

Riverside Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Riverside Elementary
Street	1300 Amador St.
City, State, Zip	Richmond, Ca, 94806-4098
Phone Number	510-231-1409
Principal	Christine Hatcher
E-mail Address	christine.hatcher@wccusd.net
County-District-School (CDS) Code	07617966004931

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Our 2018- 2019 Mission Statement

1. Riverside Elementary is a welcoming community of lifelong 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 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.

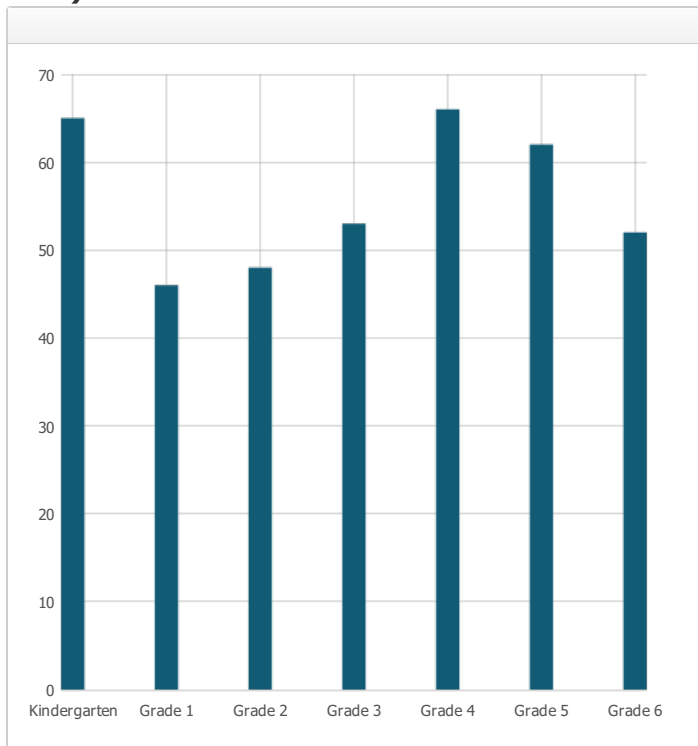
Awards and Recognition:

- 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

Last updated: 1/14/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	65
Grade 1	46
Grade 2	48
Grade 3	53
Grade 4	66
Grade 5	62
Grade 6	52
Total Enrollment	392



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	18.4 %
American Indian or Alaska Native	0.5 %
Asian	10.7 %
Filipino	4.3 %
Hispanic or Latino	53.3 %
Native Hawaiian or Pacific Islander	2.3 %
White	8.2 %
Two or More Races	2.3 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.5 %
English Learners	40.6 %
Students with Disabilities	13.5 %
Foster Youth	1.5 %

A. Conditions of Learning

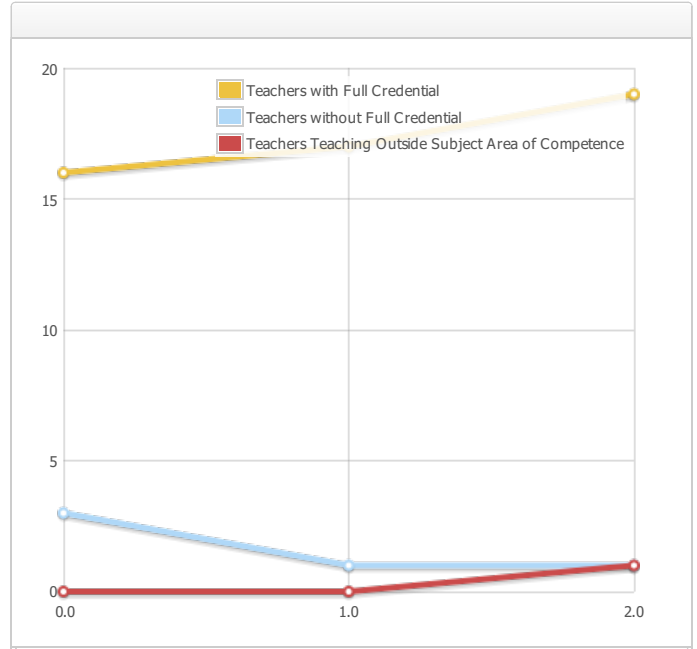
State Priority: Basic

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

Teacher Credentials

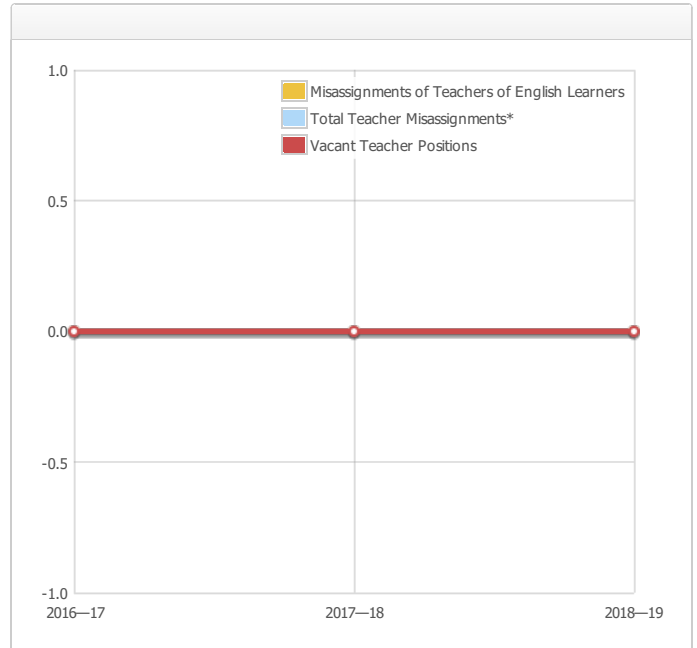
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	17	19	1211
Without Full Credential	3	1	1	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007- adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

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 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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repair ceramic tiles at the front entrance wall to room K2 from the hallway (Hallway) The stage lookslike it needs to be refinished (MPR)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Remove and keep all storage out the room (Electric/riser room at the back room; Electric/riser room by room 8) Remove mashed the paper from the ceiling (Girls restroom by library)
Electrical: Electrical	Fair	Install more wall plugs or help with cord management (Room K4) Install a wall plug (Custodial office)
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Inform teacher to not block the exit sign (Room K2, K4) Secure the metal and wood shelving (Room 19) Tell teacher to not block the secondary exit door (Room 19) Secure the storage cabinet to the wall (Room 6) Secure the staff cubbies (Front office)
Structural: Structural Damage, Roofs	Good	Paint the exterior wall in back of the custodial office (eXTERIOR)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Some holding devices are broken on the rope climb on the main play structure (Playground) Paint the stage doors and trim at the top front of the stage (MPR) Inspection is needed of the fire rated roll-up door by the speed line; last inspection was done 12/4/14 (MPR) Paint the door (Electric room by room 21; Storage room by room 21) The exterior tables and benches in back of the MPR have plastic boards falling and some are broken and missing (Exterior)

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Fair
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Last updated: 7/1/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	30.0%	29.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	28.0%	25.0%	24.0%	37.0%	38.0%

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

Note: 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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	221	98.22%	29.41%
Male	119	116	97.48%	25.86%
Female	106	105	99.06%	33.33%
Black or African American	36	35	97.22%	20.00%
American Indian or Alaska Native	--	--	--	
Asian	21	20	95.24%	40.00%
Filipino	11	11	100.00%	45.45%
Hispanic or Latino	127	125	98.43%	29.60%
Native Hawaiian or Pacific Islander	--	--	--	
White	16	16	100.00%	18.75%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	205	203	99.02%	27.59%
English Learners	135	132	97.78%	28.03%
Students with Disabilities	23	23	100.00%	13.04%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: 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.

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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	221	98.22%	28.05%
Male	119	117	98.32%	23.93%
Female	106	104	98.11%	32.69%
Black or African American	36	35	97.22%	17.14%
American Indian or Alaska Native	--	--	--	
Asian	21	20	95.24%	30.00%
Filipino	11	11	100.00%	54.55%
Hispanic or Latino	127	125	98.43%	28.80%
Native Hawaiian or Pacific Islander	--	--	--	
White	16	16	100.00%	25.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	205	202	98.54%	26.73%
English Learners	135	132	97.78%	25.00%
Students with Disabilities	23	23	100.00%	17.39%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

Last updated: 1/23/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.3%	27.0%	3.2%

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

Last updated: 1/23/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

- 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, CABE Conference (California Association for Bilingual Education)
- On-going classes and workshops.
- Fund-raising activities.
- Parent Center
- Bilingual School Community Worker

Parent-Teacher Association (PTA): Parents volunteer time, contribute resources, and fundraiser for the teachers and students of the school.

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 (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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

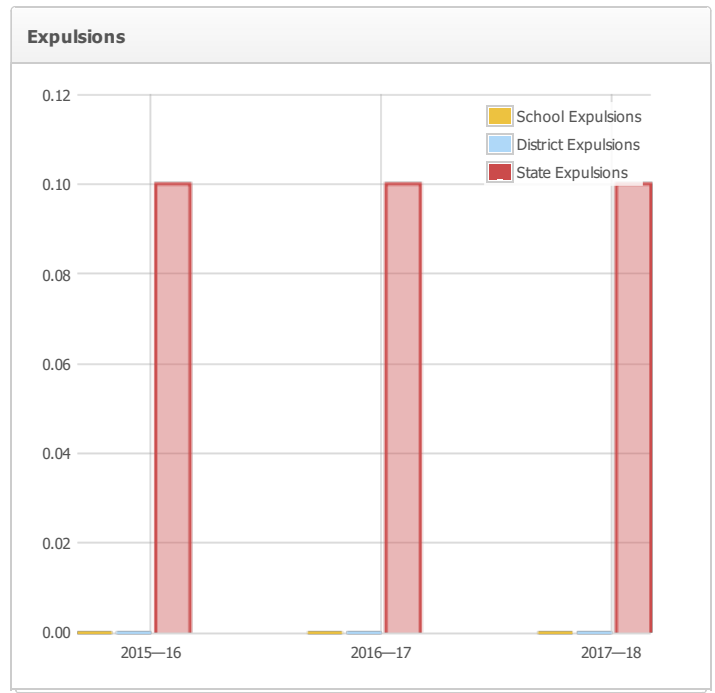
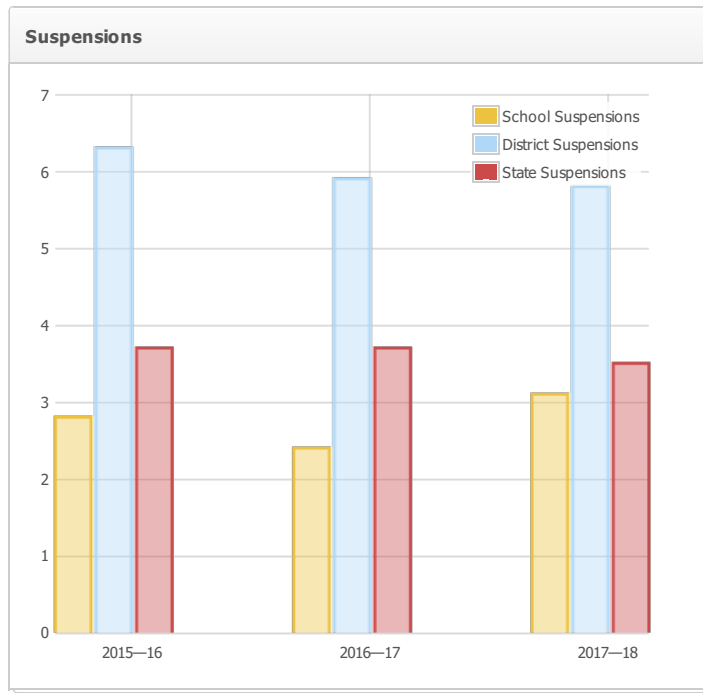
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.8%	2.4%	3.1%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		2	
1	24.0		2	
2	20.0	2	1	
3	21.0		3	
4	27.0		1	
5	28.0		2	
6	28.0		2	
Other**	20.0	1	1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		2	
1	27.0		2	
2	23.0		2	
3	19.0	3		
4	32.0		1	1
5	23.0		2	
6	20.0	1	2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	2	
1	23.0		1	
2	24.0		2	
3	27.0		2	
4	31.0		2	
5	29.0		2	
6	20.0	1	2	
Other**	24.0		1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6452.1	\$918.5	\$5533.6	\$63373.6
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-33.0%	-6.6%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-17.2%	-24.1%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

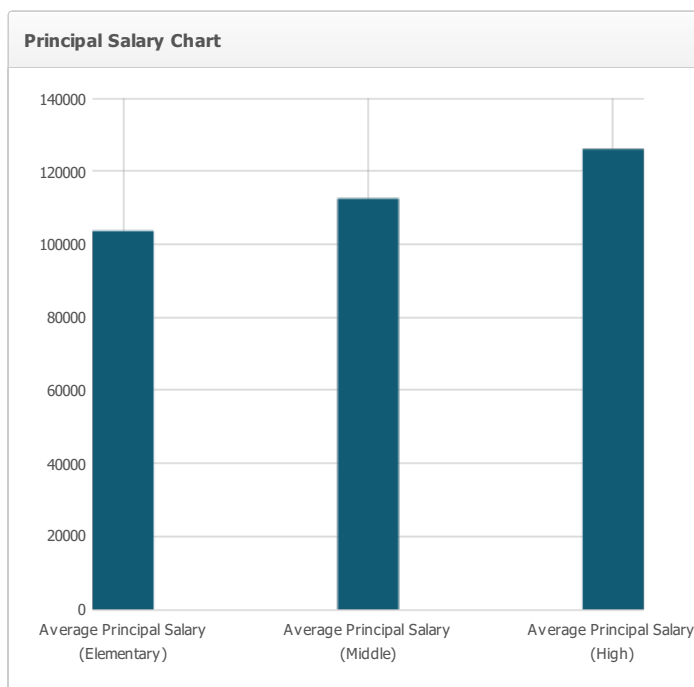
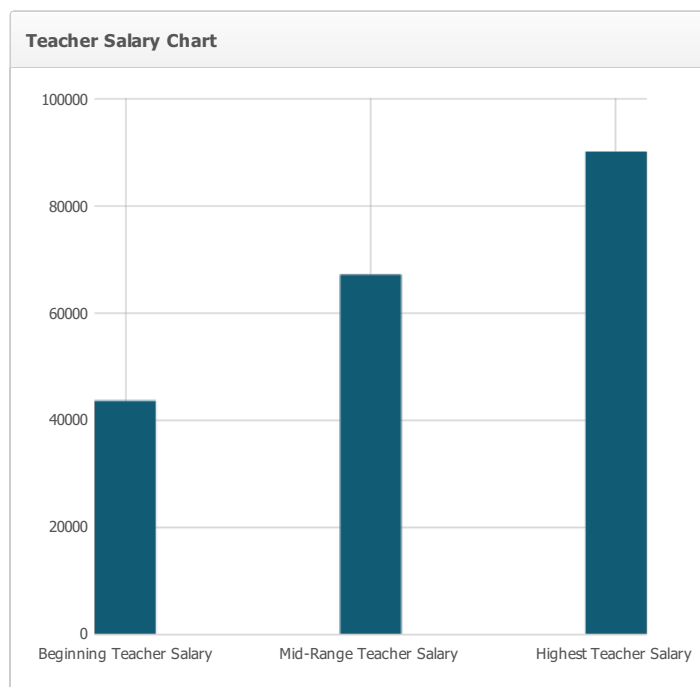
- ASTRID'S MUSIC SCHOOL
- LITERACY LAB
- MOBYMAX SITE LICENSE
- READING PARTNERS
- BAY AREA COMMUNITY RESOURCES
- STUDY TRIPS

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/2019

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 2018 - 2019 school year, Riverside is 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 and the effective use of assessment data and teacher data teams in meeting the 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.

Last updated: 1/14/2019