



**Riverbend 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	Riverbend Elementary School
Street	301 Stewart Rd.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 822-3100
Principal	Jevan Bains
Email Address	jsbains@ycusd.org
Website	<a href="http://riverbend.ycusd.k12.ca.us/">http://riverbend.ycusd.k12.ca.us/</a>
County-District-School (CDS) Code	51-71464-0113134

Entity	Contact Information
<b>District Name</b>	Yuba City Unified School District
<b>Phone Number</b>	(530) 822-5200
<b>Superintendent</b>	Doreen Osumi
<b>Email Address</b>	dosumi@ycusd.org
<b>Website</b>	<a href="http://www.ycusd.org/">http://www.ycusd.org/</a>

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

Riverbend Elementary opened in the fall of 2007 as a K-6 school and expanded to K-8 in 2009. Riverbend is unique to our community, as it offers students a K-8 experience, but at the same time has a 6-8 component that is large enough to offer the multitude of programs that one usually can only find at larger middle schools. The vision for Riverbend Elementary is for our students to become critical and creative learners and thinkers and independent problem solvers. They will demonstrate the characteristics of competent, responsible, and caring citizens, and acquire the academic and communication skills necessary for contribution and success within a diverse global society. The Riverbend staff, students, and parents take great pride in our school and are fully committed to making our vision a reality.

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

Grade Level	Number of Students
<b>Kindergarten</b>	76
<b>Grade 1</b>	82
<b>Grade 2</b>	81
<b>Grade 3</b>	83
<b>Grade 4</b>	86
<b>Grade 5</b>	71
<b>Grade 6</b>	228
<b>Grade 7</b>	228
<b>Grade 8</b>	227
<b>Total Enrollment</b>	1,162

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	18.2
Filipino	0.8
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0.3
White	30.1
Two or More Races	6.3
Socioeconomically Disadvantaged	67.7
English Learners	15.7
Students with Disabilities	10.2
Foster Youth	0.4
Homeless	0.5

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	53	59	57	643
Without Full Credential	2	1	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	3	1	0
Total Teacher Misassignments*	3	1	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.

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

Year and month in which data were collected: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders ELA/ELD, McGraw Hill Education, 2017 StudySync ELA/ELD, McGraw Hill Education, 2016 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
<b>Mathematics</b>	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014 Big Ideas Math Gr 6-8 2017, Big Ideas Learning, LLC Big Ideas, Integrated Math I, Big Ideas Learning/Cengage 2016 ALEKS, McGraw-Hill Education, 2017	Yes	0%
<b>Science</b>	District Developed NGSS Units (K-5) STEMScopes (6-8)	No	0%
<b>History-Social Science</b>	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019) Pearson California History Social-Science myWorld Interactive, Ancient Civilization, Grade 6 (2019) Pearson California History Social-Science myWorld Interactive, Medieval & Early Modern Times, Grade 7 (2019) Pearson California History Social-Science myWorld Interactive, Growth and Conflict, Grade 8 (2019)	Yes	0%

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

The roofs on the Administration building, gym, and multi-purpose room were replaced during the summer of 2019.

### 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:** 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Mechanical equipment needs to be upgraded in the Multi-Purpose Room and gym. This project will be completed using deferred maintenance funds.
<b>Interior:</b> Interior Surfaces	Good	Flooring in the cafeteria needs to be replaced. This project will be completed using deferred maintenance funds.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Using deferred maintenance funds, the metal roofs on the Multi-Purpose Room and Library will be replaced.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	46	46	46	48	50	50
Mathematics (grades 3-8 and 11)	29	29	29	30	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	949	941	99.16	0.84	45.59
Male	482	479	99.38	0.62	38.20
Female	467	462	98.93	1.07	53.25
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native	--	--	--	--	--
Asian	157	157	100.00	0.00	56.69
Filipino	--	--	--	--	--
Hispanic or Latino	407	404	99.26	0.74	39.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	290	285	98.28	1.72	48.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	58	58	100.00	0.00	53.45
Socioeconomically Disadvantaged	661	657	99.39	0.61	39.12
English Learners	254	254	100.00	0.00	30.31
Students with Disabilities	110	109	99.09	0.91	12.84
Students Receiving Migrant Education Services	38	38	100.00	0.00	23.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	950	942	99.16	0.84	28.98
Male	482	479	99.38	0.62	29.44
Female	468	463	98.93	1.07	28.51
Black or African American	13	13	100.00	0.00	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	157	157	100.00	0.00	42.68
Filipino	--	--	--	--	--
Hispanic or Latino	408	405	99.26	0.74	20.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	290	285	98.28	1.72	32.63
Two or More Races	58	58	100.00	0.00	34.48
Socioeconomically Disadvantaged	662	658	99.40	0.60	22.64
English Learners	255	255	100.00	0.00	17.25
Students with Disabilities	110	109	99.09	0.91	6.42
Students Receiving Migrant Education Services	38	38	100.00	0.00	21.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	14.7	24.0	41.3
7	18.7	29.1	30.4

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)

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Contact Person Name: Lisa Bear

Contact Person Phone Number: (530) 822-3100

The Riverbend Elementary School Parent Club Committee meets on the second Thursday of every month and provides support for staff and students through fundraising and event planning. Parents also serve on our School Site Council and guide the development and implementation of our School Plan for Student Achievement. We have English Language Advisory Committee (ELAC) meetings five times a year that assist with keeping our parents of English Language Learners informed and involved with their child's education. Many Riverbend parents volunteer to assist teachers in the classroom, help in the library, or assist the office staff. All parents are encouraged to be involved in the school and take an integral role in the education of their children.

### 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	7.9	17.6	5.3	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.8	0.2	0.1	0.7	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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The Safety Plan stresses the procedures for ensuring student safety during emergencies. Riverbend students and staff train monthly for emergencies through evacuation and lock-down drills. The safety plan includes procedures to handle accidents, chemical spills, bomb threats, bad weather emergencies, floods, earthquakes, fire, evacuation, and intruder/lockdowns. All staff members have a copy and the plan is reviewed on a regular basis. The School Safety Plan was updated in August 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)

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	22	1	3		25		4		19	3	1	
1	20	2	2		27		3		21	3	1	
2	20	4			20	3	1		20	2	2	
3	24		3		21		4		21	2	2	
4	27		4		24		3		29		3	
5	27		4		27		4		24		3	
6	26	8	38	7	26	4	45		26	6	38	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.

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

Title	Ratio
Academic Counselors*	387.3

\*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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	1.0

\*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.

### 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	6684.83	537.45	6147.39	\$69,372

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8673.01	\$73,167.00
Percent Difference - School Site and District	N/A	N/A	-34.1	0.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-12.5	-15.8

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)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

Donations  
 Extended Day  
 Lottery  
 Medi-Cal Billing Option  
 Medi-Cal SELPA  
 Sp Ed AB-602  
 Sp Ed IDEA Basic  
 Sp Ed Low Incidence  
 Sp Ed Transportation  
 Title I  
 Title II Teacher Quality  
 Title III, LEP  
 Title IV  
 CSEPD Block Grant  
 LPS Block Grant

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746
Superintendent Salary	\$211,380	\$245,810

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	12	12	12