

Rivera Elementary School

7250 Citronell Ave. • Pico Rivera, CA 90660 • (562) 801-5095 • Grades K-5

David Sermeno, Principal

dsermeno@erusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year

El Rancho Unified School District

9333 Loch Lomond Dr.

Pico Rivera

(562) 942-1500

www.erusd.org

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Rachel Canchola

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Principal's Message

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

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

Rivera Elementary School received an API score of 825 for the 2012-13 school year. This is the second highest API score received by an elementary school in the El Rancho Unified School District. This academic excellence was the combined efforts of the students, staff, and parents of Rivera Elementary. On the 2013-2014 fifth grade CST Science Test 57% of our fifth grade students scored Advanced or Proficient.

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

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

David Sermeno, Principal

School Mission Statement

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

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (562) 801-5095.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	92
Gr. 1	133
Gr. 2	129
Gr. 3	121
Gr. 4	126
Gr. 5	132
Total	733

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.1
Asian	0.0
Filipino	0.1
Hispanic or Latino	98.5
Native Hawaiian/Pacific Islander	0.0
White	0.8
Two or More Races	0.1
Socioeconomically Disadvantaged	83.9
English Learners	26.7
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Rivera Elementary School	12-13	13-14	14-15
Fully Credentialed	26	25	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	365
Without Full Credential	◆	◆	4
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School

Rivera Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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

Year and month in which data were collected: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Reading, Houghton Mifflin (K-6) 2009
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Mathematics, MacMillan/McGraw-Hill 2010
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Science, MacMillan/McGraw-Hill (K-5) 2009
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History-Social Science for California, Scott Foresman (K-5) 2009
ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Avenues, Hampton-Brown (K-5) 2009

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/13/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Fix ceiling leak in library by 12/31/14 Secure shelves to wall by 12/31/14 Clean ceiling fan in auditorium RR by 12/31/14
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Fix burned out lights by 12/31/14 Remove plug-in air freshener by 12/31/14 Fix broken/missing electrical covers by 12/31/14 Replace A/V Cover Plate by 12/31/14
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/13/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	64	60	60	51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	61	55	45	50	50	54	56	55
Math	64	67	62	40	44	46	49	50	50
HSS				45	49	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	6
Similar Schools	4	8	6

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.8	22.6	18.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	60
Male	50
Female	69
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	59
English Learners	22
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	26	-22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	11	29	-21
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	16	14	-17
English Learners	10	18	-6
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Rivera Elementary School will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school and the parents, and the community to improve student academic achievement through the following activities: School Site Council meetings, English Learner Advisory Councils meetings, PTO Meetings, Family Nights, Parent Workshops, and Classroom Volunteer opportunities.

State Priority: School Climate

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

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

School Safety Plan

The Rivera School Safety Plan (SSP) is reviewed annually to assure staff awareness. The School Safety Plan was last reviewed, updated, and discussed with school faculty in December 2014. The Plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies and other disaster emergency supplies. The SSP is available for review in the school office.

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

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.6	0.9	0.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26	24	23	0			5	5	4	0		
Gr. 1	27.8	26	27	0			4	5	5	0		
Gr. 2	25	28	32	0			5	4	2	0		2
Gr. 3	24	32	30	0			5	3	4	0	1	
Gr. 4	34	33	32	0			0	2	4	3	2	
Gr. 5	33	37	33	0			1		1	2	3	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,431	\$41,243
Mid-Range Teacher Salary	\$62,802	\$64,893
Highest Teacher Salary	\$79,885	\$83,507
Average Principal Salary (ES)	\$96,384	\$103,404
Average Principal Salary (MS)	\$100,080	\$109,964
Average Principal Salary (HS)	\$129,684	\$120,078
Superintendent Salary	\$41,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,168	\$389	\$2,779	\$69,971
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			6.1	2.9
Percent Difference: School Site/ State			-40.7	3.3

Types of Services Funded at Rivera Elementary School

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at Rivera Elementary School

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

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

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