

# Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 1-5

Brian Thurman, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Lakeside Union School District

12335 Woodside Ave.  
Lakeside, CA 92040  
(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

Keith Hildreth  
Gelia Cook  
Twila Godley  
Kevin Howe  
Bonnie LaChappa

#### District Administration

Dr. David Lorden  
**Superintendent**  
Andy Johnsen  
**Assistant Superintendent of  
Education**  
Erin Garcia  
**Assistant Superintendent of Business**

### School Description

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school, offers two distinct immersion models with a 21st Century skills focus. The mission of the school is to provide students with a world-class immersion program such that they can speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world; 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

At Riverview, English-speaking students are taught in Spanish, Mandarin and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages, stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabetic-based languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Riverview Elementary's immersion models are unique in the world. In the Spanish Immersion model students receive 90 percent instruction in Spanish and 10 percent instruction in English and Mandarin in kindergarten and first grade. English instruction is increased in grade two (2) by approximately 20 percent of the instructional time and Mandarin increases to 30 minutes, three times a week. The percentage of English instruction increases through the grades. Chinese instruction continues three times a week for forty minutes. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School and Tierra del Sol Middle School. The second model is the Chinese immersion model. In this model students receive half of their instruction, K-5, in Mandarin and the other half in English and Spanish.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first century skills and technology are also an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The Seven Habits Leader in Me program teaches students to take responsibility through leadership, for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Brian Thurman, PRINCIPAL

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at (619) 390-2662 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 2	183
Grade 3	157
Grade 4	131
Grade 5	106
<b>Total Enrollment</b>	<b>577</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	1.9
Filipino	0.2
Hispanic or Latino	31.2
Native Hawaiian or Pacific Islander	0.3
White	58.9
Two or More Races	5.4
Socioeconomically Disadvantaged	23.2
English Learners	2.1
Students with Disabilities	6.6

## 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			
Riverview Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	31	23.5	25
<b>Without Full Credential</b>	0	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Lakeside Union School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverview Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.9	0.1
<b>High-Poverty Schools</b>	99.8	0.2
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

**Textbooks and Instructional Materials  
Year and month in which data were collected: 12/01/15**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>California Treasures 2010, McMillan/McGraw Hill; adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill; adopted in 2010</p> <p>Chinese Wonderland &amp; Singapore Chinese, both adopted in 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>enVisionMATH™©, Scott Foresman-Addison Wesley adopted in 2009</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Ciencias - Spanish, Pearson; adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus.

Modernization construction occurred several years ago. During modernization, all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. SMART Boards were added to every classroom along with other high quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking area and pick up were redesigned two years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety. A state-of-the-art computer lab with MacBook computers and multimedia tools was added to align with the mission of the school.

A few years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural add to the culture on the campus. Five years ago, parents and community volunteers worked alongside district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer's Market Garden was planted behind the new portables for growing fruits and vegetables. Each grade level has their area and shares their produce in a Farmer's Market showcasing their hard work. The school plans to add Asian garden in front of the Mandarin Chinese classrooms. The Seven Habit's Leader in Me program plays a large role in establishing the culture of the school. The students have requested the addition of a Seven Habit's mural in one of the breezeways.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: January, 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	66	46	44
Math	59	32	33

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	73	84	81	69	71	68	59	60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.30	21.70	49.10

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	81
Male	77
Female	84
Black or African American	--
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	--
White	87
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	74
Foster Youth	--

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

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

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	156	155	99.4	11	32	30	27
	4	129	125	96.9	14	16	37	33
	5	106	106	100.0	8	17	43	32
Male	3		79	50.6	10	35	33	22
	4		58	45.0	14	10	40	36
	5		48	45.3	17	23	31	29
Female	3		76	48.7	12	29	26	33
	4		67	51.9	15	21	34	30
	5		58	54.7	0	12	53	34
Black or African American	3		3	1.9	--	--	--	--
	5		2	1.9	--	--	--	--
American Indian or Alaska Native	4		2	1.6	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		4	2.6	--	--	--	--
	4		2	1.6	--	--	--	--
Filipino	3		1	0.6	--	--	--	--
	4							
Hispanic or Latino	3		57	36.5	14	39	33	14
	4		45	34.9	18	22	27	33
	5		28	26.4	4	18	57	21
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		82	52.6	11	32	27	30
	4		62	48.1	11	16	42	31
	5		71	67.0	10	15	42	32
Two or More Races	3		8	5.1	--	--	--	--
	4		13	10.1	8	0	46	46
	5		4	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		37	23.7	22	27	24	27
	4		33	25.6	27	24	30	18
	5		31	29.2	10	26	42	23
English Learners	3		6	3.8	--	--	--	--
	4		1	0.8	--	--	--	--
	5		1	0.9	--	--	--	--
Students with Disabilities	3		11	7.1	18	36	27	18
	4		12	9.3	33	8	33	25
	5		10	9.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. 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.

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

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	156	155	99.4	13	30	39	18
	4	129	125	96.9	9	30	29	32
	5	106	106	100.0	13	27	39	20
Male	3		79	50.6	8	30	42	20
	4		58	45.0	7	22	28	43
	5		48	45.3	17	25	31	27
Female	3		76	48.7	18	30	36	16
	4		67	51.9	10	37	30	22
	5		58	54.7	10	29	45	14
Black or African American	3		3	1.9	--	--	--	--
	5		2	1.9	--	--	--	--
American Indian or Alaska Native	4		2	1.6	--	--	--	--
Asian	3		4	2.6	--	--	--	--
	4		2	1.6	--	--	--	--
Filipino	3		1	0.6	--	--	--	--
Hispanic or Latino	3		57	36.5	14	40	35	11
	4		45	34.9	13	31	27	29
	5		28	26.4	14	39	29	14
Native Hawaiian or Pacific Islander	4		1	0.8	--	--	--	--
	5		1	0.9	--	--	--	--
White	3		82	52.6	13	26	40	21
	4		62	48.1	6	34	26	34
	5		71	67.0	11	25	46	17
Two or More Races	3		8	5.1	--	--	--	--
	4		13	10.1	8	8	46	38
	5		4	3.8	--	--	--	--
Socioeconomically Disadvantaged	3		37	23.7	22	32	30	16
	4		33	25.6	9	42	27	21
	5		31	29.2	16	35	39	10
English Learners	3		6	3.8	--	--	--	--
	4		1	0.8	--	--	--	--
	5		1	0.9	--	--	--	--
Students with Disabilities	3		11	7.1	36	9	36	18
	4		12	9.3	8	42	25	25
	5		10	9.4	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. 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.

**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**

Parents are viewed as partners in their child’s education at Riverview. Parents are asked to sign a commitment form each year along with staff and students outlining expectations and opportunities for involvement. Parents and community members are encouraged to become partners with the school as room parents, volunteers, and PTSA members. These opportunities include programs facilitated and implemented by parents. such as Everyone a Reader which helps students read more and develop a love of reading. Additional programs include Arts Attack, Riverview Robotics, and Chess Club.

Opportunities for parents in the governance of the school include service on the following committees: School Site Council, District Advisory Committee, both the site and District English Learner Advisory Committees. Riverview staff and families participated in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site.

Parenting classes are offered throughout the year at the site and district level. Great events bring the school, families, and the community together. The largest of these events is the International Fair. Last year approximately 2,000 people attended the International Fair; children received passports and “traveled the world” experiencing games, foods, and crafts from different cultures. Additional large events include a Jog-a-Thon, International Day of Peace, Literacy Night, Seven Habits parent Training, and guest readers celebrating Love of Reading Week, a Science night celebrating Eye on Science Week, a Chinese New Year Celebration, and Grandparent’s Day. Other opportunities for parental involvement include student performances, book fairs, the Seven Habit’s Leader in Me program, the PeaceBuilders program, robotics, PTSA Founder’s Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.

With the help of PTSA, Riverview is able to provide a minimum of two field trips a year for each child. Parents are encouraged to chaperone field trips. The PTSA also helps the school provide high quality assemblies, such as BMX Bike Assemblies for Red Ribbon Week, Mad Science for Eye on Science Week, Chinese acrobats, and performing arts activities.

Parental involvement is one of the greatest strengths of the Riverview program. Every day, parents make a difference for their children and all children on the Riverview campus. Contact people include our PTSA president and our volunteer coordinator. Please contact the school office for additional information.

**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.



### School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters entrance except in front of the office. All visitors, including parents must sign in a computerized screening program from Ident-a-Kid and wear a badge. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

A safety committee made up of the principal, teachers, and parents, in the field of fire emergency and law enforcement, reviews and continuously improves safety procedures on the campus. This committee walks through classrooms twice a year to ensure classrooms are safe and routines and procedures for safety are in place. The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designed by the state of California. The safety plan is based on the REMS program and includes the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The REMS Safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster and lockdown drills are practiced through the year. The complete plan is on file, updated every August, and available at the school office. The staff reviews the plan before school starts and each trimester throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster and obstacles on a bi-monthly basis. The Blackboard Connect-Ed system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

Riverview actively participates in the Lakeside Union District Community Safety meetings. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.73	1.01	0.16
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.47	2.57	1.69
Expulsions Rate	0.08	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		50.0

**Average Class Size and Class Size Distribution (Elementary)**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	8	8		2	1							
1	23	24					5	8				
2	24	23	23	1	1	1	3	6	7			
3	23	23	22				4	5	7			
4	29	28	30				3	4	4			
5	22	29	29	1			3	3	4			

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.25
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
<b>Average Number of Students per Staff Member</b>	
Academic Counselor	

\* 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.

**Professional Development provided for Teachers**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher level Questioning strategies, common core instruction, Learning Headquarters Common Core Writing instruction, immersion strategies and assessment, and technology. Professional Learning Communities occur weekly as additional opportunities for teachers to share data results and collaborate around best practices.

**FY 2013-14 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,683	\$42,723
Mid-Range Teacher Salary	\$66,486	\$65,936
Highest Teacher Salary	\$99,623	\$84,545
Average Principal Salary (ES)	\$109,021	\$106,864
Average Principal Salary (MS)	\$119,657	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$176,300	\$159,133
<b>Percent of District Budget</b>		
Teacher Salaries	42%	40%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,000	9	3,991	59,094
District	◆	◆	6,486	\$67,835
State	◆	◆	\$5,348	\$69,086
<b>Percent Difference: School Site/District</b>			-38.5	-12.9
<b>Percent Difference: School Site/ State</b>			-25.4	-14.5

\* Cells with ◆ do not require data.

### **Types of Services Funded**

The district's expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. Approximately three-fourths of the revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

Riverview offers exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the state standards, integrating Spanish with content. Furthermore, Riverview's Chinese program is funded through state funding. Federal funding helps support student interventions for our English Learner and Socio-economically disadvantaged students.

Monies from Run-for-the-Arts, a district fundraiser, help provide drama opportunities in conjunction with La Jolla Playhouse for upper grade students. District funds also provide for instrumental music instruction in the upper grades for interested students. PTSA funds also help pay for additional visual, dance, and music artists. PTSA funds also help pay for high-quality assemblies and field trip opportunities for every child. Riverview also offers incredible enrichment programs thanks to donations from our community. These programs include Robotics, Chess Club, Chorus, guitar, and dance.

Funds from Prop V Bond provided the school with additional technology such as MacBook Pro computers for every teacher, SMART Boards, docucams, and wireless access in every classroom. Additional site funds as well as donations were used to increase the amount of computers in every classroom and provide computers for a computer lab.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

### **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.