

Riverside 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	Riverside Elementary School
Street	1300 Amador Street
City, State, Zip	Richmond, CA 94806-4098
Phone Number	(510) 231-1409
Principal	Keilan Hunter
Email Address	khunter@wccusd.net
School Website	www.wccusd.net/riverside
Grade Span	K-6
County-District-School (CDS) Code	07617966004931

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Riverside Elementary is a Beacon Community School. Our programs seek to provide diverse learning opportunities, integrated health and social supports, and authentic family and community engagement to develop the cognitive, social, emotional, and civic capacities.

Our 2024-25 Mission Statement in support is as follows -

1. Riverside Elementary is a welcoming community of learners celebrating academic achievements and individual differences. Our standards-based curriculum is comprehensive and is marked by high expectations and the use of culturally relevant

2024-25 School Description and Mission Statement

materials and pedagogy. We encourage critical thinking and nourish creativity and curiosity.

2. The Riverside Elementary School community provides an emotionally and physically safe atmosphere by instilling cooperation and acceptance for all. Riverside staff members make it a priority to teach constructive social skills so that each member of the student body is held personally responsible for his or her actions. Furthermore, staff members understand their responsibility as role models.

3. We respect, appreciate, and take responsibility for contributing to the well-being of our diverse community and environment. Our staff, students, families, and community members collaborate to form a successful educational team. Students learn to take care of their immediate environment as they become life-long stewards of the Earth.

Awards and Recognition:

2016 - 2017 California Gold Ribbon School

2016 - 2017 Title 1 Academic Achievement Award winning school

2007-2008 - Title 1 Academic Achievement Award winning school

2006-2007 - Title 1 Academic Achievement Award winning school

2007- Honor Roll from the California Business Association

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	35
Grade 2	32
Grade 3	50
Grade 4	53
Grade 5	55
Grade 6	45
Total Enrollment	345

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Asian	11.9
Black or African American	15.7
Filipino	2
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	1.2
Two or More Races	4.1
White	4.6
English Learners	47.2
Foster Youth	0.3
Homeless	1.4
Socioeconomically Disadvantaged	70.7
Students with Disabilities	21.2

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)	11.60	64.23	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	5.50	30.27	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.50	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	18.10	100.00	1403.90	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.10	72.51	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	11.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	3.00	16.49	91.20	5.99	15831.90	5.67
Total Teaching Positions	18.10	100.00	1522.80	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)	13.70	82.06	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	11.92	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.96	94.30	6.58	14303.80	5.15
Total Teaching Positions	16.70	100.00	1433.20	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	0.00	0.00	1
Misassignments	1.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	2

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)	5.80	0	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	33.30	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

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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

School Facility Conditions and Planned Improvements

to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

8/18/2024

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		11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. PLUG IN AIR FRESHENER. 14: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15: 4. TRIM IS MISSING ON CUBBY HOLES. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT FITTING. 12. CRACKS IN EXTERIOR WALLS. 17: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 4: 4. CEILING TILE TRIM IS LOOSE/MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED) 5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 6: 4. CEILING TILE TRIM IS MISSING. 5. DIRTY VENTS IN RR'S. 7. LIGHT DIFFUSER HAS A WATER STAIN IN RR. 15. DOOR CLOSER COVER IS MISSING. 8: 4. CEILING TILE TRIM IS LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. ADMIN: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (SCHOOL ENTRY). BOYS REST ROOM (NEAR 16): 4. STALL DOOR IS LOOSE FROM WALL. STALL PARTITION COVER IS MISSING AT BASE. 5. FLOORING IS DIRTY AND STAINED. 7. TWO LIGHT PANELS ARE BAD/DIM. MPR: 4. FLOOR TILES ARE DAMAGED. 5. LADDER IS UNSECURED. 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 12. CRACKS IN EXTERIOR WALL. STORAGE: 4. FLOOR TILES ARE DAMAGED (HALLWAY).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		

School Facility Conditions and Planned Improvements

10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER.

14: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

17: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. MULTIPLE PLUG IN AIR FRESHENERS. INGRESS/EGRESS IS PARTIALLY BLOCKED.

19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT.

20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. INGRESS/EGRESS IS PARTIALLY BLOCKED. MULTIPLE PLUG IN AIR FRESHENERS.

11. IMPROPERLY STORED MEDICATION.

21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM.

22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM. 15. WINDOW BLINDS ARE DAMAGED.

23: 5. SINK BASIN IS DIRTY. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM. (WILLIAMS NOTICE NOT POSTED)

4: 4. CEILING TILE TRIM IS LOOSE/MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED)

6: 4. CEILING TILE TRIM IS MISSING. 5. DIRTY VENTS IN RR'S. 7. LIGHT DIFFUSER HAS A WATER STAIN IN RR. 15. DOOR CLOSER COVER IS MISSING.

7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.

8: 4. CEILING TILE TRIM IS LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

BOOK RESOURCE ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

BOYS REST ROOM (NEAR 16): 4. STALL DOOR IS LOOSE FROM WALL. STALL PARTITION COVER IS MISSING AT BASE. 5. FLOORING IS DIRTY AND STAINED. 7. TWO LIGHT PANELS ARE BAD/DIM.

BOYS REST ROOM (NEAR RMS 2/4): 5. DIRTY VENT. EXCESSIVE WEBBING ON CEILING.

School Facility Conditions and Planned Improvements

			<p>CHANGING ROOM: 5. DIRTY VENT. UNSECURED ITEMS ARE STORED TOO HIGH.10. PLUG IN AIR FRESHENER.</p> <p>GIRLS REST ROOM (NEAR 16): 5. FLOORING IS DIRTY AND STAINED. EXCESSIVE AMOUNT OF TOILET PAPER WADS ARE STUCK ON CEILING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM (NEAR RMS 2/4): 5. DIRTY VENT.</p> <p>MPR: 4. FLOOR TILES ARE DAMAGED. 5. LADDER IS UNSECURED. 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 12. CRACKS IN EXTERIOR WALL.</p> <p>PARENTS ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER.</p> <p>15: 4. TRIM IS MISSING ON CUBBY HOLES. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT FITTING. 12. CRACKS IN EXTERIOR WALLS.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM. 15. WINDOW BLINDS ARE DAMAGED.</p> <p>5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>6: 4. CEILING TILE TRIM IS MISSING. 5. DIRTY VENTS IN RR'S. 7. LIGHT DIFFUSER HAS A WATER STAIN IN RR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>8: 4. CEILING TILE TRIM IS LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>BOYS REST ROOM (NEAR 10): 7. ONE LIGHT FIXTURE IS OUT. 8. VALVE COVER IS MISSING (NEAR URINALS).</p> <p>BOYS REST ROOM (NEAR 16): 4. STALL DOOR IS LOOSE FROM WALL. STALL PARTITION COVER IS MISSING AT BASE. 5. FLOORING IS DIRTY AND STAINED. 7. TWO LIGHT PANELS ARE BAD/DIM.</p> <p>COPIER: 7. LIGHT DIFFUSER IS MISSING.</p> <p>GIRLS REST ROOM (NEAR 10): 7. ONE LIGHT DIFFUSER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>PANTRY: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>WET AREA (NEAR RMS 2/4): 7. LIGHT DIFFUSER IS MISSING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>1/ STAFF LOUNGE: 9. FAUCET LEAKS AT DIFFUSER (FLOWS ONTO COUNTERTOP). 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

			<p>15: 4. TRIM IS MISSING ON CUBBY HOLES. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT FITTING. 12. CRACKS IN EXTERIOR WALLS.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM (NEAR 10): 7. ONE LIGHT FIXTURE IS OUT. 8. VALVE COVER IS MISSING (NEAR URINALS).</p> <p>GIRLS REST ROOM (NEAR 22): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET LEAKS AT HANDLE. 10. NO ROOM ID. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. (MENSTRUAL NOTICE NOT POSTED)</p> <p>NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>UNISEX REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR 7): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>1/ STAFF LOUNGE: 9. FAUCET LEAKS AT DIFFUSER (FLOWS ONTO COUNTERTOP). 10. EVACUATION MAP IS NOT POSTED.</p> <p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER.</p> <p>13: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. PLUG IN AIR FRESHENER.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. MULTIPLE PLUG IN AIR FRESHENERS. INGRESS/EGRESS IS PARTIALLY BLOCKED.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT.</p> <p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. INGRESS/EGRESS IS PARTIALLY BLOCKED. MULTIPLE PLUG IN AIR FRESHENERS.</p> <p>11. IMPROPERLY STORED MEDICATION.</p> <p>21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM.</p> <p>9: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>ADMIN: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (SCHOOL ENTRY).</p> <p>CHANGING ROOM: 5. DIRTY VENT. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER.</p> <p>COUNSELOR: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM (NEAR 22): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET LEAKS AT HANDLE. 10. NO ROOM ID. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. (MENSTRUAL NOTICE NOT POSTED)</p> <p>LITERACY COACH: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>MPR: 4. FLOOR TILES ARE DAMAGED. 5. LADDER IS UNSECURED. 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 12. CRACKS IN EXTERIOR WALL.</p> <p>PLAYGROUNDS: 11. PAINT IS PEELING ON GATE TO KINDER PLAY AREA.</p> <p>PRINCIPAL: 11. PESTICIDES ARE PRESENT.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>15: 4. TRIM IS MISSING ON CUBBY HOLES. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT FITTING. 12. CRACKS IN EXTERIOR WALLS.</p> <p>21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM.</p> <p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM. 15. WINDOW BLINDS ARE DAMAGED.</p> <p>23: 5. SINK BASIN IS DIRTY. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM. (WILLIAMS NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM (NEAR 22): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET LEAKS AT HANDLE. 10. NO ROOM ID. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. (MENSTRUAL NOTICE NOT POSTED)</p> <p>MPR: 4. FLOOR TILES ARE DAMAGED. 5. LADDER IS UNSECURED. 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 12. CRACKS IN EXTERIOR WALL.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVERS ARE MISSING. 12. DRY ROT ON EAVES AND EAVES SUPPORT BEAM. 15. WINDOW BLINDS ARE DAMAGED.</p> <p>3: 15. WINDOW BLINDS ARE DAMAGED.</p> <p>4: 4. CEILING TILE TRIM IS LOOSE/MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED)</p> <p>6: 4. CEILING TILE TRIM IS MISSING. 5. DIRTY VENTS IN RR'S. 7. LIGHT DIFFUSER HAS A WATER STAIN IN RR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>ADMIN: 4. FORMICA TRIM IS MISSING/CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING (SCHOOL ENTRY).</p>

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)	24	27	32	33	46	47
Mathematics (grades 3-8 and 11)	15	17	22	23	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	199	187	93.97	6.03	26.74
Female	93	89	95.70	4.30	38.20
Male	106	98	92.45	7.55	16.33
American Indian or Alaska Native	0	0	0	0	0
Asian	23	21	91.30	8.70	57.14
Black or African American	27	27	100.00	0.00	14.81
Filipino	--	--	--	--	--
Hispanic or Latino	123	115	93.50	6.50	22.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	18.18
English Learners	91	84	92.31	7.69	11.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	172	96.09	3.91	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	8.89

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	199	187	93.97	6.03	16.58
Female	93	89	95.70	4.30	20.22
Male	106	98	92.45	7.55	13.27
American Indian or Alaska Native	0	0	0	0	0
Asian	23	21	91.30	8.70	47.62
Black or African American	27	27	100.00	0.00	7.41
Filipino	--	--	--	--	--
Hispanic or Latino	123	115	93.50	6.50	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	9.09
English Learners	91	84	92.31	7.69	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	172	96.09	3.91	15.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	45	90.00	10.00	4.44

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)	25.00	18.37	20.56	20.89	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	55	53	96.36	3.64	18.87
Female	20	20	100.00	0.00	15.00
Male	35	33	94.29	5.71	21.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	33	94.29	5.71	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65	4.35	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	46	97.87	2.13	15.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	9.09

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	86.2	86.2	86.2	86.2	86.2

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

Riverside is part of the San Pablo Full Service Community Schools (FSCS) Initiative. Riverside Elementary with the support of the district, city, county, community-based organizations, businesses, families, and philanthropists forms a strong and transparent partnership to address the identified needs of students, families, and the community towards a common vision and agenda, and share responsibility for results.

- Preschool and kindergarten orientation
- Safety Committee
- Quarterly Thematic Family Nights (Writing, Math, Science, Art)
- Monthly school calendar in both Spanish and English.
- Translators for non-English speaking families.
- Participation in classroom activities such as study trips, celebrations, and as tutors.
- Progress Reports and Report Cards each trimester.
- Parent workshops and conferences including Parent University, Loving Solutions, CAFE Conference (California Association for Bilingual Education), and CAAASA (California Associations of African American Superintendents and Administrators)
- On-going classes and workshops.
- Fund-raising activities.
- Parent Center
- Bilingual School Community Worker

Participates in the WCCUSD Elementary Sports League

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

English Learners Advisory Committee (ELAC): The role of the ELAC is to advise the principal and staff on programs and services for English learners as well as work with SSC on the development of the site's Single Plan for Student Achievement

2024-25 Opportunities for Parental Involvement

(SPSA). The ELAC also assists in the development of the school site's needs assessment; annual language survey; and ways to inform parents of the importance of school attendance.

African American Site Advisory Team: The Riverside African-American Site Advisory Team (AASAT) is an advisory group made up of Parent and District Leaders dedicated to promoting quality education for African-American students. The purpose of AASAT is to advise Riverside Elementary school and site staff on strategies that will improve academic outcomes for African-American students and increase the engagement of our African-American families.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	387	371	128	34.5
Female	176	170	56	32.9
Male	211	201	72	35.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	42	14	33.3
Black or African American	58	56	21	37.5
Filipino	--	--	--	--
Hispanic or Latino	236	226	79	35.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	17	6	35.3
White	19	19	5	26.3
English Learners	188	185	63	34.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	333	324	111	34.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	82	39	47.6

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 data.

Suspensions								
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
0	3.04	1.81	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	0.57	0.00
Male	2.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.90	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	0.00	0.00
English Learners	0.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.76	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

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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	17	4		
1	20	2	2	
2	22	2	2	
3	22		4	
4	22	2	2	
5	25		4	
6	19	4		
Other	11	6		

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	17	4		
1	23		2	
2	20	2	2	
3	22		4	
4	26		4	
6	28		2	
Other	18	6	4	

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	24		2	
1	20	1		
2	20	1		
3	22		2	
4	25		2	
5	31		1	
6	31		1	
Other	18	4	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.9
Resource Specialist (non-teaching)	
Other	

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	10860.26	5032.53	5827.73	69409.88
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	2.1	-19.4
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-59.6	-30.7

Fiscal Year 2023-24 Types of Services Funded

The following are programs/services available at the school that support and assist students:

A&G MUSIC PRODUCTS CO
 ALICIA HARRISON
 AMAZON
 ANITA MILLER
 ARLYN MENDOZA
 BAY AREA COMMUNITY RESOURCES
 BAY AREA GIRLS CLUB
 BEATRIZ ORTEGA
 BLOOKET LLC
 BRAINPOP LLC
 COMPLETE BUSINESS SYSTEMS
 CREATE PEACE PROJECT
 CURRICULUM ASSOCIATES INC
 ELAINE PAULA BOND
 ESSEN VENTURES
 FIRST STUDENT INC
 FOOD MAXX
 FUN EXPRESS
 GREAT MINDS PBC
 HELP EVERYONE REACH INC (HERO INC.)
 KEILAN HUNTER
 KHITA SHAVENS
 LAKESHORE LEARNING MATERIALS
 LEFTSIDE PRINTING
 MARY AND JOES SPORTING GOODS
 NOAH'S BAGELS
 OAKLAND ZOO
 PANERA BREAD COMPANY
 PERMA-BOUND BOOKS
 REGENTS OF THE UNIVERSITY OF CALIFO
 ROSEMARY MAULDIN
 SCHOLASTIC EDUCATION
 SCHOOL DATEBOOKS INC
 SHUTTERFLY HOLDINGS, INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SWANK MOVIE LICENSING USA
 TUTORWORKS INC

Fiscal Year 2023-24 Types of Services Funded

US BANK
 WEST CONTRA COSTA PUBLIC EDUCATION
 YAJAIRA LOZOYA
 YMCA OF THE EAST BAY

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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

At Riverside Elementary, the Instructional Leadership Team (ILT) will facilitate professional development to build capacity for all teachers for effective implementation of the Common Core standards in English Language Arts, English Language Development, Mathematics, and Writing. Evidence of effective implementation is in student assessment data, including the Smarter Balanced Assessment System developed by the Smarter Balanced Assessment Consortium (SBAC), CELDT, and CST. In addition, we focus on whole child development which includes socio-emotional development and growth towards the goal of character building. The teachers at Riverside meet three times a month in their grade level and cross grade level teams, building professional learning communities to identify a problem of practice, review/dis-aggregate student data, modify/differentiated instruction as part of meeting student needs. We actively participate in professional development opportunities. In the 2024-54 school year, Riverside continues to be a Teachers College Reading and Writing lab site school, which provides a forum for our teachers to not only further knowledge but move forward towards our goal to provide an exemplary education for our students. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the division of Teaching, Leading, and Learning engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. Training is made available in classroom management, the effective use of assessment data and teacher data teams, and the integration of technology in support of meeting the diverse needs of all students. The primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	12	4