

Riverview School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Riverview School
Street	8662 S. Lac Jac Avenue
City, State, Zip	Parlier, CA 93648
Phone Number	(559) 305-7290
Principal	Jodee Pinheiro-Smith
Email Address	smith-j@kcusd.com
School Website	https://riverview.kcusd.com/
Grade Span	K-8
County-District-School (CDS) Code	10622656006837

2025-26 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2025-26 School Description and Mission Statement

School Description Riverview School is a TK-8 school located in a country setting west of the town of Reedley. The school serves approximately 500 students and includes a staff of 2 administrators, 20 self-contained classroom teachers, 6 certificated support staff, and 22 classified staff members. Riverview School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning environment. Riverview Elementary School was named a California Distinguished School in spring of 2018 and a California Schools to Watch in 2023.

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

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

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

Expectations: Be Respectful! Be Responsible! Be Safe!

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	65
Grade 1	42
Grade 2	41
Grade 3	48
Grade 4	47
Grade 5	65
Grade 6	69
Grade 7	63
Grade 8	69
Total Enrollment	509

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	0.4
Filipino	0.2
Hispanic or Latino	80.4
Two or More Races	1.6
White	16.1
English Learners	16.5
Homeless	2
Migrant	2.2
Socioeconomically Disadvantaged	69.7
Students with Disabilities	7.7

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.

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)	16.9	82.85	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	1.1	5.52	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	11.53	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0	0	10.6	2.44	15831.9	5.67
Total Teaching Positions	20.4	100	435.7	100	279044.8	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.

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)	16.2	83.71	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	2.7	14.34	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.82	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.03	8.7	2.03	14303.8	5.15
Total Teaching Positions	19.4	100	431.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.8	84.55	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0.8	3.92	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	7.75	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	0.7	3.69	14	3.19	13705.8	4.91
Total Teaching Positions	21.1	100	440.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1.5
Misassignments	2.30	0.1	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	0.1	1.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.6	4.6	1.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	1.8	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK - 2 Amplify Core Knowledge Foundation (CKLA) English Language Arts Skills and Listening & Learning, 2nd Edition June 2014 Grades 3-5 EngageNY, 2014 - English Language Arts https://www.engageny.org/resource/grade-3-english-language-arts#https://www.engageny.org/resource/grade-4-english-language-artshttps://www.engageny.org/resource/grade-5-english-language-arts June 2014 Grades 6-8 Engage NY, 2014 - English Language Arts https://www.engageny.org/resource/grade-6-english-language-artshttps://www.engageny.org/resource/grade-7-english-language-artshttps://www.engageny.org/resource/grade-8-english-language-arts June 2014 National Geographic Learning Inside Fundamentals National Geographic Learning Inside Level A Houghton Mifflin Harcourt English 3D Course B, Volume 1 2016 California edition	0%
Mathematics	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-8 Great Minds: Eureka Math 2018 edition	0%
Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-8 Amplify Science: https://amplify.com/science-california-review/ 2020	0%
History-Social Science	Grade TK Teaching Strategies: Creative Curriculum https://teachingstrategies.com/product/transitional-kindergarten-curriculum/ Grades K-5: Scott Foresman, 2006 editions Kinder - "Here we Go" 1st Grade - "All Together" 2nd Grade - "People and Places" 3rd Grade - "Communities" 4th Grade - "Regions" 5th Grade - "The United States" Grades 6-8: Holt, 2006 Editions 6th Grade - World History- Ancient Civilizations 7th Grade -	0%

	World History-Medieval to Early Modern Times 8th Grade - United States History	
Foreign Language	NA	NA
Health	NA	NA
Visual and Performing Arts	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

During the 2015 summer Bond Measure K allowed Riverview to receive new roofing, blacktops and basketball courts. Riverview also gained a new storage shed. During the 2016 summer the Riverview Administration Building received a new roof. The multi-purpose room received new flooring during the 2021 summer.

Riverview School has 23 classrooms, a multipurpose room, a new student center(completed in November 2009), a library (updated and expanded in 2010) and an administration building. The main campus was built in 1960. Additional relocatable classrooms were constructed in 1990 and 1998. During the summer of 2018, improvements were made to parking lot, front of school, and the campus was painted. A solar parking structure and shade structure were added in the summer of 2019 and an additional classroom was added in 2020 and another in 2022. Two additional classrooms were added during the summer of 2023. Riverview's Administration Building, a primary student restroom, and a new primary playground, including a large play structure was completed in the spring of 2024.

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

Year and month of the most recent FIT report

10/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Mini-split in admin not working. HVAC Tech in process of repairing.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Front portable restrooms floor tile is popping off wall. Maintenance is in the process of replacing. Bottle water filling station behind admin not working. Maintenance in process of repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leak in room 14. Roof leak in room 13. Maintenance to follow up.
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	58	60	51	56	47	48
Mathematics (grades 3-8 and 11)	50	44	38	42	35	37

2024-25 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	364	359	98.63	1.37	60.17
Female	170	170	100.00	0.00	64.71
Male	194	189	97.42	2.58	56.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	298	293	98.32	1.68	56.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	56	56	100.00	0.00	78.57
English Learners	49	46	93.88	6.12	19.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	180	97.30	2.70	56.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	28.13

2024-25 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	364	362	99.45	0.55	44.20
Female	170	170	100.00	0.00	43.53
Male	194	192	98.97	1.03	44.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	298	296	99.33	0.67	41.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	56	100.00	0.00	57.14
English Learners	49	49	100.00	0.00	6.12
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	185	183	98.92	1.08	41.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	6.25

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.78	33.07	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	131	100.00	0.00	32.82
Female	60	60	100.00	0.00	35.00
Male	71	71	100.00	0.00	30.99
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	106	106	100.00	0.00	28.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	54.55
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	0.00	26.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	26.67

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.

2024-25 California Physical Fitness Test Participation Rates					
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	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement
Communication with parents and family participation are essential elements for the success of our students. Riverview Elementary School endeavors to involve parents by exchanging information to help parents understand how they can support school programs and offering opportunities for the participation in school activities. The following parent involvement activities take place at Riverview: Annual family events include activities such as concerts, Fiesta Parade, SCICON Parent Night, Eighth Grade Parent Night, AR Reading Night, Paint Night, Pastries with Parents, Open House, Title 1 Parent Night, Parent Education Nights and Back to School Night. Parents also participate in parent teacher conferences, they serve as chaperones on school trips, help with book fairs, school fundraisers, celebrations and awards events. Parents also serve on committees including Parent Teacher Club, School Site Council, English Learner Advisory Council, District Advisory Committee, and the District English Learner Advisory Committee. Communication between the school and home is provided through newsletters, phone call systems, classroom notes, ParentSquare, and bulletins. Riverview has a current website that includes access to PowerSchool (student grades), the school calendar, and other notifications. Each year Riverview parents participate in a parent survey. Information from the surveys is shared with district administration, parents, and staff. This helpful information allows the school to celebrate successes and be made aware of areas of need. All communications are provided in English and Spanish. Parents desiring more information may contact the Riverview Principal, Jodee Pinheiro-Smith (559) 305-7290.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	538	523	32	6.1
Female	264	255	14	5.5
Male	274	268	18	6.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	422	27	6.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	82	82	2	2.4
English Learners	98	91	10	11.0
Foster Youth	--	--	--	--
Homeless	16	12	10	83.3
Socioeconomically Disadvantaged	381	368	30	8.2
Students Receiving Migrant Education Services	14	--	--	--
Students with Disabilities	46	44	3	6.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.64	5.3	5.58	5.93	6.38	5.61	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.58	0.00
Female	0.38	0.00
Male	10.58	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.72	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.10	0.00
English Learners	6.12	0.00
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	5.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.87	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.

2025-26 School Safety Plan

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

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The CSSP was approved by the governing board on February 11, 2025. The plan was most recently reviewed/updated in August 2025 and discussed with staff in August 2025. The school site council reviewed and approved the safety plan at the December 9, 2025 SSC meeting and will be approved by the school board in February of 2026. An updated copy is available to the public at the school office.

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

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

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	21	1	1	0
1	18	2	0	0
2	23	0	2	0
3	24	0	2	0
4	31	0	2	0
5	29	0	2	0
6	25	4	12	1
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	1	1	
1	21		2	
2	21	1	1	
3	24		2	
4	24		2	
5	33		1	
6	25	5	6	2

2024-25 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

2024-25 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	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,935.82	\$1,682.96	\$7,252.85	\$92,971.63
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	-28.6	-1.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-42.3	-7.3

Fiscal Year 2024-25 Types of Services Funded

Title I, and Local Control Funding Formula (LCFF)

Riverview Elementary School (RES) receives general state lottery funds which are used to run our "base" school programs. In addition, RES benefits from Title 1 funds. These funds have enabled Riverview to provide intervention, enrichment, and social/emotional support systems. In addition, supplemental and concentrated funds along with Title 1 funds help support programs such as, Puente a Tecnologia, Special Education, ELD, ELP, PBIS, CARE, and parent education opportunities.

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

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

Professional Development

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

Professional development at Riverview Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities. Riverview School emphasizes systematic team collaboration, assessment and data collection, and effective teaching strategies within its Professional Learning Communities (PLC), with an emphasis on instructing English Language Learners. Our staff has received specialized training developing and supporting collaborative teams. Staff, grade level, and Guiding Coalition meetings provide regular opportunities for professional collaboration.

For the 21-22 and 22-23 school years, staff studied researched based best instructional practices, learner engagement strategies, and lesson design to meet the needs of students performing below proficiency. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Our professional learning community continues to meet throughout the school year to plan, implement, observe, and reflect on instructional strategies. The district provides early release of students every Wednesday to allow teachers time for reflection on the Cycle of Inquiry, including review of student data, planning instruction, and collaboration. Teachers received specific training at the August and October Buy-Back days. District instructional coaches followed-up with additional training days, observations, modeling and feedback. Riverview administration also participated in this staff development. Administrators work on teams to observe their site teachers and teachers at other sites to provide feedback.

Riverview Elementary School continues to emphasize collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program. Our sitewide Instructional Action Plan for 2025-2026 focuses on systematic team collaboration, identifying and deconstructing essential content standards, developing effective Common Formative Assessments, and effective Multi-Tiered System of Supports (MTSS). Data is reported to school

Professional Development

administration regularly and feedback is provided to each grade level. Teachers may also attend conferences and workshops as well as schedule times for peer observations. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration. Buy-back and early release days provide time for quality professional development and collaboration. Wednesday early release days are utilized for Grade Level Collaboration Meetings. We continue to focus on Collaborative Teams and data analysis to the individual student level.

2025-26 professional development includes PLC, Assessment Training and AI training. Riverview also continues to engage in Professional Learning Communities (PLCs), assessment and data collection, and effective teaching strategies, with continuous monitoring of our significant subgroups: Students With Disabilities, English Language Learners, Hispanic, and Socio-economically Disadvantaged. To supplement student learning, the Riverview staff received training on ways to use "Thinking Maps" as an instructional strategy. There has been a focus on the PLC process using a guiding coalition to help determine best practices and most needed PD.

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42