



Rivera Middle School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



El Rancho Unified School District

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Director, Student Services

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Director, Special Education

Roberta Gonzalez
Director, Early Learning Program

School Description

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 consists of 736 students enrolled, which 68.21% are from a low socioeconomic status. The school has a population of 12.91% English learners. Of the 736 students enrolled at Rivera Middle School, 724 are Hispanic or Latino.

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.

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.

Mission:

Rivera Middle School aims to develop a culture of inquiring, knowledgeable, and caring students who help to create a better and more peaceful world through intercultural understanding and respect.

Vision:

We are dedicated to helping each student maximize his/her academic, emotional, and positive social growth in order to become lifelong global learners and positive contributor to the global community.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	235
Grade 7	240
Grade 8	259
Total Enrollment	734

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.1
Hispanic or Latino	98.4
White	0.7
Two or More Races	0.4
Socioeconomically Disadvantaged	75.2
English Learners	13.8
Students with Disabilities	12.4
Foster Youth	1.1
Homeless	0.4

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 for Rivera Middle School	17-18	18-19	19-20
With Full Credential	30	30	29
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for El Rancho Unified	17-18	18-19	19-20
With Full Credential	♦	♦	350
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Rivera Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

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: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	StudySync, McGraw-Hill Education (6-8) Adopted 2018 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 College Preparatory Mathematics (CPM) - Core Connections Spanish (6-8) 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 Spanish Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Spanish Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Spanish 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 World History: Ancient Civilization, Spanish McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, Spanish McDougal Littell (7) 2009 Creating America: Beginning through World War I, Spanish McDougal Littell (8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Que Chevere Edition, EMC Publishing, LLC (7-8) 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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.

Five school safety officers monitor student safety throughout the day. This includes passing period, lunch and after school dismissal. 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. The school has one iPad mobile cart, one HP Carts and fifteen 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: 10/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Work orders have been placed for the repair of ceiling tiles, repair lights and securing cabinets.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Removal of extension cords when not in use and removal of CLOROX wipes from class.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	32	42	43	50	50
Math	17	22	26	29	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	13.2	24.3	21.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	729	721	98.90	31.94
Male	380	377	99.21	24.67
Female	349	344	98.57	39.94
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	718	710	98.89	32.02
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	554	549	99.10	29.20
English Learners	179	177	98.88	12.43
Students with Disabilities	87	85	97.70	5.95
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	729	721	98.90	21.67
Male	380	376	98.95	19.73
Female	349	345	98.85	23.77
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	718	710	98.89	21.72
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	554	548	98.92	20.29
English Learners	179	178	99.44	8.99
Students with Disabilities	87	85	97.70	4.71
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 Wednesday of the month at 7:30 a.m. in the Rivera Middle School Library. The community has, through generous donations, supported our activities with funds and materials. In the agendas we publish a yearly calendar listing the activities and meetings that are planned for the school year. Rivera Middle School also has a Facebook page, Twitter, Instagram, account and the Rivera Middle School Web Page that provided updated information to parents and the community. In addition, emails go 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.

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 and approval was December 3, 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.5	5.1	5.4
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.5	2.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	734.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.2
Other	

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	4	12	4	23	9	11	4	25	6	13	3
Mathematics	17	2	1		24	5	16		23	11	12	1
Science	28	2	15	2	27	3	13	3	28	2	13	3
Social Science	29	2	9	7	27	4	9	6	28	2	12	4

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	11	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,977	\$49,084
Mid-Range Teacher Salary	\$72,725	\$76,091
Highest Teacher Salary	\$97,462	\$95,728
Average Principal Salary (ES)	\$118,355	\$118,990
Average Principal Salary (MS)	\$122,472	\$125,674
Average Principal Salary (HS)	\$130,732	\$137,589
Superintendent Salary	\$215,004	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$3,523.83	\$320.10	\$3,203.73	\$66,437.06
District	N/A	N/A	\$8,905.40	\$80,688.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-94.2	5.8
School Site/ State	-76.5	8.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)
- Robotics
- Promise Program

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.