Rivera Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Rivera Elementary School
Street	20440 Red Poppy Lane
City, State, Zip	Riverside, CA 92508-3256
Phone Number	(951) 697-5757
Principal	Wilson Cuellar
E-mail Address	wcuellar@rusd.k12.ca.us
Web Site	http://www.rusdlink.org/Page/59
Grades Served	K-6
CDS Code	33-67215-6112676

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Tomas Rivera Elementary School, home of the Coyotes, is located in the heart of the Orangecrest area of Riverside, California. One of the newer schools in the Riverside Unified School District, Rivera opened its doors on September 7, 1995 as the 28th elementary school. Our school is named after Tomas Rivera who was born into a family of migrant farm workers. At a young age, Tomas was introduced to the world of books by a librarian in Texas. He grew up to be a poet/writer, an educational leader, and eventually became the first Hispanic Chancellor in the University of California, Riverside. approximately 776 students in grades TK/K-6 is comprised 43% white; 40% Hispanic; 7% African/American; 5% Asian; and 5 % other ethnicities. Eighty-nine percent of our students speak English only and 5% or our students are Academic English Learners. In addition to our regular education student population, Rivera has a kindergarten/first grade and a first/second grade special education non-severely handicapped class as well as two special education preschool special day classes. Other special education services include two Speech and Language Pathologist and a one and one fourth Resource Specialist. All classrooms are equipped with wireless internet access. All second through sixth grade classrooms are equipped with iTree tools that include a Promethean interactive board, LCD projector, Document Camera, a teacher tablet PC, and student computers. Kindergarten and first grade classrooms have LCD projectors, a document camera, teacher laptop, and student computers. Students participate in Accelerated Reader, Brain Pop which are standards-based computer programs. Students can access these programs in their classrooms, the school library, and at the Orangecrest Library. Rivera prides itself on being awarded California Distinguished School status in 2006. We attribute our success to our outstanding parents and students, and our professional and dedicated staff. Everyone at Rivera works on behalf of our students to ensure that they are safe and are receiving instruction that matches the rigor of the Common Core State Standards and the Smarter Balanced Assessment Consortium State Assessments. Teachers know every student by name and by need and monitor learning closely to ensure that each students' learning needs are identified and interventions are designed to close all learning gaps. All staff at Tomas Rivera Elementary School are proud to work in the field of education and take seriously the impact that we have on the future of our students. With that in mind, we do whatever it takes to ensure that each student at Rivera makes academic progress from year to year and is well-prepared for middle school. MISSION: The Rivera community accepts responsibility for ensuring that every child receives instruction that meets or exceeds the rigor of the Common Core State Standards at each grade level. We will monitor all students by name and by need on formative and summative assessments and will be relentless in our work of closing the gap between our subgroups, providing strategic interventions to ensure that each students' needs are identified, and teaching high-yield strategies to increase each students' proficiency level. By working collaboratively as a professional learning community that includes staff, parents, and students, we are confident that we will achieve our goals.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	108
Grade 1	107
Grade 2	107
Grade 3	101
Grade 4	89
Grade 5	124
Grade 6	119
Total Enrollment	755

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.1
Asian	3.8
Filipino	2.1
Hispanic or Latino	38.9
White	41.3
Two or More Races	6.8
Socioeconomically Disadvantaged	37
English Learners	4.4
Students with Disabilities	9.4
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	30	36	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

 The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. 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 and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

 Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

 Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adoption date: 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 - (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1995
 Lot Size: 10 Acres
 27 Permanent Classrooms
 10 Relocatable Classrooms
 Resource/Psychologist Room
 Speech & Language Room
 Completely Air Conditioned
 Library
 Multi-Purpose Room

Indoor and Outdoor Cafeteria

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Rivera Elementary School completed their school site inspection on April 14, 2015.

Rivera has a full time custodial staff who along with other district personnel maintain the grounds and facilities. Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

# of Work Orders = 342
Labor Hours = 1,244.55
Assessed Value of Work = $50,907.06

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/14/2015				
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		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 4/14/2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	51	43	44
Mathematics	42	33	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	103	102	99.0	14	35	30	21
	4	86	86	100.0	23	26	31	20
	5	123	120	97.6	27	23	33	18
	6	119	117	98.3	15	34	37	14
Male	3		50	48.5	16	46	24	14
	4		37	43.0	22	32	27	19
	5		70	56.9	30	23	34	13
	6		65	54.6	17	35	32	15
Female	3		52	50.5	12	25	37	27
	4		49	57.0	24	20	35	20
	5		50	40.7	22	22	32	24
	6		52	43.7	13	33	42	12
Black or African American	3		5	4.9	--	--	--	--
	4		4	4.7	--	--	--	--
	5		8	6.5	--	--	--	--
	6		8	6.7	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		4	3.9	--	--	--	--
	4		5	5.8	--	--	--	--
	5		5	4.1	--	--	--	--
	6		4	3.4	--	--	--	--
Filipino	3		2	1.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		3	3.5	--	--	--	--
	5		3	2.4	--	--	--	--
	6		2	1.7	--	--	--	--
Hispanic or Latino	3		47	45.6	19	30	32	19
	4		33	38.4	30	30	21	18
	5		51	41.5	39	18	31	12
	6		41	34.5	17	41	32	10
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
White	3		40	38.8	10	38	30	23
	4		35	40.7	14	20	43	23
	5		44	35.8	14	34	32	20
	6		52	43.7	15	31	44	10
Two or More Races	3		1	1.0	--	--	--	--
	4		3	3.5	--	--	--	--
	5		6	4.9	--	--	--	--
	6		9	7.6	--	--	--	--
Socioeconomically Disadvantaged	3		37	35.9	16	46	24	14
	4		34	39.5	35	21	32	12
	5		46	37.4	37	24	22	17
	6		48	40.3	21	42	33	4
Students with Disabilities	3		13	12.6	23	46	8	23
	4		7	8.1	--	--	--	--
	5		11	8.9	55	27	18	0
	6		7	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	103	102	99.0	12	25	40	24
	4	86	86	100.0	15	26	26	5
	5	123	121	98.4	32	34	20	14
	6	119	117	98.3	21	40	26	14
Male	3		50	48.5	12	22	44	22
	4		37	43.0	14	32	24	5
	5		71	57.7	32	30	24	14
	6		65	54.6	15	40	31	14
Female	3		52	50.5	12	27	37	25
	4		49	57.0	16	20	27	4
	5		50	40.7	32	40	14	14
	6		52	43.7	27	40	19	13
Black or African American	3		5	4.9	--	--	--	--
	4		4	4.7	--	--	--	--
	5		8	6.5	--	--	--	--
	6		8	6.7	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
Asian	3		4	3.9	--	--	--	--
	4		5	5.8	--	--	--	--
	5		5	4.1	--	--	--	--
	6		4	3.4	--	--	--	--
Filipino	3		2	1.9	--	--	--	--
	4		3	3.5	--	--	--	--
	5		3	2.4	--	--	--	--
	6		2	1.7	--	--	--	--
Hispanic or Latino	3		47	45.6	17	21	40	21
	4		33	38.4	18	30	24	0
	5		52	42.3	40	33	19	8
	6		41	34.5	24	41	29	5
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
White	3		40	38.8	5	30	40	25
	4		35	40.7	11	29	29	9
	5		44	35.8	30	36	14	20
	6		52	43.7	21	40	25	13
Two or More Races	3		1	1.0	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		3	3.5	--	--	--	--
	5		6	4.9	--	--	--	--
	6		9	7.6	--	--	--	--
Socioeconomically Disadvantaged	3		37	35.9	16	32	41	11
	4		34	39.5	24	26	29	0
	5		47	38.2	51	23	21	4
	6		48	40.3	29	50	13	8
Students with Disabilities	3		13	12.6	31	15	31	23
	4		7	8.1	--	--	--	--
	5		11	8.9	82	0	18	0
	6		7	5.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	76	80	76	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	76
Male	77
Female	76
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	74
White	80
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	67
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	13.00	27.00	50.40

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

The parental involvement contact for this school is Wilson Cuellar, principal, and can be contacted at 951-697-5757.

Parent Teacher Association: We are fortunate to have an active PTA that works on behalf of Rivera students, family, and teachers. This group meets in room 5 at 2:45 p.m. on the first Thursday of each month. The PTA President for the 2015-2016 School Year is Mrs. Anya Gilbert, who can be reached by leaving a message for her at Rivera or accessing Rivera's PTA website. For information regarding upcoming PTA sponsored events, log on to Rivera's PTA website at
www.riverapta.org.

English Learner Advisory Committee (ELAC), is comprised of parents of English Language Learners and is led by Mr. Wilson Cuellar, Principal. In addition, ELAC is supported by Mrs. Debbie Aznar, 5th grade teacher and Academic English Learner Contact and English Language Arts Contact. ELAC officers will be elected at the October meeting. This committee meets on selected Thursdays, seven times per year from 2:45 - 3:45 p.m. Meeting topics include the following:
• The Importance of Regular School Attendance;
• Parent Needs Assessment Survey;
• The Rivera School Library and Improvement Plan,
• R-30 Language Census
• Rivera School Plan for Student Achievement

Other topics are scheduled according to what parents request on the Parent Needs Assessment Survey. Mr. Cuellar can be reached through the school's main office.

School Site Council (SSC) is a committee that monitors the implementation of Rivera's School Plan for Student Achievement and the Comprehensive Site Safety Plan. The SSC is comprised of Rivera teachers and classified staff and Rivera parents. School Site Council officers will be selected at the October meeting. All parents are encouraged to attend. Questions about Rivera's SSC can be directed to Mr. Cuellar, principal. Parents are encouraged to take an active role in their child's education by serving on parent committees, volunteering in their child's classroom, attending family night workshops and other school events, and ensuring that their child completes homework each night and arrives at school each day on time.

Parent Trainings: Parents are encouraged to attend the School Smarts parent academy offered at Rivera, which is made possible through a grant from the Hewlett Foundation and the California State PTA. Parents are also encouraged to attend trainings offered through the district. Rivera's PTA includes parent-training information in their monthly newsletter and calendar. In addition, parents training is offered at all ELAC meetings and is occasionally offered at SSC meetings.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.98	1.73	0.90	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3		25		4		22	1	4	
1	30		2		27		2		28		3	
2	26	1	3		24	1	4		26	1	4	
3	30		3		28		3		25		4	
4	30		4		32		3		30		3	
5	31		3		33			3	31		3	1
6	30		4		33			3	30		4	
Other					23	1	1					

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.18	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,491	1,382	4,109	81,860
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	-12.9	-2.8
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-23.3	5.3

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

Types of Services Funded (Fiscal Year 2014-15)

Rivera Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$12,054 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

- **All Classroom Teachers** attend 15 **staff meetings and 15 Student Response Team Meetings** per year. Staff meetings are rotated between data discussions, grade level and vertical planning, and staff development.
- **All classroom teachers** attend 3 days of training on implementation of Units of Study and Common Core State Standards. On these days all teachers dedicate the entire school day analyzing data, collaborating on best practices, and learning strategies on how to improve and increase academic rigor.
- **Early Release Collaboration Days occur every Wednesday**. On these days, teachers spend one hour together collaboratively analyzing data and planning instruction that is differentiated for all students.
- Time and money has been allocated for grade levels to meet during the year for **Standards Based Planning for English Language Arts and Math**. Teachers use the California Blueprints, CST Released Questions, and the Common core State Standards to ensure that instruction matches the rigor of the CCCSS, that instruction is focused on highly tested standards. Teachers track students by name and by need to monitor that all students are making progress in attainment of grade level standards and are well-prepared for the Smarter Balanced Assessment Consortium.
- **Instructional Technology is provided to all teachers**. Teachers in grades 2-6 have complete iTree equipment. All other teachers have laptops, document camera, and LCD projectors
- **Gifted and Talented Education teachers** attend staff development training offered through the district. GATE students are clustered in classroom where they receive instruction from a GATE-certified teacher. Rivera has a parent representative who attends the district-level GATE meetings and provides a report of those meetings at the School Site Council meetings at Rivera.
- **English Language Arts staff development** is offered through the district staff development specialists each month and teachers have the opportunity to select sessions that pertain to their area of interest and/or need.
- **The Principal regularly monitors teaching and learning** to ensure that teachers are implementing what they have learned during staff development sessions. Ongoing support is provided at the site and by the district staff developers, site experts, and site administration.
- **Non-Classroom Teachers** at Rivera include our Special Education Resource Specialist and Speech and Language Pathologist. The special education staff participate in all Rivera staff development opportunities as well as special education staff development training. They attend monthly job-alike meetings where they have the opportunity to refine their practice and discuss best practices with their colleagues.
- **Paraprofessionals** at Rivera include instructional assistants who serve in Special Education classrooms. They attend district-offered training in how to implement special programs such as Project Read, Framing Your Thoughts and Behavior Management Techniques.
- **Non-Instructional Support Staff** includes the following classified staff: Principal's Secretary, office assistant, office clerk, health clerk, library media assistant, custodians, and cafeteria staff. Each of these staff members attend school/district-provided staff development related to their specific field.

2014-2015 Professional Development

- **All classroom teachers** attend 3 days of training on implementation of Units of Study and Common Core State Standards. On these days all teachers dedicate the entire school day analyzing data, collaborating on best practices, and learning strategies on how to improve and increase academic rigor.
- **Early Release Collaboration Days occur every Wednesday**. On these days, teachers spend one hour together collaboratively analyzing data and planning instruction that is differentiated for all students.
- Time and money has been allocated for grade levels to meet during the year for **Standards Based Planning for English Language Arts and Math**. Teachers use the California Blueprints, CST Released Questions, and the Common core State Standards to ensure that instruction matches the rigor of the CCCSS, that instruction is focused on highly tested standards. Teachers track students by name and by need to monitor that all students are making progress in attainment of grade level standards and are well-prepared for the Smarter Balanced Assessment Consortium.

2015-2016 Professional Development

- **All classroom teachers** attend 3 days of training on implementation of Units of Study and Common Core State Standards. On these days all teachers dedicate the entire school day analyzing data, collaborating on best practices, and learning strategies on how to improve and increase academic rigor.
- **Early Release Collaboration Days occur every Wednesday**. On these days, teachers spend one hour together collaboratively analyzing data and planning instruction that is differentiated for all students.
- Time and money has been allocated for grade levels to meet during the year for **Standards Based Planning for English Language Arts and Math**. Teachers use the California Blueprints, CST Released Questions, and the Common core State Standards to ensure that instruction matches the rigor of the CCCSS, that instruction is focused on highly tested standards. Teachers track students

by name and by need to monitor that all students are making progress in attainment of grade level standards and are well-prepared for the Smarter Balanced Assessment Consortium.

• **All classroom teachers** attend training on Universal Access curriculum and implementation for math TIER II students. TIER II students identified according to LCAP funding model.