Rivera Middle School

GRADES 6-8
7200 Citronell Avenue   Pico Rivera, CA 90660
Phone: (562) 801-5088   **Fax:** (562) 801-5198
Website: www.erusd.k12.ca.us

Dr. Myrna Rivera Coté
Superintendent

Andrew Alvidrez
Principal

Principal's Message

Rivera Middle School (RMS) is committed to providing a quality educational program for all students. With the assistance of parents, teachers, staff, and students, we provide a safe learning environment that promotes success in all curricular and extracurricular programs. A variety of educational programs that are well planned and articulated give all students the opportunity to develop their skills to the fullest. Our goal is to prepare our students for success in a complex society that requires dedication to being the best they can be.

We at Rivera take pride in our mathematics program. Our goal is for 100% of all our eighth graders to take and score proficient on the Algebra California Standards Test (CST). We focus on giving students access to a demanding curriculum and coaching them to success. At Rivera, we believe all students are capable.

Every month our teachers honor the students of the month selected by their respective core teachers. These students have distinguished themselves through academic efforts, good citizenship, or improvement. Each trimester students are recognized for their academic and athletic successes. We hold trimester pep rallies to honor the top students of RMS. Each student is honored in front of the entire student body making it a very special day.

At Rivera, we work hard to ensure our campus is safe and a place that students will feel good about. Through guidance, counseling, group and individual services, we make ourselves available to our students. Each year our counselors meet one on one with our parents to discuss their child's progress, needs, and future. Promotion, high school graduation, and college entrance requirements are explained.

We make it our duty to do what is best for our students.

Andrew Alvidrez, Principal

Parental Involvement

Parent and community involvement are sought in all of our activities. Our school has an open-door policy where parents may meet with the administration to discuss any issue. Along with this policy, the School Site Council (SSC) and bilingual parent groups meet on the third Thursday of the month at 3:10 p.m. in the Rivera Middle School Library. Our Parent Teacher Organization (PTO) meets the first Monday of each month and is a great asset on site. We have parent assistance in classrooms and all extracurricular activities. The community has, through generous donations, supported our activities with funds and materials. In the Minder-Binder, we publish a yearly calendar listing the activities and meetings that are planned for the school year. Our school marquee is posted with motivational quotes and scheduled activities.

For more information on how to be involved, contact Andrew Alvidrez, Principal, at (562) 801-5088.

"Quality Education Today For A Better Tomorrow"

El Rancho Unified School District

9333 Loch Lomond Drive
Pico Rivera, CA 90660
Phone: (562) 942-1500
Fax: (562) 949-2821
www.erusd.k12.ca.us

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 life-long 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		
Subject	**Textbook**	**Adopted**
English-Language Arts	*Reading*, Houghton Mufflin (K-6)	2009
English-Language Arts	*Timeless Voices*, Prentice Hall (7-8)	2009
English-Language Arts	*Timeless Themes*, Prentice Hall (7-8)	2009
Mathematics	*Mathematics*, Prentice Hall (Scott Foresman) (6)	2009
Mathematics	*Pre-Algebra*, Prentice Hall (7)	2009
Mathematics	*Algebra I*, Prentice Hall (8)	2009
Science	*Focus on Earth Science California Edition*, Glencoe/McGraw-Hill (6)	2009
Science	*Focus on Life Science California Edition*, Glencoe/McGraw-Hill (7)	2009
Science	*Focus on Physical Science California Edition*, Glencoe/McGraw-Hill (8)	2009
History-Social Science	*World History: Ancient Civilization*, McDougal Littell (6)	2009
History-Social Science	*World History: Medieval and Early Modern Times*, McDougal Littell (7)	2009
History-Social Science	*Creating America: Beginning through World War I*, McDougal Littell (8)	2009
ELD	*High Point*, Hampton-Brown (6-8)	2009

Note: This data was most recently collected and verified in October 2010.

Suspensions and Expulsions

Suspension and Expulsion Rates					
	Rivera MS			**El Rancho USD**		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Suspension Rate	0.087	0.167	0.265	0.071	0.086	0.093
Expulsion Rate	0.004	0.005	0.004	0.004	0.005	0.004

Availability of Textbooks and Instructional Materials

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

Rivera MS	
Subject	**Percent Lacking**
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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 condition.

School Facility Good Repair Status			
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Fair
Interior	Poor	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Poor	**External**	Good
Overall Summary of Facility Conditions			Fair
Date of the Most Recent School Site Inspection			03/07/11
Date of the Most Recent Completion of the Inspection Form			03/07/11

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	Broken/Missing/Stained ceiling tiles prevalent throughout - The corrective work is underway and ongoing.
Electrical	Burned out lamps are prevalent throughout - The corrective work is underway and ongoing.

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.

School Facilities

Rivera Middle School provides a safe, attractive campus that meets the needs of students and staff. Campus safety is a must. Administration, teachers, and staff continuously monitor student behavior and discipline. Teachers are assigned supervision both before school and after school.

Teachers also make it a practice to line students up at the door prior to the beginning of each period, ensuring supervision between class periods. The administrative staff makes it a practice to be out between class periods to monitor student movement.

Two school security officers monitor student safety during lunch. An open-door policy exists in the office to enable students to resolve conflicts prior to them becoming real problems.

The school presently contains 38 classrooms, two gymnasiums, a large dual-use athletic field, a library with approximately 10,120 books, and five computers. All classrooms and buildings have internet access and possess at least one computer, with most classrooms having two or more. Most classrooms have been made handicapped accessible.

Built in 1952, Rivera Middle School has undergone several renovations to include new floors, light fixtures, paint, electrical and Ethernet wiring, and air conditioning. The campus restroom facilities have all been modernized and are working; one hundred percent of the restroom facilities are in working condition. The most recent renovation is the modernization of the north facing classroom windows.
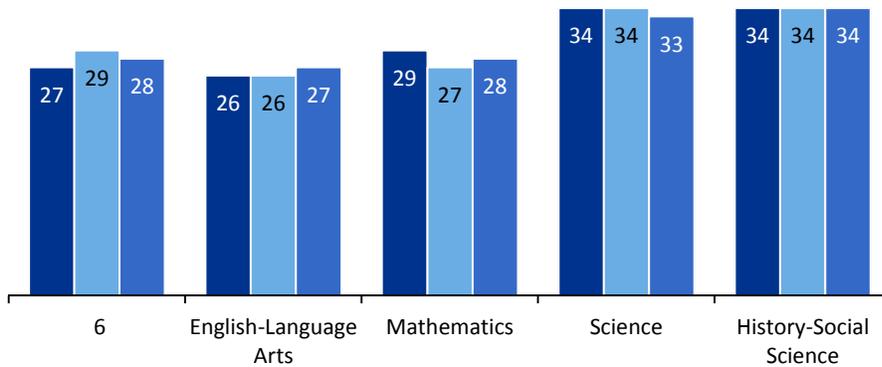
The custodial staff consists of the head custodian and two night custodians, who are responsible for cleaning and ensuring that all facilities are in good repair. They are onsite between 7 a.m. and 11 p.m. The school administration, teachers, and custodians conduct a daily inspection, and promptly report deficiencies to the District Office and/or the school custodial staff. Follow-up inspections of the school plant are conducted to ensure necessary corrective actions have been taken.
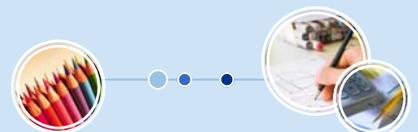
Class Size

Legend: ■ 07-08 ☐ 08-09 ■ 09-10

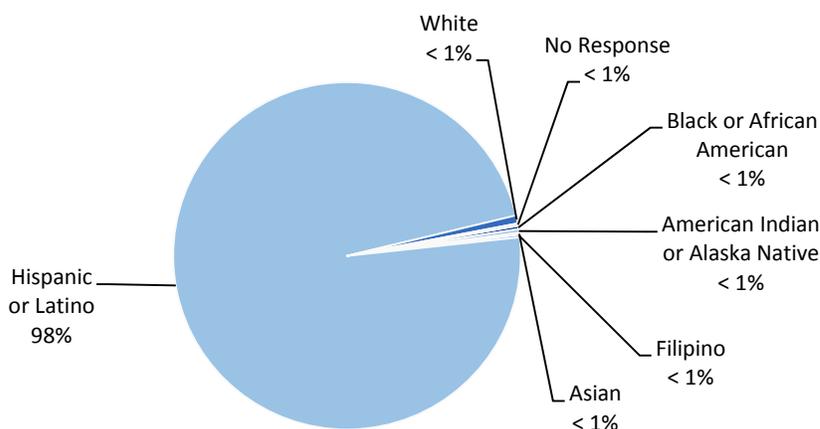The bar graph displays the three-year data for average class size.

Subject	07-08	08-09	09-10
6	27	29	28
English-Language Arts	26	26	27
Mathematics	29	27	28
Science	34	34	33
History-Social Science	34	34	34

Class Size Distribution — Number of Classrooms By Size

	07-08			08-09			09-10		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	3	39	6		41	6	1	38	3
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	10	26	8	13	34	4	12	30	5
Mathematics	5	13	7	1	24	1	3	20	2
Science		6	14		8	12		10	11
History-Social Science		6	14		9	11		10	11

Enrollment and Demographics

The total enrollment at the school was 933 students for the 2009-10 school year.

Pie chart:
- Hispanic or Latino 98%
- White < 1%
- No Response < 1%
- Black or African American < 1%
- American Indian or Alaska Native < 1%
- Filipino < 1%
- Asian < 1%

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)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- State Preschool Program
- School Library Grant
- Title III (Emergency Immigrant)
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Rivera MS			El Rancho USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	42%	45%	51%	38%	40%	44%	46%	50%	52%
Mathematics	39%	40%	48%	36%	36%	40%	43%	46%	48%
Science	37%	50%	52%	39%	42%	46%	46%	50%	54%
History-Social Science	30%	40%	37%	28%	35%	35%	36%	41%	44%

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

Percentage of Students Scoring At Proficient or Advanced Levels				
	Spring 2010 Results			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	44%	40%	46%	35%
All Students at the School	51%	48%	52%	37%
Male	46%	46%	51%	40%
Female	57%	51%	53%	33%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	51%	49%	53%	36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	49%	48%	52%	34%
English Learners	14%	15%	13%	8%
Students with Disabilities	25%	17%	33%	18%
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 (STAR) Program consists of several key tests, including 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 program (IEP). 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit http://star.cde.ca.gov/. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	**2008**	**2009**
Statewide API Rank	6	5	5
Similar Schools API Rank	8	8	7

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	**Actual API Change**		
	07-08	**08-09**	**09-10**
All Students at the School	8	14	28
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	6	15	29
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	11	13	39
English Learners	6	5	51
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.

API Growth by Student Group: 2010 Growth API Comparison

Group	2010 Growth API		
	Rivera MS	**El Rancho USD**	**California**
All Students	785	745	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	785	744	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	778	740	712
English Learners	742	710	692
Students with Disabilities	■	565	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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 graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Rivera MS	**El Rancho USD**
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		4
Percent of Schools Identified for Program Improvement		28.6%

✧ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

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 State Board of Education designated the *Fitnessgram®* as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram®* is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 7	
Four of Six Standards	6.7%
Five of Six Standards	27.5%
Six of Six Standards	60.6%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Rivera MS		**El Rancho USD**	
Met Overall AYP	Yes		No	
AYP Criteria	**English-Language Arts**	**Mathematics**	**English-Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	Yes		Yes	
Graduation Rate	✧		Yes	

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

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	
Academic Counselors	**FTE and Ratio**
Number of Academic Counselors (FTE)	1.5
Ratio of Students Per Academic Counselor	622:1
Support Staff	**FTE**
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	4.0

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.

School Safety

The School Safety Plan is reviewed and updated bi-annually. The most recent review was in September 2010. The Safety Plan has been standardized with the District Standard Emergency Management System (SEMS) plan and includes most possible scenarios related to school safety. Earthquake and fire drills are conducted regularly to prepare all students and staff. To assure effective preparedness in case of an emergency, staff members review each drill. The school maintains disaster emergency supplies.

Rivera Middle School is a secured campus. All visitors must enter and exit via the front school office. School staff supervises the playgrounds. In addition, District police units are available to further assure the safety of children before, during, and after school. We strive to ensure that Rivera Middle School is a safe and conducive environment for learning.

Teacher Qualifications

Teacher Credential Information				
	El Rancho USD	Rivera MS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	440	38	39	34
Without Full Credential	19	4	3	3
Teaching Outside Subject Area of Competence		3	3	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions			
	Rivera MS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	3	1	0
Total Teacher Misassignments	6	1	0
Vacant Teacher Positions	3	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Rivera MS	94.2%	5.8%
All Schools in District	93.1%	6.9%
High-Poverty Schools in District	95.2%	4.8%
Low-Poverty Schools in District	50.0%	50.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting http://data1.cde.ca.gov/dataquest/.

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.

These programs include:

- 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 towards 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, 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.

District Financial Data

District Salary Data		
Category	**El Rancho USD**	**Similar Sized District**
Beginning Teacher Salary	$43,293	$41,155
Mid-Range Teacher Salary	$65,624	$65,379
Highest Teacher Salary	$81,983	$85,049
Average Principal Salary (Elementary School)	$100,000	$106,453
Average Principal Salary (Middle School)	$100,000	$111,487
Average Principal Salary (High School)	$120,161	$121,513
Superintendent Salary	$175,419	$194,802
Teacher Salaries — Percent of Budget	41.2%	39.9%
Administrative Salaries — Percent of Budget	5%	5.1%

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	
	Rivera MS
Total Expenditures Per Pupil	$4,378
Expenditures Per Pupil From Restricted Sources	$578
Expenditures Per Pupil From Unrestricted Sources	$3,800
Annual Average Teacher Salary	$63,536

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Rivera MS	$3,800	$63,536
El Rancho USD	$4,383	$66,949
California	$5,681	$66,478
School and District — Percent Difference	-15.3%	-5.4%
School and California — Percent Difference	-49.5%	-4.6%

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.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.