

# Rivera Middle School

7200 Citronell Ave • Pico Rivera, CA 90660 • 562-801-5088 • Grades 6-8

Yvette Ventura- Rincon, Principal

Yventura@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

### District Governing Board

Delia Alvidrez

Rachel Canchola

Jose Lara

Alfred Renteria, Jr.

Aurora Villon, Ed.D.

### District Administration

Martin Galindo

**Superintendent**

Roxane Fuentes

**Assistant Superintendent,  
Educational Services**

Mark Matthews

**Director, Human Resources**

Ruben Frutos

**Assistant Superintendent, Business  
Services**

Katherine Aguirre

**Director, Special Education**

### Principal's Message

Welcome to Rivera Middle School's School Accountability Report Card. I am very proud to have been given the honor of being Rivera Middle School's principal. I am dedicated to making this school a place that is good for kids. Because of everyone's hard work, we have been recognized as a California Distinguished School. We are very proud of our students' accomplishments and look forward to many more.

Rivera Middle School has made the following commitment:

- We will not let students off the hook for failing to learn
- We will make students do what is necessary to succeed
- We will not give students the easy way out
- We will give students extra time and support

Our focus is on what students have learned. We provide a variety of experiences that are well planned and articulated to give all students the opportunity to develop their skills to the fullest. We are proud of the fact that we have one of the highest success rates of students taking and scoring proficient on the California Standards Test in algebra and geometry.

At Rivera, we are solution oriented. We believe everyone is part of making this school a good place for kids. Everyone can come in and address concerns and suggest solutions to make our school a place where children come first. With the assistance of parents, teachers, staff, and students, we provide a safe learning environment that promotes success in all curricular and extracurricular programs.

Our goal is to prepare our students for success in a complex society. This requires dedication to being the best we can be. We provide a challenging curriculum based on the State Standards, teachers who are dedicated to improving the profession, and administrative staff that is focused on supporting the learning community.

Dr. Yvette Ventura- Rincon, Principal

### District 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 lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

### School Mission Statement

The mission of Rivera Middle School is to provide an educational environment that enhances the ability of all students. While creating a partnership with our community we can guide, direct, and support our students by creating:

- Effective and engaging learning environments
- Achievement for all to promote growth and success in this new age of technology
- Goal-oriented learning as set forth by the California State Standards
- Lifelong learners that can meet the challenges of a constantly changing global community
- Equity for all students
- Self-esteem, self-confidence, socially accepted behavior, and a safe environment

## 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 562-801-5088.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	263
Gr. 7	254
Gr. 8	278
<b>Total</b>	<b>795</b>

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
<b>Black or African American</b>	0.0
<b>American Indian or Alaska Native</b>	0.0
Asian	0.3
Filipino	0.3
Hispanic or Latino	99.0
Native Hawaiian/Pacific Islander	0.0
White	0.5
Two or More Races	0.0
<b>Socioeconomically Disadvantaged</b>	<b>82.0</b>
English Learners	17.4
Students with Disabilities	9.8

## 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 Middle School	12-13	13-14	14-15
<b>Fully Credentialed</b>	33	28	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	3	3	4
El Rancho Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	365
<b>Without Full Credential</b>	♦	♦	4
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Rivera Middle School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	1	1

\* "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
<b>This School</b>	100.00	0.00
<b>Districtwide</b>		
<b>All Schools</b>	94.94	5.06
<b>High-Poverty Schools</b>	94.94	5.06
<b>Low-Poverty Schools</b>	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	
<b>Reading/Language Arts</b>		Reading, Houghton Mifflin (K-6) 2009 Timeless Voices, Prentice Hall (7-8) 2009 Timeless Themes, Prentice Hall (7-8) 2009	
The textbooks listed are from most recent adoption:	Yes		
Percent of students lacking their own assigned textbook:	0		
<b>Mathematics</b>		California Standards-Driven Mathematics, CGP (6-7) 2010 Algebra I (Algebra Connections), CPM (8) 2010	
The textbooks listed are from most recent adoption:	Yes		
Percent of students lacking their own assigned textbook:	0		
<b>Science</b>		Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009	
The textbooks listed are from most recent adoption:	Yes		
Percent of students lacking their own assigned textbook:	0		
<b>History-Social Science</b>		World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009 Creating America: Beginning through World War I, McDougal Littell (8) 2009	
The textbooks listed are from most recent adoption:	Yes		
Percent of students lacking their own assigned textbook:	0		
<b>ELD</b>		High Point, Hampton-Brown (6-8) 2009	
The textbooks listed are from most recent adoption:	Yes		
Percent of students lacking their own assigned textbook:	0		

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

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 safety 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. The school has one iPad mobile cart, two HP Carts and three Chrome carts. Most classrooms have been made handicap accessible.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/08/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/08/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Fix sinks by 12/31/14
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the 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
<b>Science</b>	66	70	61	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
<b>ELA</b>	58	64	60	45	50	50	54	56	55
<b>Math</b>	45	52	52	40	44	46	49	50	50
<b>HSS</b>	54	58	57	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
<b>Statewide</b>	6	6	6
<b>Similar Schools</b>	8	8	8

\* 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
7	17.4	22.5	34.5

\* 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	61
Male	56
Female	65
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	61
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	58
English Learners	23
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	20	20	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	21	-7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	25	-17
English Learners	5	22	-34
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

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 issues. Along with this policy, the School Site Council (SSC) meet on the first Monday of the month at 5:00 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. 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 posts scheduled activities. Rivera Middle School also has a Facebook page, Twitter account and the Rivera Middle School Web Page that provided updated information to parents and the community. Parents have access to the parent portal that provides them with updated information on their child such as grades and attendance.

For more information on how to become involved in the Parent-Teacher Organization, please Principal Dr. Ventura- Rincon at (562) 801-5088.

### 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 School Safety Plan is reviewed and updated biannually. The most recent review was in August 2013. The School 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 Rivera Middle School is a safe and conducive environment for learning.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	11.0	8.6	7.1
Expulsions Rate	0.3	0.2	0.2
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	1.40
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.6
Social Worker	
Nurse	0.468
Speech/Language/Hearing Specialist	0.50
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	390

\* 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
Gr. 6	24.8	27	32	5	13	5	12	29	21	2	14	24
English	26.8	28	25	7	5	6	14	11	15	3	8	2
Math	28	27	28	2	5	4	16	13	15	3	4	2
Science	32.8	28	25	1	3	2	3	11	19	11	7	
SS	30.2	28	28	4	5	1	6	9	22	11	10	1

\* 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/](http://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	\$2,813	\$295	\$2,518	\$68,054
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
<b>Percent Difference: School Site/District</b>			-3.9	0.1
<b>Percent Difference: School Site/ State</b>			-46.3	0.4

**Types of Services Funded at Rivera Middle 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 Middle 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.