River Bluff Elementary School

6150 W. Palo Alto • Fresno, CA 93722 • (559) 276-6001 • Grades K-6
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Central Unified School District

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School Description

At River Bluff, we believe every student can read, lead, and succeed! Our mission is to provide a strong, educational foundation for all children by focusing on being effective learners in effective classrooms. We are able to do this by connecting, engaging, & providing opportunities which promote an excitement for learning through challenging experiences.

Our instruction is academically rigorous and is provided in a socially engaging school environment which facilitates personal growth and challenges each of our students to reach for new heights. Through closing the experience gap with a 1:1 technology ratio, every single student has access to the latest educational technology to be utilized in the classroom. We are committed to maximizing student achievement, by connecting, engaging, improving communication, promoting good character, and ensuring a safe school environment.

River Bluff Elementary is located in Northwest Fresno near the San Joaquin River. The school opened in July of 2002. Currently the school serves approximately 840 students in grades Transitional-Kindergarten through grade six. We are equipped with technology and facilities to enhance the educational performance of the student population. Students in grades 3-6 utilize Chrome books in the classroom and students in grade TK-2 have been issued their own tablet with Wi-Fi capability for academic use in school. Students who do not have access to technology in their home, have the option of checking out a tablet for use at home. In addition, we have two desktop computer labs each containing 36 computers. We offer the Mind+Music program of Mind Research at River Bluff. All students are able to master the spatial math concepts based on the grade level standards set forth by the State of California using the ST Math software program. All transitional-kindergartners and kindergartners participate in a general music program, 1st, and 2nd grade students at our school participate in keyboard piano lab to further develop their spatial math concepts. In addition, 3rd graders receive flute recorder instruction and 4th - 6th graders are able to experience band, beginning strings, dance, and/or choir.

We offer a full athletic program including tackle football, basketball, volleyball, cross-country, track & field, wrestling, softball, and baseball. In addition, our K-2 students perform in a Holiday program; Transitional Kindergarten performs in a fall musical program. Students in grades TK-6 are able to compete in Science Fair, Young Author's Fair, Peach Blossom, character education and Coding. Students in grades 4-6 are able to compete in History Day, student council, and leadership. The school library is used by the student body on a weekly basis, where all students are able to check out a variety of books, and magazines. Our librarian also provides Story Time once a week for preschool age children in our community, as well as professional development resources for our teachers, and parenting resources for our families.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	105
Grade 2	111
Grade 3	106
Grade 4	134
Grade 5	110
Grade 6	129
Total Enrollment	817

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.6
Asian	11.8
Filipino	0.9
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	0.2
White	29.9
Two or More Races	2.3
Socioeconomically Disadvantaged	42.2
English Learners	8
Students with Disabilities	6.9
Foster Youth	0.6

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			
River Bluff Elementary School	15-16	16-17	17-18
With Full Credential	34	31	31
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
River Bluff Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Scott Foresman: Science California Adopted 2007-2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **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)

River Bluff sits on 15 acres and 60,903 square feet. It contains 40 classrooms at 38,131 sq ft, and 12 restrooms at 2,748 sq ft. The oldest main building was built in 2001. Current enrollment is 852.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/13/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Wall paper is torn. Damaged & stained ceiling tiles replaced. Pencil sharpener cover is missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/13/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical		X		Hand dryer has no power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Dripping faucet has been repaired. Broken handles on fountains have been replaced.
Safety: Fire Safety, Hazardous Materials			X	Plug in air freshener has been removed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	65	66	41	41	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.8	31.8	35.5

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	50	58	39	40	48	48
Math	51	51	26	28	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	140	137	97.9	66.4
Male	73	72	98.6	59.7
Female	67	65	97.0	73.9
Black or African American	17	17	100.0	64.7
Asian	15	15	100.0	86.7
Hispanic or Latino	55	52	94.6	55.8
White	49	49	100.0	69.4
Socioeconomically Disadvantaged	66	63	95.5	54.0
Students with Disabilities	14	14	100.0	64.3

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 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	481	475	98.75	58.21
Male	246	241	97.97	50.63
Female	235	234	99.57	65.95
Black or African American	45	45	100	59.09
American Indian or Alaska Native	--	--	--	--
Asian	55	53	96.36	62.26
Filipino	--	--	--	--
Hispanic or Latino	206	205	99.51	49.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	159	157	98.74	67.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	137	137	100	51.85
English Learners	63	61	96.83	48.33
Students with Disabilities	35	34	97.14	17.65
Foster Youth	--	--	--	--

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 2016-17 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	481	477	99.17	51.36
Male	246	243	98.78	50.62
Female	235	234	99.57	52.14
Black or African American	45	45	100	42.22
American Indian or Alaska Native	--	--	--	--
Asian	55	55	100	52.73
Filipino	--	--	--	--
Hispanic or Latino	206	205	99.51	44.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	159	157	98.74	63.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	137	137	100	40.88
English Learners	63	63	100	42.86
Students with Disabilities	35	34	97.14	14.71
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
River Bluff is blessed to have actively involved parents in school events and students' learning. Parents and community members participate in the School Site Committee, the English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). Other opportunities include: Fall and Spring Conferences, classroom volunteers, coaching, cheer leading, Back to School Night, Open House, student performances, family events, such as Movie Night and eating at a local establishment, youth soccer (held at River Bluff), service clubs, Jog-a-Hon, volunteer luncheon, annual talent show, and in addition to various clubs. Parents also serve on district committees including, The Foundation for Central Schools, District English Learner Advisory Committee, District Advisory Committee, Superintendent's Advisory Committee, etc. Additional parent involvement comes via written communication which includes: Weekly updates from our office, weekly newsletters from the classroom teachers, teacher websites, the River Bluff Website, the marquee sign in the front of the school and Blackboard Connect messages that go home weekly on our automated phone system. Interpretation and translation services are provided.

Contact Person Name: Michelle Bergmann
Contact Person Phone Number: (559) 276-6001

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

River Bluff's Site Emergency Response Plan is prepared in compliance with Central Unified School District's Governing Board and California Administrative Code, which requires all public schools, kindergarten through community college, to have written emergency response plans. Our Site Emergency Response Plan is update at the beginning of each school year. On September 8, 2017, the River Bluff administration presented the school safety plan to the school site council for review and approval. All classrooms contain a yellow safety folder which describes/contains emergency protocols. During site preparedness drills, teachers display a red or green card indicating whether all students are accounted for. In addition, classroom numbers are painted on the blacktop to facilitate efficient evacuation of the school building. The Site Emergency Response Plan also includes primary and secondary evacuation locations and emergency task force roles and responsibilities that our staff is trained in every year. Fire drills are conducted monthly, lock down drills are conducted twice a semester, and earthquake-duck and cover drills are conducted quarterly. Annually, a site Safety Walk is conducted by our district representative, Kevin Torosian (Supervisor of Student Support Services). His findings are reviewed with Administration and then be shared with the staff at the following staff meeting in addition to the School Site Council during the next quarterly School Site Council meeting. Two-way radios and surveillance cameras have been provided.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.3	0.8	2.1
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.0
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.40
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	878

* 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	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	29	25	25		1	2	5	5	4			
1	29	25	25				4	4	5			
2	27	29	29				5	4	4			
3	29	28	28				4	5	5			
4	34	31	31					4	4	4		
5	36	34	34					1	1	4	3	3
6	32	35	35			1				3	4	4

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

Professional Development provided for Teachers

River Bluff Elementary teachers in their first or second year of teaching are actively participating in the Teacher Induction program and have a mentor who meets regularly with the teacher. Teacher Induction program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Every other week on a Principal Day,every teacher participates in staff development after school in a variety of areas to improve classroom performance. Professional development training is delivered on site and at the District Office by site administration, the Instructional Support Coach, District Office administrators, and other educational professionals. Teachers are supported in training to practice by site administrators and Instructional Support Coaches. The supports can include co-lesson planning, co-teaching and follow up debrief sessions. Training to practice implementation support is provided in grade levels, by individual teacher or all staff professional development based on specific support needs. Student learning data drives the need for professional development. Grade level Professional Learning Communities (PLC) meet at least twice a week to analyze student learning (data), pedagogy, and common core, which in turn drives instructional adjustments and supports in the classroom. Our primary focuses this year for staff development are providing students with success criteria which supports them into becoming effective learners, creating effective learning environments, Incredible Equations, and integrating Writing and English Language Arts into all other curricular areas, and using technology to connect, engage, and provide opportunities for our 21st century learners.

The Principal and the Guidance Instructional Advisor conduct weekly informal drop-in observations through the classrooms leaving constructive and reflective feedback in writing.Teachers experiencing challenges are given additional time with the instructional coach for demonstration lessons, peer observations, mini-lessons, and by providing timely and specific feedback for improvement. The instructional coach rotates through all classrooms focusing on targeted areas of need.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,046	$48,522
Mid-Range Teacher Salary	$63,583	$75,065
Highest Teacher Salary	$83,749	$94,688
Average Principal Salary (ES)	$99,912	$119,876
Average Principal Salary (MS)	$105,131	$126,749
Average Principal Salary (HS)	$113,096	$135,830
Superintendent Salary	$190,000	$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$3,969.62	$7.84	$3,961.78	66,454.43
District	♦	♦	$7,671.24	$69,635
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-48.4	-4.6
Percent Difference: School Site/ State			-39.7	-14.6

* Cells with ♦ do not require data.

Types of Services Funded

At-Risk Students are identified as early as the fall before parent conferences in October each year and progress monitored throughout the school year (including English Learners). Students who are below grade level,Tier One (strategic) are provided with small group ,instruction and re-teaching by the teacher. Tier Two students, participate in our after-school tutoring program. Students who are far below grade level, Tier Three (intensive) are provided with additional tutoring (one-on-one) with a Reading Intervention teacher during the school day, in addition to having the option of participating in our after-school tutoring program as well.

English Language Learners: Teachers have been trained on how to use supplemental materials for ELD, and attended training both here on site and full day training from the county on ELD strategies to move students up from their current EL level. Teachers have set aside specific time each day to provide English Language Development (ELD) for those students who are in levels 1-5 as measured by CELDT testing annually. These supports are categorically funded.

Special Education Students: Our teachers are using the inclusion model for students who have individual education plans. Students receive Specialized Academic Instruction in a pull-out and push-in program for mainstreaming in the general education classroom.

Gifted Students are clustered in one classroom per grade level in grades 2-6 as identified by GATE criteria and assessment each year. GATE teachers earn certification by participating in a 2 year GATE Teacher Certification program with on-going support to help them provide enrichment and extension activities to challenge our GATE students. In addition, a district GATE instructor provides additional instruction weekly in the computer lab as well as annual field trips.

ST Math (The Mind Institute), a web based Math program is funded from categorical funds. These funds also provide 100% student access to the technology by providing computers in a fully equipped computer lab as well as providing technology in the classroom.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.