



California Avenue Elementary School

3800 California Avenue • Riverbank CA, 95367 • (209) 869-2597 • Grades K-5

Kathy Briggs, Principal

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<https://caave-riverbank-ca.schoolloop.com/>

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



Riverbank Unified School District

6715 7th Street

Riverbank CA, 95367

(209) 869-2538

www.riverbank.k12.ca.us

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Principal's Message

We, the community of California Avenue Elementary School, strive to promote high standards, to understand our cultural diversity, to provide for academic differences, and to prepare for the challenges of the future. Through professional development, community partnerships, and supportive parents, our school continues to help all students to grow and find success. Student success is recognized and celebrated regularly through "Super Kid" prizes, Paw Praises, lunch with the principal, student of the month assemblies and perfect attendance awards.

The staff at California Avenue Elementary School provides for our neediest children through the annual Christmas giving tree and regular donations of supplies for children. Our monthly principal coffees provide a forum for voicing concerns and sharing information regarding local programs and resources available. Working together, we are proud California Avenue Elementary School provides a highly academic, safe, and successful environment for all children to grow and succeed.

The staff of California Ave. Elementary School is teaching all students using the Common Core State Standards. The curriculum is rigorous, coherent, and meaningful through the use of high quality instructional practices and positive teacher/student relationships. We truly believe every student is capable of and can learn the skills they need for future success.

District's Vision Statement

California Avenue is an environment where academic and emotional safety positively impacts and prepares students for continued success as lifelong contributing members of the Riverbank community.

Mission Statement:

California Avenue is committed to student success focused on 21st Century skills in a positive, cohesive culture.

Values:

We are a committed and open-minded team with a growth mindset, who pledge to honor a shared vision to move forward in a positive and productive direction with the understanding that change is hard.

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
Kindergarten	137
Grade 1	113
Grade 2	117
Grade 3	109
Grade 4	81
Grade 5	101
Total Enrollment	658

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	0.2
Hispanic or Latino	85
White	10.9
Two or More Races	0.2
Socioeconomically Disadvantaged	86.6
English Learners	60.9
Students with Disabilities	6.8
Foster Youth	0.3
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 for California Avenue	17-18	18-19	19-20
With Full Credential	29	33	35
Without Full Credential	1	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Riverbank Unified	17-18	18-19	19-20
With Full Credential	◆	◆	145
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at California Avenue 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)

Riverbank Unified School District determined each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams v. The State of California.

All students, including English Learners, are given their own individual, Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All District-adopted textbooks are State Board-adopted and aligned to the Academic Content Standards established by the California Board of Education.

During the 2016-2017 school year, Eureka Math for grades K-5 was adopted and is aligned with the Common Core Standards.

During the 2016-2017 school year, the ELA Benchmark curriculum was adopted for grades K-5. This curriculum is aligned with the Common Core Standards.

During the 2017-2018 IREADY software was implemented school-wide for grades 1st-5th grade.

During the 2018-2019 school year, Studies Weekly was adopted for grades K-5th grade.

With the opening of two Transitional Kindergarten classes in August 2012, the Houghton Mifflin Harcourt Splash into TK curriculum was purchased for these classrooms.

Adoptions follow a District process of review by a teacher and administrator committee representative of the grade levels and content area where materials will be used. A sunshine period for parent and community preview is followed by the District Curriculum Committee's recommendation to the Board of Trustees who give final approval.

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, August 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science, Pearson-Scott Foresman 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Studies Weekly The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Splash Into T-K, Houghton Mifflin Harcourt 2012 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)

The school has 33 classrooms, a multipurpose room, a library, three playgrounds, and an administration building. The main campus was built in 1950. Additions were constructed in 1954 and 1995. In addition, the library and office were remodeled during the summer of 2019.

The District governing board has adopted cleaning standards for all schools in Riverbank USD. The principal works daily with two full-time custodians and one part time to ensure that the facilities are well maintained.

California Avenue Elementary School provides a safe and clean environment for students, staff, and volunteers. The RUSD maintenance staff administers a scheduled maintenance program to prioritize the repairs necessary to keep the school in good repair. A work-order process is used to guarantee efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	K1: Stained ceiling tile Kitchen: Cracked lineolium, chips on countertop Multi-Purpose: WATER DAMAGED CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	28	25	36	39	50	50
Math	23	23	22	27	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	12.4	11.4	4.8

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.

**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	290	290	100.00	24.83
Male	146	146	100.00	19.18
Female	144	144	100.00	30.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	252	100.00	21.43
White	25	25	100.00	44.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	258	100.00	24.42
English Learners	190	190	100.00	21.05
Students with Disabilities	31	31	100.00	6.45
Students Receiving Migrant Education Services	--	--	--	--
Homeless	11	11	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.

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	290	290	100.00	22.76
Male	146	146	100.00	22.60
Female	144	144	100.00	22.92
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	252	252	100.00	19.44
White	25	25	100.00	44.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	258	258	100.00	21.71
English Learners	190	190	100.00	21.05
Students with Disabilities	31	31	100.00	6.45
Students Receiving Migrant Education Services	--	--	--	--
Homeless	11	11	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)

Parents and the community are very supportive of the educational programs at California Avenue Elementary School. Parents are very active at the school site, participating in the School Site Council (SSC), Parent Teacher Association (PTA), the Principal's Parent Coffee, and as volunteers in the classroom. The school also benefits from many local community partnerships, including Rotary, Save Mart Corporation, Kohl's, and Target.

For more information on how to become involved, contact Administrative Assistant Laurie Ramos at (209) 869-2597 or lramos@riverbank.k12.ca.us.

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

California Avenue Elementary School provides a safe and clean environment for students, staff, and volunteers. California Avenue Elementary School's Site Safety Committee — made up of teachers, site administrators, classified staff, parents, and law enforcement — meets each trimester to evaluate the current Safety Plan. Revising and updating the School Safety Plan is an ongoing process. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November 2019.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster, including a comprehensive crisis plan. Disaster drills are conducted on a regular basis throughout the year, and fire and/or lockdown/intruder drills are conducted monthly.

To keep our students safe, staff members supervise students at all times before and after school, during recess, and lunch. All students are held accountable to the California Education Code of Student Conduct and are also expected to follow all school rules.

Any visitors to the campus are required to check-in at the school's administrative office and must obtain the proper identification badge to wear at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.5	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.1	0.3	0.3

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	4.5

* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	5	2		21	3	5		19	5	2	
1	19	3	2		19	4	2		22		5	
2	19	4			20	3	2		19	6		
3	24		4		20	4			21	2	3	
4	29		2		31		3		26		3	
5	25	1	3		23	1	2		26	1	3	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	4	3

Staff development is supported for classroom implementation through Induction support providers and District literacy coaches.

The District supports staff development through staff meetings and grade-level meetings focused on Effective Direct Instruction, Best Practices for LTEL's, Behavior Management, writing, Common Core Standards, and English-Language Development.

At the beginning of the school year, we had three days of professional learning. Throughout the school year, we have Staff Meetings that focus on professional learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,721	\$46,208
Mid-Range Teacher Salary	\$72,709	\$72,218
Highest Teacher Salary	\$92,436	\$92,742
Average Principal Salary (ES)	\$112,960	\$134,864
Average Principal Salary (MS)	\$114,831	\$118,220
Average Principal Salary (HS)	\$125,926	\$127,356
Superintendent Salary	\$166,914	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	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/.

Types of Services Funded

3010 Title I, Part A, NCLB
 3060 Title I Migrant Education
 3310 Special Ed IDEA
 4035 title II, Part A, Teacher Quality
 4203 Title III, Part A, LEP
 6010 After School Education & Safety
 6500 Special Ed
 7405 Common Core State Standards
 9016 Kinder Readiness
 9051 21st Century Programs
 9053 21st Century Programs
 9119 Beginning Teacher Support and Assessment (BTSA)

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7670	1909	5761	64324
District	N/A	N/A	7550	\$73,174.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.9	-12.9
School Site/ State	-26.3	-12.6

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.