



# Riverdale Elementary School

3700 Stathem Ave • Riverdale, CA 93656 • (559) 867-3589 • Grades 4-8

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<http://riverdale.cyberschool.com/RES>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Riverdale Joint Unified School District

3160 West Mt. Whitney Ave.

Riverdale, CA 93656

(559) 891-4300

<https://www.rjUSD.org>

#### District Governing Board

Paul Brooks

**Board President**

Charles Cox

**Board Clerk**

Dan Conway

**Board Member**

Anita Cuevas

**Board Member**

Connor McKean

**Board Member**

John L. Mendes

**Board Member**

Andy Rollin

**Board Member**

#### District Administration

Jeff Percell

**Superintendent**

Jeff Moore

**Assistant Superintendent**

Brian Curwick

**Director of Instructional Services**

### Riverdale Joint Unified School District's Mission Statement

All students of the district shall be competent in the subjects offered by the district and shall have a positive attitude toward self and others. The curriculum offered shall reflect the subjects and activities approved by the District Governing Board and shall reflect the California State Standards. The District Governing Board established the following goals:

- 1) 80% of the District's students shall score at grade level in all courses and classes.
- 2) To build self worth and self-esteem, one hundred percent of the students shall be involved in at least one meaningful extra or co-curricular activity annually.
- 3) Graduation shall be based on students meeting minimum requirements including proof of application to a college or vocational school, proof of employment or proof of at least three job interviews with a legitimate company.

### School Profile

Riverdale Elementary School is located in the heart of Riverdale, serving more than 520 grade 4-8 students. Teachers and staff are dedicated to providing a safe and productive learning experience for all students, regardless of ethnicity, gender, disability, or religion. Operating on a traditional calendar, the educational programs are designed to provide the skill and tools necessary for students to explore their creativity while developing a strong educational base.

### Types of Services Funded

- Title I, Part A
- Title II, Part A – Teacher Improvement
- Title III - Limited English Proficient
- Migrant
- Special Education
- After School Education
- California Clean Energy Grant
- Educator Effectiveness Grant
- Lottery
- College Readiness Grant

### 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 the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	110
Grade 5	108
Grade 6	108
Grade 7	129
Grade 8	128
Total Enrollment	583

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Hispanic or Latino	84.9
Native Hawaiian or Pacific Islander	0.2
White	14.1
Two or More Races	0.2
Socioeconomically Disadvantaged	83
English Learners	37.6
Students with Disabilities	7.5
Homeless	2.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Riverdale Elementary	17-18	18-19	19-20
With Full Credential	26	25	23
Without Full Credential	1	1	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Riverdale Joint Unified	17-18	18-19	19-20
With Full Credential	♦	♦	78
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Riverdale Elementary School

Indicator	17-18	18-19	19-20
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.

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

Teacher representatives from each school site comprise the textbook/instructional committee for their respective schools. In grades K-8, textbooks from the adopted State list are previewed and a recommendation is made to the Superintendent and RJUSD Board of Trustees. Additionally, the Board approves the list of textbooks and instructional materials for grades 9-12 annually that have been selected by the teachers and administrators.

All of the textbook content is aligned to the curriculum framework adopted by the State Board of Education. In grades K-12, all students, including English Learners, have a textbook for classroom use and take home use.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - Wonders (4-6) 2015-2016 McGraw Hill - StudySync (7-8) 2015-2016  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill My Math (4-6) 2013-14 College Preparatory Mathematics (CPM) (7-8) 2014-2015  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt (4-6) 2008 McDougal Littell (7) 2007 McDougal Littell (8) 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton-Mifflin (4-5) 2000 Houghton-Mifflin (6) 2001 Holt, Rinehart & Winston (7-8) 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Holt, Rinehart & Winston (8) 2000  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Our district does a great job keeping our classrooms technologically updated and clean. Each classroom has Internet access and almost all have smart boards. In addition, all classrooms have the tools and supplies requested by the teachers to support both instruction and learning.

Our school was built in the 1960's. Since then, the facilities have gone through extensive remodeling and upgrading. Riverdale Elementary finished this year a remodeling process which will include the addition of classrooms and upgrades throughout the site. In addition, ongoing small changes have occurred to the facility to address safety. Our school has 28 classrooms and zero portables. The buildings are cleaned each evening by a two-person maintenance crew. For other maintenance issues, our site has its own custodians and the district's maintenance crew is available for other needs. On site, there is a library. All 4-6 classrooms are equipped with a class set of laptops. In 7th-8th grade there are a class set of laptops in all English classes and Science classes. Social Science and Math within 7th-8th grade share a set of classroom laptops. One of the classrooms is our music room. Choral groups and the band meet in this classroom. In addition, students in grades 4-6 also meet in this classroom in the afternoons for music instruction.

Lastly, our students are able to exercise and play on our basketball, volleyball, and field hockey courts along with our soccer, football, baseball, and softball fields. Student safety is always a priority. The school has a perimeter fence and visitors are required to enter through the office. School policy requests that students not be at school until 8:00 a.m., when teachers have daily supervision duty. After school, teachers and administration help supervise students as they leave school or line up for the afterschool program.

A scheduled maintenance program is administered by Riverdale Joint Unified to ensure all classrooms and facilities are maintained to a degree of adequacy that provides for good learning. Facilities have been inspected and are free of any gas, electrical, heating, sewage, pest, safety, structural, and hazardous material program.

Senate Bill 550, better known as the Williams Settlement, requires districts and school sites to provide data on the maintenance of facilities. Maintenance data for this element of the SARC is based on the inspection report of each school site.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: November 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Several classrooms will have carpet replaced in 2020-2021.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Drinking fountain within classroom under repair.
<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	
<b>Overall Rating</b>	<b>Good</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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	38	39	42	50	50
Math	27	29	30	32	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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	24.8	20.2	14.7
7	18.3	24.6	42.1

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.

### 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.

### School Safety Plan

#### School Safety

Safety of students and staff is a primary concern of Riverdale Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan included steps for ensuring students and staff during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The plan was adopted by the Board in December 2019.

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard copy Safety Plan. In 1998, the comprehensive Safe School Plan was first developed by the district in consultation with the Fresno County Office of Education to comply with Senate Bill 187 (SB 187) of 1997. Assembly Bill 1747 in 2018 added that First Responders be included in the systematic planning process. Schools shall review and update the comprehensive school safety plan by March 1st of each year. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirement of SB 187, along with the components of the Comprehensive School Safety Plan (EC 32281):

- Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 32281)
- Disaster Procedures, both routine and emergency (EC 35295-35297; GC 8607 and 3100)
- School Suspension, Expulsion and Mandatory Expulsion Guidelines
- Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
- Sexual Harassment Policies (EC 212.6 [b])
- School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School (EC 35294.2)
- A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
- School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
- Hate Crime Reporting Procedures and Policies

The school evaluates the plan annually and updates it as needed. The plan was reviewed with staff in August 2019 and will be revisited in the spring of 2020. An updated copy is available to the public at the school site.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	585	99.83	37.95
Male	301	301	100.00	33.55
Female	285	284	99.65	42.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	501	500	99.80	34.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	79	100.00	60.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	501	500	99.80	34.60
English Learners	318	318	100.00	23.27
Students with Disabilities	47	47	100.00	19.15
Students Receiving Migrant Education Services	--	--	--	--
Homeless	18	18	100.00	0.00

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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	33	36	33

Riverdale Joint Unified School District has continued the focus of staff professional development on the instructional needs of English Learners, and has expanded to the areas of balanced literacy (reading/writing). Each school site establishes a focus for their staff/students based on identified needs. This commitment to professional development and continuous growth has allowed each grade level and/or subject level department to take part in focused professional development. Collectively, 33 days were devoted in 2017-18, 36 days in 2018-2019 and 33 days committed for the 2019-2020 school year.

In reviewing various sources of student achievement data, a year-long plan for professional development for 2019-2020 was designed to improve instructional processes and to produce improved student learning and higher student achievement. This plan consisted of the following:

- Learning about and understanding the State Standards to provide standards-based instruction
- English Language Arts with a focus on reading and writing strategies
- Instructional Strategies for increasing academic achievement of Special Education students
- Curriculum calibration training, results, and monitoring grade-level instruction
- Examination of the new California Standards for ELA/Literacy and Math along with Next Generation Science Standards
- Analysis implementation of ELA/Literacy and Math ELD Standards.
- Finding and sharing resources for teaching the standards.
- Examination of Guided Reading strategies.

Early Release Mondays, and various days were dedicated to staff and professional development for the 2019-2020 academic year. The format of these days centered on after-school workshops and peer collaboration. Teachers were supported through means of in-class coaching, teacher-principal meetings, grade level/department meetings and student performance data reporting.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	587	586	99.83	29.01
Male	302	302	100.00	32.45
Female	285	284	99.65	25.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	501	500	99.80	26.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	79	79	100.00	44.30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	501	500	99.80	26.00
English Learners	318	318	100.00	19.81
Students with Disabilities	47	47	100.00	10.64
Students Receiving Migrant Education Services	--	--	--	--
Homeless	18	18	100.00	0.00

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.

## 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)

There are several opportunities for parents to be involved at Riverdale Elementary School. Parents elected by their peers may serve on the School Site Council. In addition, if their children are English Learners, parents may participate in the school's English Learner Advisory Committee. There are similar opportunities for migrant parents. Parents are always welcome and encouraged to volunteer in the classrooms. Our Parent-Teacher Club is also a wonderful place for parents to both be involved in learning about and participating in school events and how to support their child's classroom(s). Lastly, the principal has an open-door policy and is available to discuss concerns or ideas from parents and the community. A Parental Involvement Workshop is held at the beginning of each school year. Families that enroll during the course of the school year can request a meeting with the site Principal.

For more information on how to become involved at the school, please contact Principal Chris Stilson at (559) 867-3589 or by email at [cstilson@rjUSD.org](mailto:cstilson@rjUSD.org).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	4.2
Expulsions Rate	0.2	0.2	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.5	3.0
Expulsions Rate	0.7	0.9	0.7



Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

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

Title	Ratio
Academic Counselor*	583.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

##### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	20	10	2		23	3	11		24	6	8	
Mathematics	20	7	3		24	4	6		25	2	8	
Science	20	8	2		24	3	7		25	3	7	
Social Science	21	7	2	1	24	4	6		26	2	8	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

##### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,038	\$46,208
Mid-Range Teacher Salary	\$67,569	\$72,218
Highest Teacher Salary	\$88,887	\$92,742
Average Principal Salary (ES)	\$100,759	\$134,864
Average Principal Salary (MS)	\$0	\$118,220
Average Principal Salary (HS)	\$110,509	\$127,356
Superintendent Salary	\$130,050	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).



**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,724	\$2,853	\$8,871	\$68,885.00
District	N/A	N/A	\$9,808	\$71,641.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.0	-3.9
School Site/ State	16.7	-5.7

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.