

Riverview Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Riverview Elementary School
Street	4600 Pedley Avenue
City, State, Zip	Norco, CA 92860
Phone Number	(951) 736-3245
Principal	Brenda Pearson
E-mail Address	brenda.pearson@cnusd.k12.ca.us
Web Site	
CDS Code	33-67033-6031868

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

We are Roadrunner HEROes running the road with success! H-Honest E-Engaged R-Respectful O- Organized

Mission

Riverview Elementary commits to academic excellence and progress within a rigorous program to develop students who will succeed in today's world through collaboration, critical thinking, and innovation.

Vision

We expect success because every student matters and every second counts.

Riverview Elementary School's mission is to be an effective learning community to meet the needs of the whole child. We have a diverse population which consists of the following: 51.56% white, 44.29% Hispanic, .69 % Asian, 2.08% African American, .35% Filipino, and .35% American Indian and 48.1% free and reduced lunches served. We provide access to the core curriculum through a coordination of our instructional programs and an integration of successful instructional strategies and services. Beginning with the Pre-School ROCKET Special Education program, our staff meets the needs of many students requiring special instruction to increase their future success and potential mainstreaming to regular education as they transition into kindergarten. Our pre-school and kindergarten teachers work hard at collaborating to meet and assist the students and parents to be successful. We use Student Achievement Meetings (SAM) with our administrator and support staff at the site, at the beginning of each school year and at the end of each trimester in an effort to identify students-at-risk and provide immediate interventions. Our RSP teacher meets regularly with classroom teachers to offer assistance and information on any new or needed changes in our programs. Our ELL students receive ELA lessons thirty minutes daily from CLAD certified teachers and are monitored on a regular basis for possible reclassification or further interventions. We also use SIOP and SDAIE techniques to address the needs of our EL population. Riverview's instructional delivery system is based on the common core state standards, which drives all curriculum lesson planning. We use district-adopted textbooks and approved supplemental materials in our presentation of lessons to students. We use data from our district assessments, I-Ready, teacher assessments, STAR results from Accelerated Reader Program, and multiple assessments for evaluation of students and the progress they are making toward meeting the stated grade level standards as we have transitioned into the Common Core State Standards. Instructional adjustments are made as needed based on these results, and the needs identified.

The entire campus is connected to the internet, with at least 2 computers in every general education classroom. In addition, our 2nd-6th grade classrooms have laptop carts which means that every student has access to a laptop throughout the day. Our Kinder and 1st grade classrooms also have access to our computer lab and they also have 6 i-pads in each room. All teachers are equipped with their own desktop computer. Every preschool through six grade classroom has an Interactive Digital system, document camera, and mounted LCD projector that staff can utilize for PowerPoint presentations or other multimedia projects.

Walking onto the Riverview campus is like taking a breath of fresh air. The rural, country feeling of Riverview with its open fields, horses in our neighbor's arenas, and just up the road a view of the Santa Ana River bed, provides a country backdrop for our school. It is this rural, small community setting which sets the tone for our school.

Within the walls of Riverview is where you will see the real heart and soul of the school, the teachers addressing student needs through various classroom intervention strategies and using a continual cycle of inquiry to address students' strengths and weaknesses.

During grade-level collaboration, our Professional Collaboration Time (PCT) on early release Wednesdays, our teachers focus on student achievement, technology training, working on the Higher Order Thinking Skills (HOTS), teacher-created curriculum assessments, and Core Curriculum Benchmark data disaggregated in Performance levels to identify and address students' weaknesses and strengths within each classroom and across each grade level. It is during this time that teachers and paraprofessionals discuss the performance of both individual students as well as student-groups. Through the PCT the staff is able to continually monitor student progress and re-teach essential standards to ensure that all students are growing academically. However, a dedication to academics is only a portion of what you will see at Riverview.

Riverview is developing a new focus on behavioral expectations and on building character. There are Awards Assemblies each trimester to recognize the achievements of our students. Students are also recognized in our Principal's Lunch once a month, which is hosted by our local Kiwanis Club. Student Leadership leads our announcements over the intercom two days a week. Fifth grade students participate in our Riverview Science Fair and several students continue on to compete in the District Science Fair. All students in grades 4th-6th have an opportunity to participate in History Day. We are also actively involved in the 100-Mile Club. In addition, students participating in Student Leadership model good citizenship and sportsmanship by being respectful and responsible, which resonates throughout the student body. Our school has adopted the motto of being a Riverview H.E.R.O., which means our students will be Honest, Engaged, Respectful and Organized. Through these programs and more, Riverview has built key relationships between students, teachers, and community members.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	45
Grade 1	35
Grade 2	38
Grade 3	31
Grade 4	48
Grade 5	32
Grade 6	60
Total Enrollment	289

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	0.7
Filipino	0.3
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	0.0
White	51.6
Socioeconomically Disadvantaged	50.5
English Learners	11.8
Students with Disabilities	15.2
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23	24		22.5
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning	Yes	0%
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math	Yes	0%
Science	2008 Macmillan/McGraw-Hill, California Science	Yes	0%
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Riverview Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Re-slurry front and back lots
- Repaint lines on playground
- Installation of projectors in all classrooms
- Replace sand and cover in sandbox
- Repaint campus exterior
- Addition of new school gate
- Install five security cameras

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Riverview Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspection

The district's maintenance department inspects Riverview Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Riverview Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 4/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM P 27: 4. WATER STAIN CEILING TILES 12. DRY ROT ON RAMP AT ENTRY

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	PICNIC AREA: 11. PAINT IS CHIPPING ON TABLES AND BENCHES RM 13: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 6: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM P 27: 4. WATER STAIN CEILING TILES 12. DRY ROT ON RAMP AT ENTRY
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/3/2018	
Overall Rating	Exemplary

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	46.0	47.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	31.0	45.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	177	99.44	46.89
Male	90	90	100.00	38.89
Female	88	87	98.86	55.17
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	83	83	100.00	46.99
White	89	88	98.88	47.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100.00	43.75
English Learners	35	35	100.00	48.57
Students with Disabilities	29	28	96.55	14.29
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	177	99.44	31.07
Male	90	90	100	30
Female	88	87	98.86	32.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	83	83	100	21.69
White	89	88	98.88	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	96	96	100	22.92
English Learners	35	35	100	17.14
Students with Disabilities	29	28	96.55	14.29
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	39.5	15.8	2.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through school newsletters, the school website, automated telephone messages, and through social media. Contact the school office at (951) 736-3245 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Fundraising Activities
Reflections Program
Promotions
End of Year Activities
Parent Teacher Association

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Back to School Night
Family Nights
Movie Night
Open House
Family Events
Red Ribbon Week
Canned Food and Clothing Drives
After School Education and Safety (ASES)
100-Mile Club Events
Accelerated Reader (AR) Event
Jump Rope for Heart

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	8.6	5.6	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Riverview Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2018.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	33			1	17	2	1		20	2	1	
1	26		1		28		1		21		1	
2	15	1	2		32		1		22		1	
3	19	2			29		1		24		2	
4	28		2		30		2		29		1	
5	25		1		30		2		26		2	
6	31		2		21	1	1		30		2	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	7061.234	7600.006	91578.35
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	7.8	-2.6
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	3.4	16.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

During each school year, Riverview Elementary provides professional development that will impact student achievement. During the past three years, professional development has been determined by analyzing the school's ability to close the achievement gap. The focus, during these years, has been on collecting student data on a regular basis, analyzing student data, implementing research based strategies/interventions targeting the areas of need, and closing the achievement gap in both language arts and math. Professional Development is delivered during the monthly PCT meetings, during the instructional day, through outside conference attendance, and during after school workshops. Trainings are provided at both the school site and at the district. Teachers are given four sub days each year, by the district, to attend the trainings that will most impact their students.

During the 2016-17 school year, Riverview Elementary School held staff development training devoted to:

- Best Practices
- Common Formative Assessments
- Higher Order Thinking Skills & Questioning/Depth of Knowledge (HOTS/DOK)
- Interventions
- Professional Collaboration Topics
- Research Based Achievement Strategies
- SMART Goals
- Student Achievement Data
- Student Engagement
- Common Core State Standards
- Math Training
- Constructive Responses
- SBAC Training
- Twelve Powerful Words
- Interim Assessments
- Accessible Strategies & Assessments on the Internet
- ELD
- Active Shooter Training

During the 2017-18 school year, Riverview Elementary School held staff development training devoted to:

- Best Teaching Practices
- Technology, including Canvas
- Interventions and Data Collection
- Research Based Achievement Strategies
- SMART Goals
- Student Achievement Data
- i-Ready
- Common Core State Standards
- Math Training

- PBIS
- SBAC Training
- Digital Citizenship
- Interim Assessments
- Strategies that Work
- Suicide Prevention
- Active Shooter Training
- Digital Citizenship

During the 2018-19 school year, Riverview Elementary School held (or will be holding) staff development training devoted to:

- Technology, including Google Docs
- Interventions and Data Collection
- DOK Questioning Strategies
- Targeted Reading Instruction
- SMART Goals
- Student Achievement Data
- i-Ready
- Continuum of Special Ed Services
- School Vision and Mission
- PBIS
- Closing the Achievement Gap
- SBAC Training
- Digital Citizenship
- Interim Assessments
- Collaborative Conversations
- Active Shooter Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Riverview Elementary School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release Wednesdays. In addition, teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Riverview Elementary School's teachers also had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Benchmark Language Arts
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism and/or CPI Training
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Educational Technology Training
- iReady Training
- Science for Everyone
- Engaging in Challenging Conversations

- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.