

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Riverdale Elementary School	District Name	Orange Unified School District
Street	4540 Riverdale Ave.	Phone Number	(714) 628-4000
City, State, Zip	Anaheim, CA 92807	Web Site	www.orangeusd.k12.ca.us
Phone Number	(714) 997-6273	Superintendent	Dr. Thomas A. Godley
Principal	Pamela McFadden	E-mail Address	superintendent@orangeusd.k12.ca.us
E-mail Address	pamm@orangeusd.org	CDS Code	30-66621-6071138

School Description and Mission Statement

This section provides information about the school's goals and programs.

Riverdale Elementary, located in West Anaheim, opened in 1965. It is housed in a residential area consisting primarily of single-family homes.

Riverdale Elementary is dedicated to providing a quality education while sustaining an on-going partnership with the community, so that all students can continually strive for academic excellence and become responsible, productive citizens.

The school staff is committed to establishing an effective learning community where students are challenged to reach their potential. We hold the the following beliefs:

- All students can learn
- All students are challenged through the use of a standards-based curriculum that provides for individual differences
- All students are expected and encouraged to strive for academic excellence
- All students must be treated with dignity and respect
- All students have the right to a safe and secure learning environment
- Parents are our partners in education

As you peruse this accountability report card, I am confident that you will be favorably impressed by the quality of the instructional program at Riverdale Elementary.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Riverdale welcomes parents to be actively involved in their child's education. The number of parents that attend our Back-to-School Night, Open House, Parent Conferences, and other school and classroom programs is a measure of the overall success of our parental involvement. Parents are encouraged to work closely with the teacher to ensure that students understand and complete classroom and homework assignments. They are informed of the grade level standards and maintain regular communication with the teachers. The Riverdale School Association (RSA) is our parent organization. They provide supplemental support for supplies, field trips, assemblies, and equipment. They also organize many fun family nights at local restaurants for the purpose of bringing families together while raising funds for our school. The School Site Council and the English Language Advisory Committee are another way for parents to be involved. Participation on these advisory councils provides parents the opportunity to take on a leadership role and be involved in developing and monitoring our school plan for student achievement. At Riverdale family is valued. Special events such as Grandparents Day, Spring Fling, and Family nights are well attended. Students as well as their families look forward to these special days.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	32
Grade 1	39
Grade 2	44
Grade 3	48
Grade 4	37
Grade 5	38
Grade 6	39
Total Enrollment	277

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4 %	White (not Hispanic)	33.21 %
American Indian or Alaska Native	2.89 %	Multiple or No Response	6.14 %
Asian	9.39 %	Socioeconomically Disadvantaged	46 %
Filipino	1 %	English Learners	17 %
Hispanic or Latino	42 %	Students with Disabilities	13 %
Pacific Islander	1.81 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			28		1		29		1	
1	19.5	2			20	2			17	1		
2	17.5	2			19	1			20	1		
3	19	1			19	1			20	1		
4												
5	31		1		33			1				
6	31		1		28		2		33			1
K-3	18.5	2			17	2			18.7	3		
3-4	28		1		30		1		29		1	
4-8	28		2		31		1		30.5		2	
Other												

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

A comprehensive safety/disaster plan is in effect at Riverdale. Fire and/or earthquake drills are conducted monthly to ensure that students and staff are prepared. Riverdale is linked for emergency communication through an emergency radio contact system. An automated parent contact system is also in place in the event of an emergency. A Safe School Plan is available in the office which outlines specific safety procedures. Providing a safe environment for our students is of the utmost importance at Riverdale Elementary.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	3.1	1	4	7.6	5.8	5.7
Expulsions	0	0	0	0.1	0.2	0.1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Maintaining the appearance, safety and functionality of Riverdale is important. The staff and students work together to ensure that pride is taken by all. Riverdale is forty years old and requires regular maintenance. Classrooms, restrooms, and the office are cleaned and inspected on a daily basis by the custodial staff. Deep cleaning also takes place each year during periods when school is not in session. The OUSD Maintenance Department responds to work orders and emergency repairs. The school also works closely with this department to make plans for ongoing maintenance and modernization needs.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[]	[]	
Mechanical Systems	[X]	[]	[]	
Windows/Doors/Gates (interior and exterior)	[X]	[]	[]	
Interior Surfaces (walls, floors, and ceilings)	[]	[X]	[]	Some classrooms and the office building are in need of flooring/carpeting due to aging. Exterior walls need painting (scheduled for 2008).
Hazardous Materials (interior and exterior)	[X]	[]	[]	
Structural Damage	[X]	[]	[]	
Fire Safety	[X]	[]	[]	
Electrical (interior and exterior)	[X]	[]	[]	
Pest/Vermin Infestation	[X]	[]	[]	
Drinking Fountains (inside and outside)	[X]	[]	[]	
Restrooms	[X]	[]	[]	During the summer of 2006, student and staff restrooms were updated to meet disability requirements.
Sewer	[X]	[]	[]	
Playground/School Grounds	[X]	[]	[]	Asphalt is in need of replacement. Scheduled to be replaced in 2008.
Roofs	[X]	[]	[]	
Overall Cleanliness	[X]	[]	[]	

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[]	[X]	[]	[]

IV. Teachers

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

During the 2006 - 2007 year, the school wide focus at Riverdale Elementary was Reading Comprehension through Writing. Best practices and teaching strategies were identified and were being utilized to support this school wide focus. Teachers had opportunities to participate in training in these best practices on staff development days, during staff meeting, and through grade level articulation. There was also formal and informal sharing among staff relating to these practices.

An important part of the literacy focus at Riverdale was the analysis and use of assessment data. Teachers work collaboratively to review and discuss STAR Test data and implications of the assessments for instruction. District Language Arts Assessments, Paced Standards Assessments, and student work samples were also an integral part of the professional development process.

In addition to the focus on Reading Comprehension emphasis was also placed on strategies for ELD instruction as well as Mathematics. Teachers used the adopted ELD program and regularly reflected on their practices, to help them monitor and plan lessons that effectively met the individual needs of their students.

Riverdale follows the instructional program as adopted by the Board of Education, which is in compliance with state requirements and standards. The District has a Special Education Program that ensures proper placement and opportunity for all special needs students. Riverdale Elementary provides equal access to all instructional programs

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	17	16	15	1395
Without Full Credential	2	1	1	38
Teaching Outside Subject Area of Competence	1	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0 %
All Schools in District	90 %	10 %
High-Poverty Schools in District	99 %	1 %
Low-Poverty Schools in District	90.3 %	9.7 %

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>Houghton Mifflin R/LA Program was adopted in 2003 for Grades K-5 and was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. The materials are fully available for all students.</p> <p>Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%
Mathematics	<p>Houghton Mifflin Math Program adopted in 2002 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>Harcourt Math Program adopted in 2002 Grade 6 and Houghton Mifflin Mathematics, Concepts & Skills adopted in 2001 (Grade 6 GATE) All were selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%
Science	<p>Harcourt Science Program adopted in 2001 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p> <p>Prentice Hall Science Explorer Science Program adopted in 2001, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.</p>	0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,711	\$133	\$4,578	\$50,003
District	---	---	\$6,994	\$62,433
Percent Difference – School Site and District	---	---	-34.6%	-19.9%
State	---	---	\$4,943	\$60,032
Percent Difference – School Site and State	---	---	-7.4%	-16.7%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Support services are available to meet the varied needs of Riverdale students. A School Psychologist, Speech and Language Specialist, a Resource Specialist Program Teacher, and our School Nurse provide support to our students. These important team members collaborate regularly in order to coordinate appropriate services. There are two regular education Instructional Assistants that are funded through categorical programs that work with students individually and in small group to support classroom instruction. They work within the classrooms to help students with their grade level needs. We also have a Library Media Technician that works closely with students and teachers to organize our Accelerated Reader Program.

An After-school Intervention Program in Reading/Math was also provided. Students work in small groups with a certificated teacher to review and practice grade level skills. They meet two days a week for an hour each day.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,472	\$38,937
Mid-Range Teacher Salary	\$59,603	\$61,080
Highest Teacher Salary	\$86,877	\$76,443
Average Principal Salary (Elementary)	\$98,021	\$99,694
Average Principal Salary (Middle)	\$103,776	\$103,687
Average Principal Salary (High)	\$117,288	\$112,983
Superintendent Salary	\$210,990	\$195,054
Percent of Budget for Teacher Salaries	40.9 %	40.1 %
Percent of Budget for Administrative Salaries	6.0 %	5.4 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	44	42	44	50	52	53	40	42	43
Mathematics	36	40	43	43	47	46	38	40	40
Science	34	30	47	37	47	53	27	35	38
History-Social Science				43	43	41	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	
Asian	68	74	*	
Filipino	*	*		
Hispanic or Latino	35	35	39	
Pacific Islander	*	*	*	
White (not Hispanic)	50	49	42	
Male	47	49	56	
Female	42	37	40	
Economically Disadvantaged	34	36	47	
English Learners	17	20	*	
Students with Disabilities	29	25	*	
Students Receiving Migrant Education Services	*	*		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	34	27	46	47	48	49	41	42	42
Mathematics	36	39	39	55	58	57	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	33	29
Pacific Islander	*	*
White (not Hispanic)	50	43
Male	29	43
Female	62	35
Economically Disadvantaged	42	32
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	5

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	4	5	5
Similar Schools	1	3	1

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	50	-8	-2	738
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	39	-7	-8	681
Pacific Islander				
White (not Hispanic)	55	8	0	769
Socioeconomically Disadvantaged	48	5	-6	685
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	19