

# Riverside Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Riverside Elementary School
<b>Street</b>	1300 Amador Street
<b>City, State, Zip</b>	Richmond, CA 94806-4098
<b>Phone Number</b>	(510) 231-1409
<b>Principal</b>	Christine Gant Hatcher
<b>E-mail Address</b>	<a href="mailto:christine.hatcher@wccusd.net">christine.hatcher@wccusd.net</a>
<b>Web Site</b>	<a href="http://sites.google.com/a/wccusd.net/riversideelementary/">sites.google.com/a/wccusd.net/riversideelementary/</a>
<b>CDS Code</b>	07-61796-6004931

<b>District Contact Information</b>	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	matthew.duffy@wccusd.net
<b>Web Site</b>	www.wccusd.net

### School Description and Mission Statement (School Year 2016-17)

#### Our 2016 - 2017 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

### Student Enrollment by Grade Level (School Year 2015-16)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	54
Grade 1	47
Grade 2	59
Grade 3	64
Grade 4	56
Grade 5	62
Grade 6	59
<b>Total Enrollment</b>	<b>401</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15.7
American Indian or Alaska Native	0.5
Asian	10
Filipino	5.2
Hispanic or Latino	58.4
Native Hawaiian or Pacific Islander	1.2
White	7.5
Two or More Races	1.5
Socioeconomically Disadvantaged	90.3
English Learners	44.9
Students with Disabilities	10
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	19	21	16	16
Without Full Credential	0	0	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	93.7	6.3
<b>High-Poverty Schools in District</b>	93.5	6.5
<b>Low-Poverty Schools in District</b>	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
<b>Mathematics</b>	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
<b>Science</b>	Scott Foresman, Science (K-6) / 2008	Yes	0%
<b>History-Social Science</b>	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Riverside was constructed in 1940, 1943 and 1948. Portable classrooms were added in 1954, 1955 and 1985. Riverside has undergone a \$11.8 million renovation, the main building has been completed, and we are working to bring a modernized playground and field to the site. The remodeled classrooms feature new furniture, improved lighting, heating and phones, and fiber-optic Internet capabilities.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Trip hazard on walkway due to uneven pavement and potholes outside room 17 Backboards on baseball field missing bolts

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	22	32	33	35	44	48
<b>Mathematics</b>	18	26	23	25	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	67	63	94.0	33.3
	4	59	55	93.2	32.7
	5	60	60	100.0	30.0
	6	61	61	100.0	32.8
<b>Male</b>	3	34	30	88.2	26.7
	4	32	30	93.8	33.3
	5	33	33	100.0	21.2
	6	33	33	100.0	21.2
<b>Female</b>	3	33	33	100.0	39.4
	4	27	25	92.6	32.0
	5	27	27	100.0	40.7
	6	28	28	100.0	46.4
<b>Black or African American</b>	3	--	--	--	--
	4	11	10	90.9	10.0
	5	13	13	100.0	15.4
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	5	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	37	35	94.6	20.0
	4	36	33	91.7	39.4
	5	37	37	100.0	35.1
	6	32	32	100.0	21.9
<b>Native Hawaiian or Pacific Islander</b>	3	--	--	--	--
	6	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Two or More Races</b>	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	64	62	96.9	32.3
	4	57	54	94.7	31.5
	5	56	56	100.0	28.6
	6	59	59	100.0	33.9
English Learners	3	25	22	88.0	13.6
	4	16	14	87.5	
	5	16	16	100.0	
	6	19	19	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	67	66	98.5	39.4
	4	59	57	96.6	35.1
	5	60	60	100.0	10.0
	6	61	61	100.0	19.7
Male	3	34	33	97.1	36.4
	4	32	31	96.9	38.7
	5	33	33	100.0	3.0
	6	33	33	100.0	9.1
Female	3	33	33	100.0	42.4
	4	27	26	96.3	30.8
	5	27	27	100.0	18.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	28	28	100.0	32.1
Black or African American	3	--	--	--	--
	4	11	10	90.9	20.0
	5	13	13	100.0	
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	37	37	100.0	27.0
	4	36	35	97.2	34.3
	5	37	37	100.0	13.5
	6	32	32	100.0	15.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
	6	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	64	64	100.0	39.1
	4	57	56	98.3	33.9
	5	56	56	100.0	10.7
	6	59	59	100.0	20.3
English Learners	3	25	25	100.0	12.0
	4	16	16	100.0	6.3
	5	16	16	100.0	
	6	19	19	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	29	29	43	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	60	60	100.0	43.3
Male	33	33	100.0	42.4
Female	27	27	100.0	44.4
Black or African American	13	13	100.0	30.8
Hispanic or Latino	37	37	100.0	43.2
Socioeconomically Disadvantaged	56	56	100.0	41.1
English Learners	16	16	100.0	18.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8	26.4	7.5

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

- 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)
- On-going classes and workshops with WCCUSD Adult School.
- Fund-raising activities.
- Parent Center
- Bilingual School Community Worker

Parent-Teacher Association (PTA): Parents volunteer time, contribute resources, and fund-raise 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.

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.8	1.9	2.8	6.6	6.2	6.3	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Safety procedures are reviewed annually with the site personnel at start of school staff. The Safety Committee reviews the comprehensive safety plan at the start of the school year; revising as needed each trimester. Safety binders will be updated and (re)distributed no later than December 2016. The safety plan includes information on emergency procedures, first aid, evacuation and crisis management. In addition, each staff member serves on a specific subcommittee in case of a 72-hour emergency. Riverside follows the Standard Emergency Management System (SEMS). There is a monthly schedule for fire drills; other emergency drills are practiced every trimester. The 2016 - 2017 School Safety Plan was updated 12/01/2016 and due for review by the Safety Community March 2017.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2004-2005
<b>Year in Program Improvement*</b>	Year 3	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	20
<b>Percent of Schools Currently in Program Improvement</b>	N/A	71.4

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		2		23		2		26		2	
1	26		2		20	3			23		2	
2	23		3		22		3		21		3	
3	26		2		22		3		21		3	
4	30		1	1	30		2		28		2	
5	32		1	1	29		2		28		2	
6	17	2	1		20	1	2		30		2	
Other	26		1						10	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1.00	N/A
Other	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6118.70	1580.68	4538.02	67237.83
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-29.2	3.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-20.1	-11.3

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

## Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Riverside School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION  
 IASA-TITLE I BASIC  
 SP ED IDEA BASIC LOCAL ENTITL  
 HEALTHY START-ASLSNPP  
 SPECIAL ED - E  
 MEDI-CAL ADMIN ACTIVITIES  
 MRAD  
 MISC DONATIONS  
 SITE SUPPLEMENTAL/CONCENTRATION

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

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/differentiation instruction as part of meeting student needs. Riverside also participates in all the districts professional development opportunities. Teachers are also given

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division 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. In addition, 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. A 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.