

Riverbank Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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/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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Riverbank Elementary School
Street	1100 Carrie St.
City, State, Zip	West Sacramento, CA 95605
Phone Number	916.375.7700
Principal	Rabb-Patterson, Belinda; Rodriguez, Kristin Principals
Email Address	brabb-patterson@wusd.k12.ca.us
Website	www.wusd.k12.ca.us/riverbank
County-District-School (CDS) Code	57726940116996

Entity	Contact Information
District Name	Washington Unified School District
Phone Number	916.375.7600
Superintendent	Linda Luna
Email Address	lluna@wusd.k12.ca.us
Website	www.wusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Riverbank Elementary School, home to the River Otters, was reopened in August 2008 to serve students in preschool through eighth grade. There are presently 780 students enrolled.

At Riverbank School, there are forty four classroom teachers and class size reduction has been implemented in Kindergarten through third grade. Aware of the ever-changing population, the Riverbank staff makes every effort to ensure that the strategies used throughout the school support a developmentally appropriate, meaning centered environment.

The Riverbank School Community works collaboratively to deliver a focused, research and standards-based program to educate and develop empowered, motivated, responsible and respectful learners who master grade level standards.

The Riverbank Elementary School Community works to ensure the success of all students. A “No Excuses” philosophy will be supported by a set of common educational beliefs fully supported by the staff. The intervention programs will focus on a plan to help every student master grade-level standards. The following attributes of effective schools will drive the mission at Riverbank Elementary School: Common Focus; High Expectations; Personalization; Respect and Responsibility; Staff Collaboration; Research Based Instruction; and Technology as a Tool.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	82
Grade 1	73
Grade 2	87
Grade 3	88
Grade 4	87
Grade 5	99
Grade 6	95
Grade 7	94
Grade 8	101
Total Enrollment	806

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.5
Asian	10.3
Filipino	0.4
Hispanic or Latino	62.2
Native Hawaiian or Pacific Islander	1.2
White	21.3
Two or More Races	1.4
Socioeconomically Disadvantaged	87.6
English Learners	35
Students with Disabilities	12
Foster Youth	1.2
Homeless	2.6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	40	45	38	339.3
Without Full Credential	0	0	1	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	2

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6- 11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2- 3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
Science	K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007	Yes	0%
History-Social Science	K5 Harcourt Brace Reflections (2006) 68 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Foreign Language	N/A		0%
Health	The health curriculum is included as part of science and is taught using teacher and district created materials.	No	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The site is well-maintained with a few easily corrected deficiencies

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	some ceiling tiles are damaged or cracked or water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Exposed wires (no voltage, or low voltage i.e. data or communication lines.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sink fountain fixture loose Water pressure for some fountains too high or too low
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	28	45	46	50	50
Mathematics (grades 3-8 and 11)	16	17	32	34	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	557	551	98.92	1.08	28.13
Male	281	278	98.93	1.07	21.94
Female	276	273	98.91	1.09	34.43
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	55	55	100.00	0.00	52.73
Filipino	--	--	--	--	--
Hispanic or Latino	353	351	99.43	0.57	23.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	115	111	96.52	3.48	25.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	501	495	98.80	1.20	26.67
English Learners	282	278	98.58	1.42	20.86
Students with Disabilities	66	66	100.00	0.00	4.55
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	557	553	99.28	0.72	16.64
Male	281	279	99.29	0.71	17.56
Female	276	274	99.28	0.72	15.69
Black or African American	13	13	100.00	0.00	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	55	55	100.00	0.00	29.09
Filipino	--	--	--	--	--
Hispanic or Latino	353	352	99.72	0.28	13.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	115	112	97.39	2.61	20.54
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	501	497	99.20	0.80	16.10
English Learners	282	281	99.65	0.35	11.39
Students with Disabilities	66	65	98.48	1.52	1.54
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	9.09

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	19.4	15.1	6.5
7	29.0	12.9	12.9

Note: 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.

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 2019-20)

Parent involvement is strongly encouraged at our school. Parents are encouraged to participate in their child's classroom, attend parent conferences, provide nightly signatures on homework, attend school wide curriculum nights and attend field trips. In the efforts to support our families with the volunteer process, the district assists with covering costs of all parent fingerprinting. There are also opportunities to serve on the School Site Council, English Language Learner Advisory Committee, Parent Teacher Club. This year, there are monthly "Coffee with the Principals" to come and share ideas, meet other parents and stay informed of events that are taking place at Riverbank Elementary. Weekly parent communication is shared to allow for parents to stay informed via a phone call, email and or text page, along with literature that is sent home with students. There is a monthly newsletter which is sent home and translated in Spanish and Russian. Any information which goes home to support all activities on site, and parent involvement is encouraged is also posted on our school web page and updates are made on the school marquis. Riverbank also communicates on several social media platforms such as Facebook and Twitter. Families have the opportunity to attend our Welcome Back to School event to meet teachers, get supplies and uniform assistance, enjoy community activities, and enjoy dinner. We have math night for students and families where community partners, teachers, and students engage students and families in math games. We have parent nights to provide information and strategies for parents to help their children academically and social emotionally.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.9	4.0	6.5	6.2	5.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Riverbank strives to promote a positive learning environment where students feel safe. To maintain a safe environment, we discuss our school's Safety Plan at the Back to School meeting each year. New evacuation signs and routes are shared with staff and are posted in the classrooms and other common areas and an Emergency Response Plan is located in the office. A BEST (building effective schools together)/PBIS team and safety committee were formed to review discipline data, review safety issues on the site, and plan social skills lessons. The team meets once a month to discuss and plan and communicates with staff. The entire staff focuses on three rules, be safe, be respectful and be responsible. Riverbank focuses on PRIDE (Positive Attitude, Responsibility, Integrity, Determination, and Empathy) on a weekly basis. Students receive quotes and examples during daily messages to remind students how to have Otter Pride and be safe, respectful, and responsible on and off campus. Our safety committee meets monthly and communication is shared with staff and parents. We also have regularly scheduled drills (monthly fire drill, earthquake drill, and lock down drills) to remind students what steps they should take to be safe.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	3		19	3	3		20	4		
1	24		4		23		4		18	4		
2	22	1	3		20	2	2		21	2	2	
3	21		5		23		4		21		4	
4	30		3		26		4		28		3	
5	29		3		25	1	3		26	1	3	
6	29	3	13	8	25	7	16	3	28	3	17	1
Other**	10	1							11	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,551	\$1,386	\$6,165	\$77,165

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$6,152	\$76,458
Percent Difference - School Site and District	N/A	N/A	0.2	0.9
State	N/A	N/A	\$7125	\$76522
Percent Difference - School Site and State	N/A	N/A	-14.4	0.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social emotional learning. Funded services include: special education, LCFF (Local Control Funding Formula), Title I, Title II, Title III and grants.

Riverbank Elementary provides a variety of programs and special services funded through categorical or other sources. Those programs and services include: classroom paraprofessionals working directly with students, a full time outreach specialist working with families and students, a library with a library clerk, one reading intervention specialist teaching reading intervention support into classrooms K-3, one instructional coach providing coaching support to TK-8 teaching staff, and currently there are six after school interventions (6-8th English and Math, Sondag Reading for 7-8th and 4-5th graders, ELD support for 3rd graders, and Math and ELA intervention for 4th grade) being offered to students Monday through Thursday in the areas of Mathematics and English Language Arts in grades 1st through 8th. This year Preschool and one TK class was added to our Riverbank campus to provide a continuum of learning and providing supports to our community, students and families. There are Co-Principals to support staff, students, and families academically and social emotionally.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,316	\$49,084
Mid-Range Teacher Salary	\$69,807	\$76,091
Highest Teacher Salary	\$94,026	\$95,728
Average Principal Salary (Elementary)	\$113,608	\$118,990
Average Principal Salary (Middle)	\$119,682	\$125,674
Average Principal Salary (High)	\$131,432	\$137,589
Superintendent Salary	\$196,026	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	116	105	33

Currently staff are receiving professional development on site to support social emotional learning and trauma informed support in the classroom and throughout campus. Staff are receiving support in the classroom, during site PLT meetings, during yard duty supervisor meetings, and during staff meetings. Staff receive strategies on how to support students as well as self care for themselves while support students and families. Staff also receive professional development on supporting students with IEP/504, AVID strategies, writing strategies, and active engagement strategies.