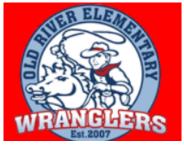# Old River Elementary School
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)



## 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. |
| | A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| **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. |

| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| --- | --- |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
| --- | --- |
| **School Name** | Old River Elementary School |
| **Street** | 9815 Campus Park Drive |
| **City, State, Zip** | Bakersfield, CA 93311 |
| **Phone Number** | (661) 664-7009 |
| **Principal** | Kathy Josephson |
| **Email Address** | kjosephson@pbvusd.k12.ca.us |
| **School Website** | http://oldriver.pbvusd.k12.ca.us/ |
| **Grade Span** | K-6 |
| **County-District-School (CDS) Code** | 15633620113951 |

## 2024-25 District Contact Information

| | |
| --- | --- |
| **District Name** | Panama-Buena Vista Union School District |
| **Phone Number** | (661) 831-8331 |
| **Superintendent** | Katie Russell |
| **Email Address** | krussell@pbvusd.k12.ca.us |
| **District Website** | http://www.pbvusd.k12.ca.us/ |

## 2024-25 School Description and Mission Statement

Located at 9815 Old River Road in the southwest section of Bakersfield, California, Old River Elementary School stands as a vibrant and dynamic learning community that is deeply committed to fostering both academic excellence and personal growth. Nestled in a diverse and close-knit community, our school is not just a place for learning—it is a place where students are encouraged to thrive intellectually, socially, and emotionally. We believe that true success is not solely defined by test scores, but by the strength of character our students develop as they grow. Our guiding principle, "Honest Words, Honest Actions, Honest Day's Work," is the foundation of everything we do at Old River Elementary, reflecting our commitment to cultivating an environment where integrity, responsibility, and diligence are central to every aspect of school life. We know that academic

## 2024-25 School Description and Mission Statement

achievement and character development must go hand in hand, and we work tirelessly to nurture both in our students.

At Old River Elementary, we are driven by the vision of empowering our students to become "Old River Wranglers: Successful lifelong learners." Our goal is to equip every student with not only the knowledge and skills needed for academic success but also the values and mindset necessary for a fulfilling life. We offer a robust and challenging curriculum that encourages critical thinking, problem-solving, creativity, and effective communication, preparing students to meet the demands of an ever-changing world. In addition to academic growth, we place a strong emphasis on character education, teaching our students the importance of honesty, respect, hard work, and perseverance. These values serve as the pillars of our school culture, helping to shape well-rounded individuals who are equipped to navigate the challenges of life with confidence and integrity.

As we look toward the future, we envision our graduates as confident, responsible, and compassionate individuals who approach life with a commitment to lifelong learning and personal growth. Our focus is not just on preparing students for the next grade level but for success in the years to come—whether that be in higher education, careers, or their roles as active and engaged citizens. At Old River Elementary, we are not just building students; we are building tomorrow's leaders. Every day, we work together as educators, parents, and students to cultivate a school environment that fosters academic excellence, personal integrity, and a strong sense of community. We are proud of the work we do and excited for the bright future our students are sure to create.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 162 |
| Grade 1 | 100 |
| Grade 2 | 95 |
| Grade 3 | 113 |
| Grade 4 | 107 |
| Grade 5 | 125 |
| Grade 6 | 124 |
| Grade 9 | NA |
| Total Enrollment | 826 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.2 |
| Male | 51.8 |
| Non-Binary | 0 |
| American Indian or Alaska Native | 0.7 |
| Asian | 9.9 |
| Black or African American | 5.9 |
| Filipino | 0.4 |
| Hispanic or Latino | 55.7 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 2.9 |
| White | 19.6 |
| English Learners | 8.5 |
| Foster Youth | 1 |
| Socioeconomically Disadvantaged | 73.1 |
| Students with Disabilities | 13.8 |

## 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 28.50 | 90.48 | 687.10 | 87.62 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 3.17 | 16.60 | 2.12 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 3.17 | 21.80 | 2.78 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 5.60 | 0.71 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 1.00 | 3.17 | 53.00 | 6.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 31.50 | 100.00 | 784.30 | 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 27.80 | 80.25 | 697.20 | 86.58 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 4.50 | 12.98 | 26.40 | 3.28 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.30 | 1.01 | 31.10 | 3.86 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 7.90 | 0.98 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 2.00 | 5.77 | 42.60 | 5.29 | 15831.90 | 5.67 |
| Total Teaching Positions | 34.60 | 100.00 | 805.30 | 100.00 | 279044.80 | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 27.00 | 85.71 | 683.90 | 84.82 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 2.00 | 6.35 | 22.90 | 2.84 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.50 | 1.59 | 55.50 | 6.88 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 6.00 | 0.74 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 2.00 | 6.35 | 38.00 | 4.71 | 14303.80 | 5.15 |
| Total Teaching Positions | 31.50 | 100.00 | 806.40 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 1.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.30 | 0.5 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.00 | 0.30 | 0.5 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 3.4 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 6.00 | 0 | 0 |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All grade levels have access to the district adopted state approved English Language Arts textbooks, Benchmark Advance in grades TK-6. In addition, sites have leveled readers to use for small group guided reading instruction and intervention. Kindergarten uses phonemic awareness books to solidify instruction for letter sounds and blending. Grades 1-3 use additional resources to supplement their phonics curriculum. 95% Group materials are used to supplement ELA instruction. They are also used during intervention blocks to address the specific needs of students two or more years behind grade level. Students are also engaged using computer programs such as Lexia and, Read Naturally Live.
All grade levels have access to the district adopted state approved math textbooks, Go Math for math instruction. In addition, Ready Common Core is used to supplement ELA and math instruction, when needed. Students are also engaged using Next Gen Math, a computer program designed to differentiate instruction in math. All grade levels use Amplify for science instruction and Impact California for social science.

| Year and month in which the data were collected | 10/8/2024 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Adopted 2017: Benchmark Education Company, "Benchmark Advance" (TK-6) | Yes | 0 |
| **Mathematics** | Adopted 2014: Houghton Mifflin Harcourt "2015 California GO Math" K-8. EngageNY is a supplementary curriculum used to provide additional practice of CCSS math standards. | Yes | 0 |
| **Science** | Adopted: Amplify Education, Inc "Amplify Science" 2021 (K-3), 2020 (4-6) | Yes | 0 |
| **History-Social Science** | Adopted 2020: McGraw Hill Education, "Impact California" (K-6) | Yes | 0 |
| **Foreign Language** | N/A | | 0 |
| **Health** | N/A | | 0 |
| **Visual and Performing Arts** | N/A | | 0 |

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

## School Facility Conditions and Planned Improvements

Old River Elementary enjoys the continual inspection and repair by professional site and district maintenance teams. Our staff and students also demonstrate an ongoing interest in keeping our school in clean and working order to facilitate learning and promote safety. Old River provides a safe and clean environment for learning. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Ongoing repairs and modifications to the physical plant exceed California Building and Safety Codes.  The District's Coordinator of Safety and Risk Management verifies quarterly that OSHA requirements are met. The exterior grounds are well lit and the perimeter of the school facility is fenced for student protection and safety. A team of custodians ensures classrooms and campus grounds are kept clean and safe. The restrooms are cleaned, sanitized, and secured at the end of each school day with 100% of the toilets in operating condition. A solar array was completed in August 2016 to provide electrical energy to our facility. Lighting was upgraded to highly efficient/low energy use bright LG lamps. As outlined in our Safe Schools Plan, the safety committee has addressed concerns for the safe coming and going of our students. Staff receives in-service in emergency protocol and CPR opportunities. Substitute teachers have identifying tags, volunteers, and other visitors register using the Raptor System in our office. The numbered gates on the perimeter of the school playground are locked during school hours and staff members are trained to activate lockout or lockdown procedures in the event of an emergency. Along the back fence, classroom numbers clearly show students where to go in case of an emergency.  A security door was added inside of the office allowing visitors to enter the main portion of the office only after the door is unlocked. The same security lock was added to the main office's front door.  Our positive partnership with local law enforcement is evident in their quick response time when concerns arise. Designated staff members carefully supervise students on the playground and in the cafeteria. Grounds and playground equipment are inspected regularly for potential hazards. The District provides ongoing training in CPR/First Aid as part of its staff development program. Fire and/or disaster drills occur monthly and a complete school site disaster plan has been prepared and is in place and available for public review. Scheduled certificated supervision of students begins officially at 8:05 a.m. when the school opens and supervision ends at 3:20 p.m.

| **Year and month of the most recent FIT report** | 4/3/2024 |
| --- | --- |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| --- | :---: | :---: | :---: | --- |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | : |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 50 | 54 | 46 | 46 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 39 | 45 | 31 | 30 | 34 | 35 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 480 | 473 | 98.54 | 1.46 | 53.70 |
| Female | 223 | 220 | 98.65 | 1.35 | 60.45 |
| Male | 257 | 253 | 98.44 | 1.56 | 47.83 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 52 | 51 | 98.08 | 1.92 | 74.51 |
| Black or African American | 35 | 35 | 100.00 | 0.00 | 40.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 267 | 262 | 98.13 | 1.87 | 51.91 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 30 | 100.00 | 0.00 | 53.33 |
| White | 88 | 87 | 98.86 | 1.14 | 52.87 |
| English Learners | 28 | 25 | 89.29 | 10.71 | 32.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 354 | 350 | 98.87 | 1.13 | 50.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 77 | 75 | 97.40 | 2.60 | 21.33 |

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 480 | 474 | 98.75 | 1.25 | 44.73 |
| Female | 223 | 220 | 98.65 | 1.35 | 39.55 |
| Male | 257 | 254 | 98.83 | 1.17 | 49.21 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 52 | 52 | 100.00 | 0.00 | 73.08 |
| Black or African American | 35 | 35 | 100.00 | 0.00 | 28.57 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 267 | 263 | 98.50 | 1.50 | 38.78 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 30 | 30 | 100.00 | 0.00 | 53.33 |
| White | 88 | 86 | 97.73 | 2.27 | 48.84 |
| English Learners | 28 | 27 | 96.43 | 3.57 | 29.63 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 354 | 351 | 99.15 | 0.85 | 37.04 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 77 | 75 | 97.40 | 2.60 | 17.33 |

## 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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 42.28 | 39.02 | 27.70 | 26.45 | 30.29 | 30.73 |

## 2023-24 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 |
|---|---|---|---|---|---|
| All Students | 127 | 127 | 100.00 | 0.00 | 37.80 |
| Female | 59 | 59 | 100.00 | 0.00 | 40.68 |
| Male | 68 | 68 | 100.00 | 0.00 | 35.29 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 18 | 18 | 100.00 | 0.00 | 44.44 |
| Black or African American | 12 | 12 | 100.00 | 0.00 | 33.33 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 65 | 65 | 100.00 | 0.00 | 32.31 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 26 | 100.00 | 0.00 | 42.31 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 97 | 97 | 100.00 | 0.00 | 32.99 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 21 | 21 | 100.00 | 0.00 | 4.76 |

## 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.

## 2023-24 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 requires only participation results 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 | 99.2% | 99.2% | 99.2% | 98.4% | 99.2% |

| 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. |

## 2024-25 Opportunities for Parental Involvement

At Old River Elementary, the school places a strong emphasis on fostering parent involvement as an integral part of supporting student success and community engagement. Parents actively participate in their children's education by helping with schoolwork, maintaining a supportive home environment, and attending various school functions such as conferences, academic events, and athletic activities. Monthly award assemblies, family picnics, and band and chorus concerts are just a few examples of the many opportunities for parents to engage. Additionally, parents contribute to school decision-making and improvement efforts by serving on committees like the School Site Council, English Learner Advisory Committee (ELAC), and the PBIS (Positive Behavioral Interventions and Supports) committee, which reviews the School Safety Plan.

The school also offers several avenues for parents to further engage with the school community, including the POSSE Parent Club and classroom/event volunteer opportunities. The Parent Club raises funds to support student learning experiences such as field trips and school events, helping to enrich the school's educational programs. Throughout the year, the school hosts various family-oriented events, including the Pumpkin Patch, Annual Barn Dance, Family Picnic, Father-Daughter Dance, and Family Game Night, which strengthen the connection between families and the school. Parents stay informed through monthly newsletters and are encouraged to attend the principal's Coffee with the Principal sessions. Communication is made easy through ParentSquare, with nearly 100% of families accessible in both English and Spanish. Social media platforms like Twitter and Facebook also keep families updated on events and school activities. The school's connection with the community extends beyond current families, with local high school students engaging with Old River students during National Walk to School Day and other events, helping to create a collaborative, community-driven environment.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 901 | 869 | 213 | 24.5 |
| Female | 430 | 418 | 104 | 24.9 |
| Male | 471 | 451 | 109 | 24.2 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 90 | 85 | 12 | 14.1 |
| Black or African American | 62 | 56 | 10 | 17.9 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 499 | 487 | 134 | 27.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 24 | 24 | 6 | 25.0 |
| White | 171 | 165 | 37 | 22.4 |
| English Learners | 80 | 76 | 19 | 25.0 |
| Foster Youth | 19 | 15 | 3 | 20.0 |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 678 | 654 | 180 | 27.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 141 | 138 | 39 | 28.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.87 | 1.51 | 1.44 | 2.65 | 2.75 | 2.15 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 1.44 | 0.00 |
| Female | 0.47 | 0.00 |
| Male | 2.34 | 0.00 |
| Non-Binary | | |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 3.23 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.60 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.75 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 5.26 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.62 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.42 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Our school continues to practice emergency drills to ensure staff and students know what to do in all situations. The district also provides an automated calling system that allows staff to communicate safety and event information with families proactively and in the event of an emergency.

Our school's Comprehensive School Safety Plan is reviewed and updated annually based on data from the FIT report (completed on 4/3/2024), SWIS data, and community reports following a review by the School Site Council on December 5, 2024, comprised of a minimum of the school principal (or designee), teacher leaders, classified staff, and a parent of a current student. The head custodian and Instructional Leadership team all had input.  Once finalized by the School Site Council, it is presented to the staff on December 11, 2024. It is annually reviewed and approved by the district's Board of Trustees. Old River's first goal will implement  the "Start with Hello" program to foster a culture of inclusion, empathy, and connection. This initiative will reduce bullying, promote positive peer interactions, and teach students to recognize and support each other. We will measure progress using the following measures: student surveys, Parent Surveys (connectedness survey), SWIS (Incident Data), SWIFIA (Positive School Culture). Our second goal will refine (Tier 2 team) and implement a multi-tiered intervention process that effectively identifies and supports students, at risk (behavior, academic, etc.) to themselves or others. We strive to promote early identification, monitoring of  timely interventions, and existing processes while fostering a safe and supportive school environment through collaboration, monitoring, and resource alignment. We will measure MTSS Tier 2 system by: Analyzing the number of students that exit Tier 2 supports, Analyze the number of students who exit and re-enter with the same struggle  Staff was provided social-emotional learning lessons to use with students daily using the Character Strong program. All of our learning community endeavors to live by our motto of, "Honest Words, Honest Actions, and an Honest Day's Work" by treating other Wranglers the way they themselves would want to be treated. Our students see this modeled by our staff and community volunteers and respond in kind.  Our implementation of PBIS and our "Branded with Character" program is having a positive overall impact on school focus and safety.

## 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.

### 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 | 19 | 2 | 4 | |
| 1 | 26 | | 4 | |
| 2 | 17 | 2 | 3 | |
| 3 | 30 | | 4 | |
| 4 | 18 | 2 | 4 | |
| 5 | 30 | | 4 | |
| 6 | 22 | 1 | 5 | |
| Other | 14 | 3 | 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 | 22 | 1 | 6 | |
| 1 | 28 | | 3 | |
| 2 | 30 | | 3 | |
| 3 | 28 | | 4 | |
| 4 | 30 | | 4 | |
| 5 | 31 | | 4 | |
| 6 | 33 | | 2 | |
| Other | 15 | 3 | 1 | |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 23 | 1 | 4 | |
| 1 | 27 | | 3 | |
| 2 | 25 | | 3 | |
| 3 | 27 | | 4 | |
| 4 | 26 | | 4 | |
| 5 | 31 | | 4 | |
| 6 | 30 | | 4 | |
| Other | 14 | 3 | 1 | |

## 2023-24 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 |

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3 |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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** | 11,175.00 | 3,999.00 | 7,177.00 | 84,521.00 |
| **District** | N/A | N/A | 11,502.00 | $85,354 |
| **Percent Difference - School Site and District** | N/A | N/A | -46.3 | -1.0 |
| **State** | N/A | N/A | $10,771 | $96,325 |
| **Percent Difference - School Site and State** | N/A | N/A | -40.0 | -13.1 |

## Fiscal Year 2023-24 Types of Services Funded

The District's general fund includes monies for:
- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Coordinating Federal Funds for strategies to meet the goals of the SPSA.
- Coordinating State and Local funds for strategies to meet the goals of the SPSA.
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the District receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

The District's categorical fund includes monies for:

Title I:
Title I, Part A is a federal program to ensure that schools with high percentages of children from low-income families have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on State academic achievement standards and assessments. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet challenging academic standards. All expenditures must be supplemental to the basic core program and written into the School Plan for Student Achievement based on a comprehensive needs assessment. Input on budget and expenditures is gathered and shared with the staff, School Site Councils, the school's English Learner Advisory Committee, and District Advisory Committees. Use of funds may include any of the following: hiring supplemental staff, professional development, supplemental instructional materials, technology, library materials, after-school academic support, parental engagement activities, social-emotional well-being, consultants, and assistance for homeless children and youth.

Title II:
Title II provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders which include:
- Provide low-income and minority students greater access to effective teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- Increase student achievement consistent with the challenging state academic standards; and
- Improve the quality and effectiveness of teachers, principals, and other school leaders.

Title III
The district uses Title III funds to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State

## Fiscal Year 2023-24 Types of Services Funded

academic content and student academic achievement standards as all children are expected to meet. The funds are used to provide resources and training that will: 1). Improve the instruction and assessment of ELs; 2). Enhance the ability of teachers to implement curriculum, and improve their instructional strategies for ELs; and 3). Effectively Increase students' English language proficiency.

Title IV:
The District uses Title IV funds to improve students' academic achievement by providing all students with access to a balanced academic program including a wide range of support including physical health/wellness, social-emotional, positive behavior, and mental health to improve conditions for student learning. Use of funds may include any of the following: hiring specialized support personnel, professional learning, supplemental instructional materials, technology, consultants, etc.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 |
|---|---|---|
| Beginning Teacher Salary | $54,414 | $58,553 |
| Mid-Range Teacher Salary | $83,047 | $93,924 |
| Highest Teacher Salary | $108,271 | $119,489 |
| Average Principal Salary (Elementary) | $138,396 | $149,898 |
| Average Principal Salary (Middle) | $139,299 | $157,111 |
| Average Principal Salary (High) | $0 | $151,698 |
| Superintendent Salary | $254,681 | $270,432 |
| Percent of Budget for Teacher Salaries | 31% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

## Professional Development

Professional Development Focus areas include 21st-century learning strategies, English Language Development, district-adopted curriculum, educational technology strategies, district-adopted intervention strategies for MTSS, Direct Interactive Instruction, Classroom Management, Common Core Standards Implementation, Grade Level Focus Groups, as well as PBIS implementation. Areas were selected based on a district-wide and school-wide survey reflecting on student achievement and areas of additional need from the teacher's point of view. Professional development is delivered through pbvUniversity, administrative leadership training, site-specific professional learning, conference attendance, and district partnerships. Three times throughout the year, district ELD expert will support school teachers in the refinement of ELD lessons. Each site participates in a weekly early release day to focus on Professional Learning Communities,   which include ninety minutes of release time for teachers to receive school site professional learning and develop Common Core standards-aligned lessons with their collaborative teams. Through administrative professional learning opportunities, follow-up coaching is provided to support district-driven instructional priorities to support the implementation of teacher professional learning.  Teachers are also supported by site administration, academic coaches, New Teacher Support, instructional coordinators, and specialists.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 8 | 5 |