

Rivera Middle School

7200 Citronell Ave • Pico Rivera, CA 90660 • 562-801-7580 • Grades 6-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



El Rancho Unified School District

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District Governing Board

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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.

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.

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

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	245
Grade 7	258
Grade 8	268
Total Enrollment	771

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.1
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0
White	0.9
Two or More Races	0.1
Socioeconomically Disadvantaged	74.8
English Learners	12.1
Students with Disabilities	12.6
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Rivera Middle School	15-16	16-17	17-18
With Full Credential	28	27	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	4	4	1
El Rancho Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	348
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Rivera Middle School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 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
Mathematics	College Preparatory Mathematics (CPM) - Core Connections 1 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections 2 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections 3 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections Integrated (8) 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	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
History-Social Science	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
Foreign Language	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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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.

Three school safety officers monitor student safety during lunch. The school is open at 7am which allows parents to drop off students early. 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, one HP Carts and eleven 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: 11/30/17				
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	Work orders have been placed for the repair of ceiling tiles, floor chipping.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	33	33	40	40	48	48
Math	23	20	25	26	36	37

* 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	238	232	97.5	53.5
Male	123	122	99.2	55.7
Female	115	110	95.7	50.9
Hispanic or Latino	235	229	97.5	53.3
Socioeconomically Disadvantaged	194	189	97.4	52.4
English Learners	27	25	92.6	28.0
Students with Disabilities	23	23	100.0	39.1

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	51	53	42	43	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.2	20.6	26.2

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	763	754	98.82	33.16
Male	406	401	98.77	24.19
Female	357	353	98.88	43.34
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	748	740	98.93	32.97
White	--	--	--	--
Socioeconomically Disadvantaged	576	570	98.96	30
English Learners	210	207	98.57	17.87
Students with Disabilities	99	99	100	1.01
Foster Youth	15	15	100	26.67

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	763	755	98.95	20.35
Male	406	402	99.01	19.05
Female	357	353	98.88	21.81
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	748	741	99.06	20.33
White	--	--	--	--
Socioeconomically Disadvantaged	576	570	98.96	20.46
English Learners	210	208	99.05	11.59
Students with Disabilities	99	98	98.99	2.06
Foster Youth	15	15	100	20

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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 3:30 p.m. in the Rivera Middle School Library. 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. In addition, emails goes out to parents with information and resources. Parents have access to the parent portal that provides them with updated information on their child such as grades and attendance. Parents also have the opportunity to participate in Parent workshops such as the HOT and ERUSD workshops.

For more information on how to become involved in the Parent-Teacher Organization, please Principal Dr. Ventura- Rincon at (562) 801-7580

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan is reviewed and updated biannually. The most recent review was in October 2017. 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	2014-15	2015-16	2016-17
Suspensions Rate	6.9	3.6	4.5
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.0	2.3	2.4
Expulsions Rate	0.0	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	1.40
Counselor (Social/Behavioral or Career Development)	1.
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.468
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2
Other	

Average Number of Students per Staff Member

Academic Counselor	390
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* 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 (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	27	25	9	4	6	15	16	14	1	4	3
Mathematics	14	26	19	3	8	5	1	22	1		3	
Science	24	29	29	9	4	4	11	8	8	1	6	6
Social Science	28	29	29	2	3	3	14	10	10	2	5	5

* 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.

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,132	\$46,511
Mid-Range Teacher Salary	\$69,928	\$73,293
Highest Teacher Salary	\$88,949	\$92,082
Average Principal Salary (ES)	\$115,031	\$113,263
Average Principal Salary (MS)	\$115,720	\$120,172
Average Principal Salary (HS)	\$129,126	\$131,203
Superintendent Salary	\$233,000	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,243.08	\$398.09	\$2,845.00	\$75,677.00
District	♦	♦	\$7,942.34	\$76,336
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-64.2	-0.9
Percent Difference: School Site/ State			-56.7	1.6

* Cells with ♦ do not require data.