Rivera Elementary School

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card (SARC). The main objective of the report is to inform the public about conditions and progress being made at Rivera Elementary School. Within the confines of the following pages, you will acquire a better understanding of the quality educational program we offer at Rivera Elementary School.

The entire staff at Rivera Elementary School is committed to student achievement and to academic excellence. School goals are collaboratively planned to represent a broad-based curriculum for all of our students. At Rivera Elementary, quality education is a combination of well-planned instructional programs, a knowledgeable staff, and a safe, nurturing learning environment.

Rivera Elementary School received an API score of 825 for the 2012-13 school year. This is the second-highest API score received by an elementary school in the El Rancho Unified School District. This academic excellence was the combined efforts of the students, staff, and parents of Rivera Elementary.

Rivera Elementary School was recognized in 2003 and 2007 as qualifying for a California Distinguished School, in 2003 and 2008 was named a Title I Achieving School, and in 2007, 2008, and 2010 as a Honor Roll School by the California Business for Education Excellence and Just for Kids.

We welcome your comments, suggestions, or questions to assist us in improving our academic program for all of our students.

David Sermeno, Principal

Parental Involvement

Parents and community members are very supportive of the educational program at Rivera Elementary. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. Parents are encouraged to participate in School Site Council (SSC), Parent-Teacher Organization (PTO), and to volunteer inside or outside of the classroom.

The SSC, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components of the school, discusses the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and acts as a communication liaison between the community and the school.

In February of 2006, the PTO was formed. This organization has been a positive and dynamic force on the campus. They have sponsored numerous family activities — Boutiques for Christmas, Mother's Day, Father's Day, Valentine's Day Grams, and Lunch with Someone Special to name just a few — and many other activities that promote parent-school collaboration.

A calendar of events is posted on the Rivera Elementary Web site (re.erusd.org) to keep the school community informed of school activities. The marquee also lists the school activities. Families also receive frequent TeleParent messages sharing important school news.

For more information on how to become involved at the school, please contact Principal David Sermeno at (562) 801-5095.

School Safety

The Rivera School Safety Plan (SSP) is reviewed annually to assure staff awareness. The School Safety Plan was last reviewed, updated, and discussed with school faculty November 2013. The Plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies and other disaster emergency supplies. The SSP is available for review in the school office.

Rivera Elementary School is a secured campus. All visitors must enter and exit via the front school office. School staff members supervise the playgrounds. In addition, District police units are available to further ensure the safety of children before, during, and after school. All visitors must check-in at the office and wear an appropriate visitor's pass.

School Mission Statement

The mission of Rivera Elementary School, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students to be life-long learners to succeed academically, intellectually, socially, emotionally and culturally.

David Sermeno, Principal
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7250 Citronell Street
Pico Rivera, CA 90660-4020
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CDS Code: 19-64527-6013387
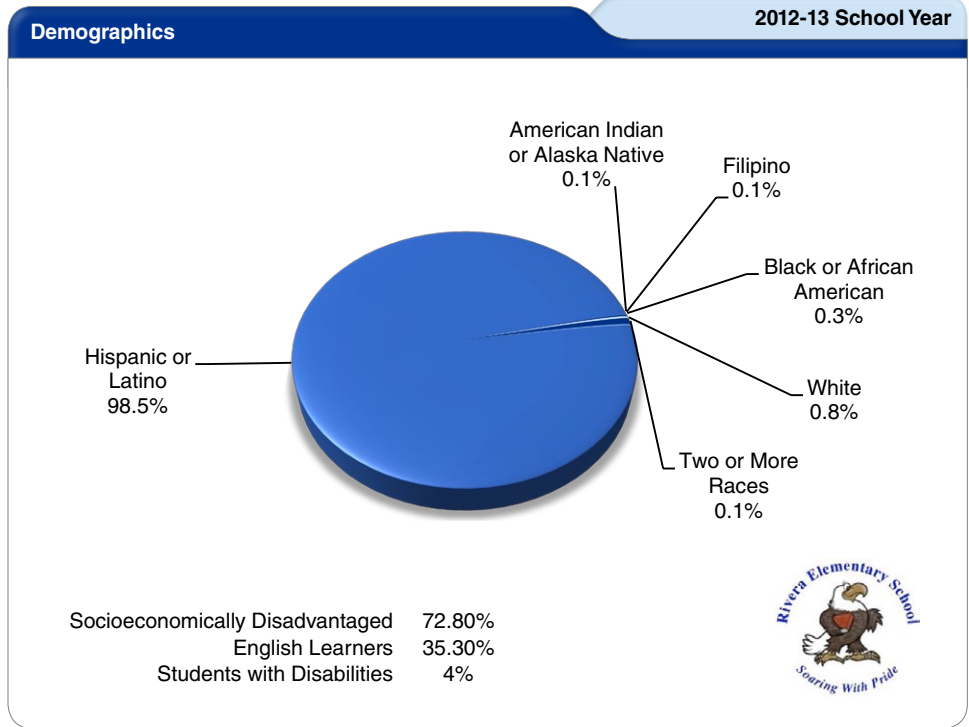Grades: K-5

re.erusd.org

School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.
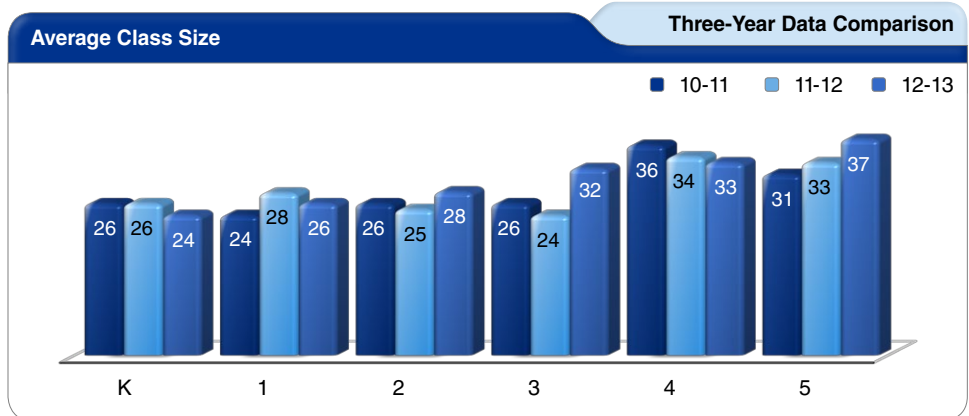
Para español visita:
www.erusd.org

Enrollment by Student Group

The total enrollment at the school was 731 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2012-13 School Year

American Indian or Alaska Native 0.1%
Filipino 0.1%
Black or African American 0.3%
Hispanic or Latino 98.5%
White 0.8%
Two or More Races 0.1%

Socioeconomically Disadvantaged	72.80%
English Learners	35.30%
Students with Disabilities	4%

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade

Grade	Students
K	119
1	130
2	113
3	129
4	130
5	110

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.
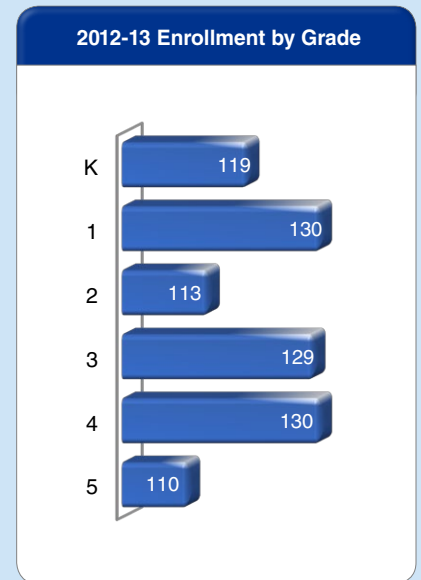
Average Class Size — Three-Year Data Comparison

Legend: 10-11, 11-12, 12-13

Grade	10-11	11-12	12-13
K	26	26	24
1	24	28	26
2	26	25	28
3	26	24	32
4	36	34	33
5	31	33	37

Number of Classrooms by Size — Three-Year Data Comparison

	10-11			11-12			12-13		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			5			5	
1		5			4			5	
2		5			5			4	
3		4			5			3	1
4			3			3		2	2
5		4			1	2			3

Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

Rivera ES	10-11	11-12	12-13
Suspension Rates	0.012	0.005	0.009
Expulsion Rates	0.000	0.000	0.000

ERUSD	10-11	11-12	12-13
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels										Three-Year Data Comparison
	Rivera ES			ERUSD			California			
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13	
English-Language Arts	55%	61%	55%	45%	50%	50%	54%	56%	55%	
Mathematics	64%	67%	62%	40%	44%	46%	49%	50%	50%	
Science	50%	64%	60%	50%	51%	53%	57%	60%	59%	

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results
Group	English-Language Arts	Mathematics	Science
All Students in the District	50%	46%	53%
All Students at the School	55%	62%	60%
Male	49%	58%	59%
Female	62%	66%	61%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	56%	62%	60%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	54%	61%	60%
English Learners	44%	55%	45%
Students with Disabilities	40%	55%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.
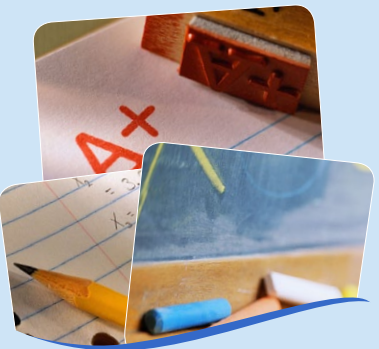
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	**2011**	**2012**
Statewide API Rank	6	6	7
Similar Schools API Rank	7	4	8

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group						2013 Growth API and Three-Year Data Comparison			
Group	**2013 Growth API**						**Rivera ES – Actual API Change**		
	Rivera ES		**ERUSD**		**California**				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**10-11**	**11-12**	**12-13**
All Students	458	826	7,056	775	4,655,989	790	11	26	-22
Black or African American	2	❖	28	758	296,463	708	■	■	■
American Indian or Alaska Native	1	❖	9	❖	30,394	743	■	■	■
Asian	0	❖	14	880	406,527	906	■	■	■
Filipino	1	❖	25	920	121,054	867	■	■	■
Hispanic or Latino	451	828	6,891	775	2,438,951	744	11	29	-21
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	2	❖	67	776	1,200,127	853	■	■	■
Two or More Races	1	❖	21	683	125,025	824	■	■	■
Socioeconomically Disadvantaged	349	821	5,421	768	2,774,640	743	16	14	-16
English Learners	190	830	2,655	735	1,482,316	721	10	18	-6
Students with Disabilities	32	762	849	594	527,476	615	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Rivera ES	ERUSD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	✖	No

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or gradua-tion rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	Rivera ES	ERUSD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		8
Percent of Schools Identified for Program Improvement		66.70%

✖   Not applicable. The graduation rate for AYP criteria applies to high schools.
✧   Not applicable.

"ERUSD is answering to the demands of the 21st Century."

District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as lifelong learners to succeed academically, intellectually, socially, emo-tionally and culturally.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram®* is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram®*. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed informa-tion on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2012-13 School Year	
Grade 5	
Four of Six Standards	23.60%
Five of Six Standards	20.00%
Six of Six Standards	18.20%

"We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally."

Textbooks and Instructional Materials

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials List		2013-14 School Year
Subject	**Elementary School Textbooks**	**Adopted**
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Science	California Science, MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	History-Social Science for California, Scott Foresman (K-5)	2009
ELD	Avenues, Hampton-Brown (K-5)	2009

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2013-14 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	10/2013

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Poor	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/26/2013
Date of the Most Recent Completion of the Inspection Form			10/11/2013

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2013-14 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	Repair and replace missing or stained ceiling tiles (Repaired tiles as needed in 12/2013)

School Facilities

Rivera Elementary School was constructed in 1952. The school provides a safe, attractive campus that meets the needs of students, staff, and volunteers. The campus recently completed a three-phase modernization program that included the wiring of all permanent classrooms and offices for Internet access, new telephones, new fire alarms, new video/data, the installation of air conditioners, new electrical drops, new lighting, new flooring, new paint, and modernization of some of the student bathrooms. There are 31 classrooms (16 permanent), one cafeteria/multipurpose room, one school office, and one library.

Modernization of the remaining student and staff bathrooms and asphalt repaving was done during the summer of 2005 as part of Measure A bond monies. In 2006, a loading and unloading zone was established to provide a safe and secure area for parents to drop off or pick up their children.

Continued on sidebar

School Facilities

Continued from left

This loading and unloading zone was extended during the summer of 2010. During the summer of 2006, the library building was replaced. All of the windows throughout the campus were replaced during the summer of 2007.

Two full-time custodians (one for the day and one and for the evening) ensure classrooms, restrooms, and campus grounds are kept clean and safe. Repair of necessary facilities are prioritized by the maintenance department, and completed in a timely fashion. A scheduled maintenance program is administered by the El Rancho Unified School District to ensure all classrooms and facilities are well maintained and provide a positive learning environment.

Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	ERUSD	Rivera ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	26	26	26
Without Full Credential	4	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Rivera ES		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Rivera ES	100.00%	0.00%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1.0
Other	FTE
Instructional Coach	1.0

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2011-12 Fiscal Year	
	ERUSD	Similar Sized District
Beginning Teacher Salary	$41,664	$40,928
Mid-Range Teacher Salary	$63,155	$64,449
Highest Teacher Salary	$80,333	$82,826
Average Elementary School Principal Salary	$105,326	$102,640
Average Middle School Principal Salary	$104,903	$109,253
Average High School Principal Salary	$130,776	$118,527
Superintendent Salary	$218,663	$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rivera ES	$2,576	$69,381
ERUSD	$2,493	$69,755
California	$5,537	$67,106
School and District — Percent Difference	+3.3%	-0.5%
School and California — Percent Difference	-53.5%	+3.4%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$2,673
Expenditures Per Pupil From Restricted Sources	$98
Expenditures Per Pupil From Unrestricted Sources	$2,576
Annual Average Teacher Salary	$69,381

Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.