Rivera Elementary School

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

El Rancho Unified School District
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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 2015-2016 fifth grade CST Science Test 47% 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. In 2016 Rivera Elementary School was given the Gold Ribbon Award and named a Title 1 Achieving School.

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

David Sermeno, Principal

Our vision is that at Rivera our Eagles will have ...
Success, through
Opportunity
Academics, and
Responsibility

The mission of Rivera Elementary School, in partnership with the community, is to provide a safe, nurturing, 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

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	123
Grade 1	85
Grade 2	99
Grade 3	133
Grade 4	125
Grade 5	116
Total Enrollment	681

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0.3
Asian	0
Filipino	0
Hispanic or Latino	98.7
Native Hawaiian or Pacific Islander	0
White	1
Two or More Races	0
Socioeconomically Disadvantaged	74.4
English Learners	27.9
Students with Disabilities	7.2
Foster Youth	1.2

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	**14-15**	**15-16**	**16-17**
With Full Credential	27	26	24
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	356
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Rivera Elementary School	**14-15**	**15-16**	**16-17**
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

2015-16 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	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	96.2	3.8
Low-Poverty Schools	0.0	0.0

* 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 2016-17)

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: January 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	California Mathematics, MacMillan/McGraw-Hill 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science, MacMillan/McGraw-Hill (K-5) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science for California, Scott Foresman (K-5) 2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Avenues, Hampton-Brown (K-5) 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 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: 9/22/2016				
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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/22/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
ELA	31	40	35	40	44	48
Math	24	29	22	25	34	36

* 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.

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**		
	13-14	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**	**13-14**	**14-15**	**15-16**
Science	60	42	45	51	42	43	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	31.8	30	10

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	112	110	98.2	44.6
Male	58	57	98.3	43.9
Female	54	53	98.2	45.3
Hispanic or Latino	108	107	99.1	44.9
Socioeconomically Disadvantaged	88	87	98.9	47.1
English Learners	18	17	94.4	17.7
Students with Disabilities	11	11	100.0	9.1

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	135	131	97.0	38.8
	4	124	123	99.2	34.1
	5	111	110	99.1	46.4
Male	3	74	72	97.3	32.4
	4	70	69	98.6	29.0
	5	57	56	98.3	39.3
Female	3	61	59	96.7	46.5
	4	54	54	100.0	40.7
	5	54	54	100.0	53.7
Black or African American	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	134	130	97.0	39.1
	4	122	121	99.2	33.9
	5	107	106	99.1	48.1
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	100	96	96.0	30.5
	4	101	101	100.0	34.6
	5	87	86	98.8	50.0
English Learners	3	37	34	91.9	6.1
	4	18	18	100.0	
	5	18	17	94.4	5.9

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	135	132	97.8	36.6
	4	125	124	99.2	27.4
	5	111	110	99.1	21.8
Male	3	74	72	97.3	33.3
	4	71	70	98.6	25.7
	5	57	56	98.3	25.0
Female	3	61	60	98.4	40.7
	4	54	54	100.0	29.6
	5	54	54	100.0	18.5
Black or African American	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	134	131	97.8	36.9
	4	123	122	99.2	27.9
	5	107	106	99.1	22.6
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	100	97	97.0	29.9
	4	102	102	100.0	27.4
	5	87	86	98.8	20.9

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
English Learners	3	37	35	94.6	14.7
	4	19	19	100.0	
	5	18	17	94.4	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

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 (School Year 2016-17)
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, School Smarts Program 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 2016. 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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.6	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	4.0	2.3
Expulsions Rate	0.2	0.0	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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		61.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
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 (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
K	23	23	25				4	5	5			
1	27	24	28	1			5	3	3			
2	32	27	25				2	5	4	2		
3	30	31	27				4	4	5			
4	32	31	31				4	4	4			
5	33	31	29				1	4	4	3		

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,509	$43,821
Mid-Range Teacher Salary	$65,953	$69,131
Highest Teacher Salary	$83,892	$89,259
Average Principal Salary (ES)	$104,679	$108,566
Average Principal Salary (MS)	$107,440	$115,375
Average Principal Salary (HS)	$125,784	$125,650
Superintendent Salary	$206,028	$198,772
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$3,967.16	$98.69	$3,868.46	$75,577.00
District	♦	♦	$3,311.94	$71,564
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District			16.8	5.6
Percent Difference: School Site/ State			-31.9	5.7

* Cells with ♦ do not require data.

Types of Services Funded
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
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics, Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

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.