

Riverside Continuation High School

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES 10-12

1151 Stoneman Avenue Pittsburg, CA 94565

Phone: (925) 473-4480 Fax: (925) 473-4482

Website: www.pittsburg.k12.ca.us/riverside

Linda K. Rondeau
Superintendent

Martha Strock
Principal

Principal's Message

Riverside High School is dedicated to providing a unique educational setting with a safe, family atmosphere. Riverside strives to provide all students with a personalized program that promotes the necessary academic growth, cultural sensitivity, respect for self and others, and positive self-image and decision-making skills. Riverside's vision is that its graduates will be effective communicators, complex thinkers, self-directed adults, collaborative workers, and responsible citizens.

Parental Involvement

Through our Parent Coordinators, parents are kept informed of activities at the school and any issues concerning their individual student. Teachers have committed to maintaining contact with the families of the students in their advisory group. This will include an introductory phone call at the beginning of the year, phone calls to invite families to events at the school (including Back-to-School-Night, Awards Assemblies, and Open House), and any issues of concern. Parents are given the opportunity at orientation to sign up to participate in the school in a variety of ways, including participating in potlucks for assemblies, the School Site Council (SSC) and English Language Advisory Committee (ELAC) committees, or making presentations in classes of interest to the students.

For more information on how to become involved, contact Chris Brewster, school clerk, at (925) 473-4480.

School Safety

Our school participates in a yearly safety drill with the city and county. Fire drills are conducted at least twice a year. We maintain a sign in for visitors or speakers to classrooms. The staff is provided with photo identification badges to wear at all times.

Parents can view or peruse a copy of the Disaster Preparedness Plan in the principal's office.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in March 2010.



Pittsburg Unified School District

2000 Railroad Avenue
Pittsburg, CA 94565

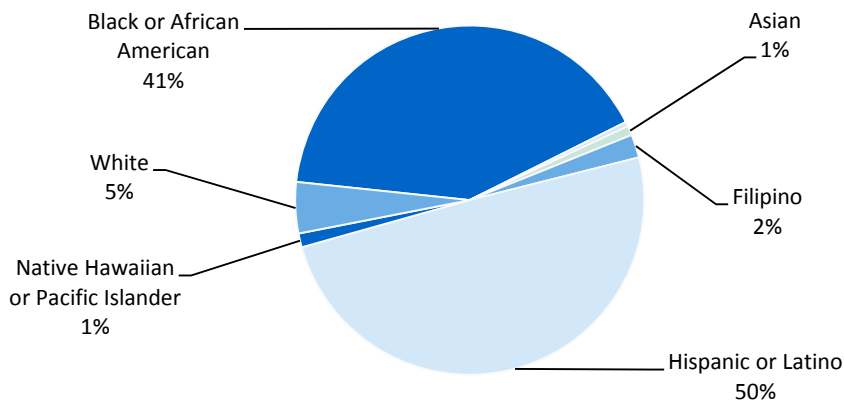
Phone: (925) 473-2300

Fax: (925) 473-4274

www.pittsburg.k12.ca.us

Enrollment and Demographics

The total enrollment at the school was 232 students for the 2009-10 school year.



It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

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.

Suspension Rate		
Riverside HS		
07-08	08-09	09-10
0.184	0.257	0.284
Pittsburg USD		
07-08	08-09	09-10
0.000	0.000	0.000
Expulsion Rate		
Riverside HS		
07-08	08-09	09-10
0.142	0.221	0.100
Pittsburg USD		
07-08	08-09	09-10
0.002	0.001	0.001

Availability of Textbooks and Instructional Materials

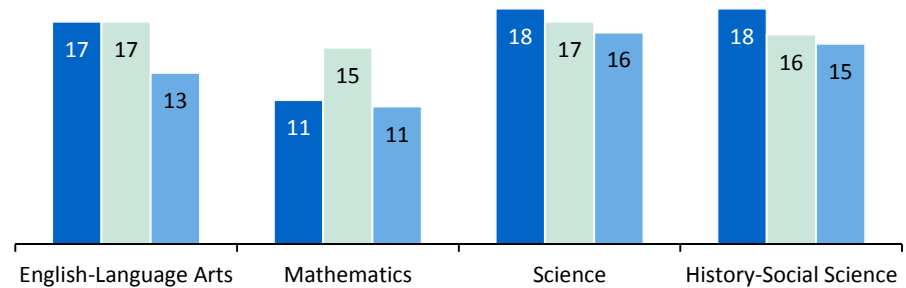
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Riverside HS	
Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	◇
Foreign Language	◇
Health	0%
Science Laboratory Equipment (Grades 9-12)	◇
◇ Not applicable.	

Class Size

07-08 08-09 09-10

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



Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	15	2		13			13		
Mathematics	16			13			12		
Science	4	1		4			6		
History-Social Science	1			9			9		

Textbooks and Instructional Materials

California State-adopted textbooks are recommended by district committees adopted by the Board and then purchased. Each site, through funds supplied by the District, has been able to provide every student with a copy of every core textbook to use in class and take home for homework.

The District has purchased textbooks and instructional materials for grades kindergarten to twelve; and said textbooks and instructional materials are used by students at each grade level in each school. This being said, the Pittsburg Unified School District Governing Board declared at their fall school board meeting that the District has provided sufficient textbooks or instructional materials consistent with the State Board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Prentice Hall (9-12)	2002
English-Language Arts	SRA Reach	2002
English-Language Arts	Highpoint	2002
Mathematics	<i>Algebra 1</i> , Holt	2008
Mathematics	<i>Geometry</i> , Holt	2008
Science	<i>Earth Science</i> , Holt Rinehart	2007
Science	<i>Biology</i> , McDougal Littell	2007
History-Social Science	McDougal Littell (9-10)	2006

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

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	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			8/26/2010
Date of the Most Recent Completion of the Inspection Form			8/26/2010

Note: Riverside Continuation High School is currently housed in and with the Pittsburg Adult Education facility. Plans are currently being reviewed by the division of state architects. Once approved a new facility will be constructed.

School Facilities

Because the building had major leaks and other issues in a rainstorm, the school was moved to the Adult Education facility.

We have one custodian. Our principal, counselors, campus resource assistant, custodian, office personnel, and teachers help ensure safety of staff and students on campus.

Every site is inspected on a monthly basis according to the guidelines generated by the Williams Settlement decision. Although the school is in generally good shape for its age, and is well maintained by the custodial staff and the District, there are two areas of concern. One is that the water pressure to one drinking fountain is inadequate, and the other is that interior doors have glass in them. This glass is not safety glass and several windows have broken.

The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis and discrepancies are noted, work orders created, and corrections made on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Riverside is scheduled to be replaced by a new building on an alternative site.

Continued on sidebar

School Facilities

Continued from left

At the end of the 2009-10 school year the campus was changed so that all Riverside classrooms were contiguous. Ten of the classrooms had new carpets installed prior to the start of the school year.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$700,000 for the Deferred Maintenance Program. This represents 0.970% of the District's general fund budget.



“We believe the cultural diversity of our community and our youth are our greatest assets.”

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.

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

	Riverside HS			Pittsburg USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	4%	0%	1%	32%	36%	38%	46%	50%	52%
Mathematics	0%	0%	6%	32%	37%	40%	43%	46%	48%
Science	0%	0%	3%	31%	32%	36%	46%	50%	54%
History-Social Science	2%	1%	1%	24%	30%	33%	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

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	38%	40%	36%	33%
All Students at the School	1%	6%	3%	1%
Male	1%	9%	6%	2%
Female	0%	❖	0%	0%
Black or African American	0%	❖	0%	0%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	1%	8%	6%	0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	0%	❖	0%	0%
English Learners	0%	❖	❖	0%
Students with Disabilities	0%	❖	❖	0%
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.

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	*	*	*
Similar Schools API Rank	*	*	*

* Schools in the Alternative Schools Accountability Model (ASAM) do not have Growth API targets or API ranks.

API Growth by Student Group

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-101	47	-66
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic of Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
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

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

Professional Development

The Local Education Agency Plan (LEAP) and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student achievement data, including underperforming subgroups, the District is focusing professional development on mathematics and writing.

Every teacher participates in professional development days. Beyond the professional development days, educators collaborate with each other in facilitated grade level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, Structured Engagement, Thinking Maps, and mathematics as a few examples.

Teachers fulfill the NCLB requirements for being highly qualified with District support. Compensation is provided to teachers who attend professional development outside the work day. Substitutes are provided when necessary.

Professional development topics are jointly determined by administrator and teacher input based on student performance data.

For the previous three school years, we had three days each year dedicated to staff and professional development.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison

Group	2010 Growth API		
	Riverside HS	Pittsburg USD	California
All Students	397	718	767
Black or African American	■	674	686
American Indian or Alaska Native	■	■	728
Asian	■	790	890
Filipino	■	837	851
Hispanic of Latino	■	710	715
Native Hawaiian or Pacific Islander	■	730	753
White	■	777	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	708	712
English Learners	■	690	692
Students with Disabilities	■	550	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, visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program

	Riverside HS	Pittsburg 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		8
Percent of Schools Identified for Program Improvement		67%

◇ Not applicable.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Riverside HS		Pittsburg USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	No		Yes	
Graduation Rate	No		No	

Public Internet Access

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

Academic Counselors and School Support Staff

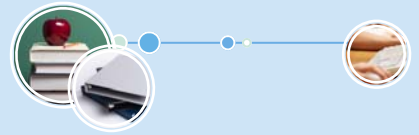
Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	1.6
Ratio of Students Per Academic Counselor	137:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

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:

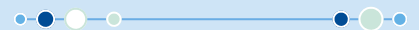
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

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/.



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).



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
2009-10 Participation	
Number of Pupils Participating in CTE	0
Percentage of Pupils Who Completed a CTE Program and Earned a High School Diploma	0%
Percentage of CTE Courses that are Sequenced or Articulated Between a School and Institutions of Postsecondary Education	0%



Career Technical Education Programs

No information is available for Riverside Continuation High School regarding Career Technical Education Programs offered.



Completion of High School Graduation Requirements

This table shows the percentage of students (that began the 2009-10 school year in the 12th grade) who met all state and local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2010		
	Riverside HS	Pittsburg USD	California
All Students	52.3%	85.1%	94.5%
Socioeconomically Disadvantaged	50.0%	85.8%	91.3%
English Learners	60.0%	60.6%	98.5%
Students with Disabilities	37.5%	69.0%	53.4%
Black or African American	47.8%	85.6%	89.7%
American Indian or Alaska Native	❖	0.0%	95.3%
Asian	❖	91.7%	97.4%
Filipino	100.0%	80.0%	98.2%
Hispanic or Latino	55.0%	86.3%	91.6%
Native Hawaiian or Pacific Islander	❖	100.0%	95.2%
White	❖	96.7%	98.1%
Two or More Races	❖	❖	❖

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

❖ Data not available from the state at this time.

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available.

Graduate and Dropout Rates									
	Riverside HS			Pittsburg USD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Graduation Rate	78%	73%	32%	78%	73%	71%	81%	80%	79%
1-year Dropout Rate	40%	41%	35%	7%	7%	9%	6%	5%	6%

California High School Exit Exam Results

Percentage of Students Scoring At Proficient or Advanced Levels

	English-Language Arts			Mathematics		
	07-08	08-09	09-10	07-08	08-09	09-10
Riverside HS	❖	❖	❖	❖	❖	❖
Pittsburg USD	43.3%	39.8%	45.2%	34.8%	38.0%	39.5%
California	52.9%	52.0%	54%	51.3%	53.3%	53.4%

❖ 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.

CAHSEE Results by Student Group: English-Language Arts

This table displays the percentage of students, by group, achieving at each performance level in English-language arts for the most recent testing period.

Percentage of Students Achieving at Each Performance Level

Group	English-Language Arts		
	Not Proficient	Proficient	Advanced
All Students in the District	54.7%	25.3%	20.0%
All Students at the School	0%	0%	0%
Male	0%	0%	0%
Female	0%	0%	0%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	0%	0%	0%
Filipino	❖	❖	❖
Hispanic or Latino	0%	0%	0%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	0%	0%	0%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	0%	0%	0%
English Learners	0%	0%	0%
Students with Disabilities	❖	❖	❖
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.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has an English-language arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Please note the score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period.



“Riverside High School is dedicated to providing a unique educational setting with a safe, family atmosphere.”





“Riverside’s vision is that its graduates will be effective communicators, complex thinkers, self-directed adults, collaborative workers, and responsible citizens.”

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, please visit <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Admission Data	
2008-09 Admission	
Percentage of Students Enrolled in Courses Required for UC/CSU Admission	✦
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission	✦
✦ Not applicable.	

CAHSEE Results by Student Group: Mathematics

This table displays the percentage of students, by group, achieving at each performance level in mathematics for the most recent testing period.

Group	Mathematics		
	Not Proficient	Proficient	Advanced
All Students in the District	60.4%	30.5%	9.1%
All Students at the School	✦	✦	✦
Male	✦	✦	✦
Female	✦	✦	✦
Black or African American	✦	✦	✦
American Indian or Alaska Native	✦	✦	✦
Asian	✦	✦	✦
Filipino	✦	✦	✦
Hispanic or Latino	✦	✦	✦
Native Hawaiian or Pacific Islander	✦	✦	✦
White	✦	✦	✦
Two or More Races	✦	✦	✦
Socioeconomically Disadvantaged	✦	✦	✦
English Learners	✦	✦	✦
Students with Disabilities	✦	✦	✦
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.

Courses Required for UC/CSU Admission

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For more information on general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Web site at www.calstate.edu/admission.

Teacher Qualifications

Teacher Credential Information				
	Pittsburg USD	Riverside HS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	448	14	18	12
Without Full Credential	2	1	1	0
Teaching Outside Subject Area of Competence		0	0	5

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			
	Riverside HS		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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
Riverside HS	80.0%	20.0%
All Schools in District	99.2%	0.8%
High-Poverty Schools in District	99.6%	0.4%
Low-Poverty Schools in District	✧	✧

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.

✧ Not applicable.

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/>.



Advanced Placement Courses

Riverside Continuation High School does not offer advanced placement (AP) courses offered.



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.



Types of Services Funded

The following services are provided at the District and/or site level:

- Collaboration and Intervention Team
- Professional Development including: SB 472 ELA & Math trainings, Frontloading, Crosscultural Language and Academic Development examination, Systematic ELD, math teachers network, etc.
- Parent Coordinators
- Parent trainings
- Extended day and summer intervention programs
- College readiness programs
- Counseling
- Class size reduction
- Early Back Summer Programs

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

PUBLISHED BY: **SIA** School Innovations & Advocacy
www.sia-us.com | 800.487.9234

District Financial Data

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

District Salary Data

Category	Pittsburg USD	Similar Sized District
Beginning Teacher Salary	\$39,824	\$41,209
Mid-Range Teacher Salary	\$59,472	\$65,228
Highest Teacher Salary	\$73,906	\$83,339
Average Principal Salary	\$111,538	\$119,247
Superintendent Salary	\$201,558	\$179,589
Teacher Salaries — Percent of Budget	38.40%	40.70%
Administrative Salaries — Percent of Budget	5.60%	5.90%

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

	Riverside HS
Total Expenditures Per Pupil	\$13,160
Expenditures Per Pupil From Restricted Sources	\$1,160
Expenditures Per Pupil From Unrestricted Sources	\$12,000
Annual Average Teacher Salary	\$67,502

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
Riverside HS	\$12,000	\$67,502
Pittsburg USD	\$4,823	\$60,493
California	\$5,681	\$65,399
School and District — Percent Difference	+59.8%	+10.4%
School and California — Percent Difference	+52.7%	+3.1%