6	61
Grade 7	61
Grade 8	38
<b>Total Enrollment</b>	<b>437</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
Asian	0.7%
Filipino	0.5%
Hispanic or Latino	80.1%
Two or More Races	1.4%
White	17.2%
English Learners	16.9%
Foster Youth	0.9%
Homeless	0.9%
Migrant	1.6%
Socioeconomically Disadvantaged	68%
Students with Disabilities	6.9%

### A. Conditions of Learning **State Priority: Basic**

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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.10	71.79	303.20	73.79	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	17.30	4.22	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.40	17.62	51.90	12.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.10	3.68	12115.80	4.41
<b>Unknown</b>	2.00	10.49	23.30	5.68	18854.30	6.86
<b>Total Teaching Positions</b>	19.60	100.00	410.90	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.90	82.85	348.80	80.05	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.10	5.52	18.00	4.14	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.30	11.53	31.60	7.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	26.60	6.10	11953.10	4.28
<b>Unknown</b>	0.00	0.00	10.60	2.44	15831.90	5.67
<b>Total Teaching Positions</b>	20.40	100.00	435.70	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	3.40	2.30
<b>Vacant Positions</b>	0.00	0.00

<b>Total Teachers Without Credentials and Misassignments</b>	3.40	2.30
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The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.3	7.6
<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)	0	0

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

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

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

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Riverview there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

<b>Year and month in which the data were collected</b>	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade TK - 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3-5 EngageNY, 2014 - English Language Arts <a href="https://www.engageny.org/resource/grade-3-english-language-arts#https://www.engageny.org/resource/grade-4-english-language-arts">https://www.engageny.org/resource/grade-3-english-language-arts#https://www.engageny.org/resource/grade-4-english-language-arts</a> <a href="https://www.engageny.org/resource/grade-5-english-language-arts">https://www.engageny.org/resource/grade-5-english-language-arts</a> June 2014 Grades 6-8 Engage NY,	Yes	0%

	2014 - English Language Arts <a href="https://www.engageny.org/resource/grade-6-english-language-arts">https://www.engageny.org/resource/grade-6-english-language-arts</a> <a href="https://www.engageny.org/resource/grade-7-english-language-arts">https://www.engageny.org/resource/grade-7-english-language-arts</a> <a href="https://www.engageny.org/resource/grade-8-english-language-arts">https://www.engageny.org/resource/grade-8-english-language-arts</a> June 2014 Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition		
<b>Mathematics</b>	Grade TK-8 Great Minds: Eureka Math 2018 edition	Yes	0%
<b>Science</b>	TK-8 Amplify Science, 2020	Yes	0%
<b>History-Social Science</b>	Grade K-5: Scott Foresman, 2006 Editions Kinder - Here we Go 1st Grade - All Together 2nd Grade - People and Places 3rd Grade - Communities 4th Grade - Regions 5th Grade - The United States  Grades 6-8: Holt, 2006 Editions 6th Grade - World History- Ancient Civilizations 7th Grade - World History-Medieval to Early Modern Times 8th Grade - United States History	Yes	0%
<b>Foreign Language</b>	NA		NA
<b>Health</b>	NA		NA
<b>Visual and Performing Arts</b>	NA		NA
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	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.

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. During the 2016 summer the Riverview Administration Building received a new roof. The multi-purpose room received new flooring during the 2021 summer.

Riverview School has 23 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 and another in 2022. Two additional classrooms were added during the summer of

## School Facility Conditions and Planned Improvements

2023. Riverview's Administration Building, a primary student restroom, and a new primary playground, including a large play structure, is currently under construction. Those projects are projected to be completed at the start of 2024.

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.

Year and month of the most recent FIT report

11/2023

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			Signs of squirrels in back play field. Eagle Shield to treat.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Outdated restrooms but functional.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire lane access road to back of school is scheduled to be asphalted.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Soccer goal posts need to be welded. Maintenance to weld posts.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

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

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	59	56	47	49	47	46
<b>Mathematics</b> (grades 3-8 and 11)	55	52	34	36	33	34

### 2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus



the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	323	322	99.69	0.31	56.21
<b>Female</b>	164	163	99.39	0.61	57.06
<b>Male</b>	159	159	100.00	0.00	55.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	261	260	99.62	0.38	51.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	54	54	100.00	0.00	74.07
<b>English Learners</b>	39	39	100.00	0.00	15.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	224	223	99.55	0.45	49.78
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	24	24	100.00	0.00	29.17

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	323	100.00	0.00	52.01
Female	164	164	100.00	0.00	48.78
Male	159	159	100.00	0.00	55.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	261	100.00	0.00	48.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	54	100.00	0.00	68.52
English Learners	39	39	100.00	0.00	23.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	224	100.00	0.00	45.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100.00	0.00	41.67

### CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.70	50.56	22.54	24.28	29.47	30.29

### 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	89	89	100.00	0.00	50.56
Female	42	42	100.00	0.00	45.24
Male	47	47	100.00	0.00	55.32
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	72	72	100.00	0.00	40.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	93.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.00	0.00	42.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	97.8%	100%
Grade 7	89.2%	89.2%	89.2%	89.2%	89.2%
Grade 9	--	--	--	--	--

## C. Engagement

## State Priority: Parental Involvement

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

### 2023-24 Opportunities for Parental Involvement

Communication with parents and family participation are essential elements for the success of 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.

The following parent involvement activities take place at Riverview: Annual family events include activities such as concerts, Fiesta Parade, SCICON Parent Night, Eighth Grade Parent Night, Family Movie Night, Paint 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 fundraisers, celebrations and awards events. Parents also serve on committees including Parent Teacher Club, School Site Council, English Learner Advisory Council, and District Advisory Council.

Communication between the school and home is provided through newsletters, phone call systems, classroom notes, Parent Square, 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.

Parents desiring more information may contact the Riverview Principal, Jodee Pinheiro-Smith (559) 305-7290.

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	492	473	46	9.7
Female	253	242	23	9.5
Male	239	231	23	10.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	6	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	392	378	36	9.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	2	33.3
White	82	81	8	9.9
English Learners	96	92	12	13.0
Foster Youth	6	4	0	0.0
Homeless	9	7	1	14.3
Socioeconomically Disadvantaged	341	322	39	12.1

<b>Students Receiving Migrant Education Services</b>	8	8	2	25.0
<b>Students with Disabilities</b>	38	36	4	11.1

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	1.08	5.47	2.64	0.53	4.65	5.93	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.64	0
<b>Female</b>	0.79	0
<b>Male</b>	4.6	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	2.81	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	2.44	0
<b>English Learners</b>	4.17	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	3.23	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	2.63	0

## 2023-24 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 August 2023 and discussed with staff in August 2023. The school site council reviewed and approved the safety plan at the October 30, 2023 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.

## 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	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	21	1	1	
2	16	3		
3	25		2	
4	23		2	
5	26		2	
6	27	2	10	1

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	21	1	1	0
2	23	0	2	0
3	26	0	2	0
4	30	0	2	0
5	21	0	2	0
6	25	3	10	1
Other	0	0	0	0

### 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	2	4	
Mathematics	29		2	
Science	29		2	
Social Science	29		4	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	4	3	
Mathematics	30		2	
Science	30		2	
Social Science	24	2	2	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	8	2	0
Mathematics	23	2	2	0
Science	24	2	2	0
Social Science	23	2	2	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0



## 2022-23 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,309.60	\$3,659.47	\$6,650.12	\$73,977.67
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	-29.5	-3.8
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	0.8	-11.6

## Fiscal Year 2022-23 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, ELP, 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.

## Fiscal Year 2022-23 Types of Services Funded

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,419	\$54,190
<b>Mid-Range Teacher Salary</b>	\$74,924	\$85,111
<b>Highest Teacher Salary</b>	\$109,387	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$130,031	\$132,492
<b>Average Principal Salary (Middle)</b>	\$142,159	\$140,987
<b>Average Principal Salary (High)</b>	\$159,671	\$153,884
<b>Superintendent Salary</b>	\$253,382	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	23.07%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	5.02%	5.25%

## 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 increased reading with a specific focus on implementation of academic vocabulary, modeling, and use of complete sentences.

For the 21-22 and 22-23 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. Our 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.

Riverview Elementary School continues to emphasize collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program. This year's instructional focus is reading and the use of academic vocabulary. Teachers have chosen to focus on using Accelerated Reader, iReady program, modeling academic vocabulary, and use of complete sentences. Various professional development has taken place on these topics throughout the year. Teachers have also focused on the California standards for the teaching profession. 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 Science of Reading Training. We continue to focus on Collaborative Teams and data analysis to the individual student level.

## Professional Development

2023-24 professional development included PLC, Assessment Training and iReady training. 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42