

# Rivera Middle School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Rivera Middle School
<b>Street</b>	7200 Citronell Ave
<b>City, State, Zip</b>	Pico Rivera, CA 90660
<b>Phone Number</b>	562-801-7580
<b>Principal</b>	Yvette Ventura- Rincon, Ed.D
<b>Email Address</b>	Yventura@erusd.org
<b>School Website</b>	rms.erusd.org
<b>County-District-School (CDS) Code</b>	19-64527-6061295

## 2021-22 District Contact Information

<b>District Name</b>	El Rancho Unified School District
<b>Phone Number</b>	(562) 801-7310
<b>Superintendent</b>	Frances Esparza, Ed.D.
<b>Email Address</b>	fesparza@erusd.org
<b>District Website Address</b>	www.erusd.org

## 2021-22 School Overview

### 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 619 students enrolled (30 students in independent studies), 606 are Hispanic or Latino with approximately 15.67% being English Language Learners.

At RMS, we are solution oriented. We believe everyone is part of making this school a good place for kids. We are collaborative and have an open door policy. Everyone can come in to 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. RMS has well established academic pathways: Project Lead The Way 7th / 8th grade (Science / Engineering), Avid 7th / 8th grade, Accelerated Mathematics 7th / 8th grade, Spanish (all students), and Dual Language Immersion (available to all students who apply). We also have special programs geared around science and engineering: Robotics ( VEX Competitions) and Femineers (sponsored by Cal Poly Pomona).

Our goal is to prepare our students for success in a complex evolving 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:

Students will be challenged to become college and career ready and life-long learners. The El Rancho Unified School District will actively partner with the community as its leading educational institution that provides a technology rich and innovative learning environment for all students.

### 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:

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	209
Grade 7	231
Grade 8	233
<b>Total Enrollment</b>	<b>673</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	0.1
Black or African American	0.6
Hispanic or Latino	98.1
Two or More Races	0.3
White	0.9
English Learners	14
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	75.6
Students with Disabilities	10.5

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	StudySync, McGraw-Hill Education (6-8) Adopted 2018 StudySync (ELD), McGraw-Hill Education (6-8) Adopted 2018	Yes	0%
<b>Mathematics</b>	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	Yes	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  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	Yes	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	Yes	0%

	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		
<b>Foreign Language</b>		Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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.

For on Campus School, Five school safety officers monitor student safety throughout the day. This includes passing period, lunch, and after school dismissal. The school is open at 7 am which allows parents to drop off students early.

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 cart, and fifteen Chrome carts. Most classrooms have been made handicap accessible.

**Year and month of the most recent FIT report**

12/22/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	687	NT	NT	NT	NT
<b>Female</b>	332	NT	NT	NT	NT
<b>Male</b>	355	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	674	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	97	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	514	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	72	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	687	NT	NT	NT	NT
Female	332	NT	NT	NT	NT
Male	355	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	674	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	514	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

ERUSD Interim Assessment Student Groups	ERUSD Interim Assessment Total Enrollment	ERUSD Interim Assessment Number Tested	ERUSD Interim Assessment Percent Tested	ERUSD Interim Assessment Percent Not Tested	ERUSD Interim Assessment Percent At or Above Grade Level
All Students	702	666	94.8%	5.2%	16%
Female	341	339	99.4%	0.6%	19.7%
Male	361	327	90.5%	9.5%	14.3
American Indian or Alaska Native	21	17	80.9%	19.1%	0%

<b>Asian</b>	1	1	100%	0%	100%
<b>Black or African American</b>	10	9	90%	10%	33.3%
<b>Filipino</b>	4	4	100%	0%	0%
<b>Hispanic or Latino</b>	658	655	99.5%	0.5%	16%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100%	0%	0%
<b>Two or More Races</b>	3	3	100%	0%	100%
<b>White</b>	6	4	66%	34%	16%
<b>English Learners</b>	95	77	81%	19%	3%
<b>Foster Youth</b>	4	4	100%	0%	0%
<b>Homeless</b>	4	2	50%	50%	0%
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	92	85	92.3%	7.7%	10.5%
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A
<b>Students with Disabilities</b>	68	14	20.5%	79.5%	28.5%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>ERUSD Interim Assessment Student Groups</b>	<b>ERUSD Interim Assessment Total Enrollment</b>	<b>ERUSD Interim Assessment Number Tested</b>	<b>ERUSD Interim Assessment Percent Tested</b>	<b>ERUSD Interim Assessment Percent Not Tested</b>	<b>ERUSD Interim Assessment Percent At or Above Grade Level</b>
<b>All Students</b>	702	622	88.6	11.4%	12%
<b>Female</b>	341	313	91.7%	8.3%	16.2%
<b>Male</b>	361	309	85.5%	14.5%	8%
<b>American Indian or Alaska Native</b>	21	17	80.9%	19.1%	5%
<b>Asian</b>	1	1	100%	0%	100%
<b>Black or African American</b>	10	10	100%	0%	20%
<b>Filipino</b>	4	2	50%	50%	0%
<b>Hispanic or Latino</b>	658	610	92%	8%	11%
<b>Native Hawaiian or Pacific Islander</b>	2	0	N/A	N/A	N/A
<b>Two or More Races</b>	3	3	100%	0%	100%
<b>White</b>	6	4	66%	44%	0%
<b>English Learners</b>	95	80	84%	16%	5%
<b>Foster Youth</b>	4	4	100%	0%	0%
<b>Homeless</b>	4	3	75%	25%	0%
<b>Military</b>	N/A	N/A	N/A	N/A	N/A

<b>Socioeconomically Disadvantaged</b>	92	76	82.6%	17.4%	5%
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A
<b>Students with Disabilities</b>	68	57	83.8%	16.2%	3%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	238	NT	NT	NT	NT
<b>Female</b>	118	NT	NT	NT	NT
<b>Male</b>	120	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	234	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	31	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	178	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 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 during on-campus school. Parents are able to meet with administration in person, via phone, Google Meet, or Zoom. Along with this policy, the School Site Council (SSC) meets on the first Wednesday of the month at 7:30 am via Zoom Conference. 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, and Instagram accounts along with a Rivera Middle School Web Page that provides updated information to parents and the community. In addition, emails go out to parents with information and resources. We make a concerted effort to keep our parents and community abreast of what our school is doing and what it has to offer. 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 organized by ERUSD Student Services.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	693	691	44	6.4
Female	334	332	16	4.8
Male	359	359	28	7.8
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	680	678	43	6.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	6	6	1	16.7
English Learners	100	100	8	8.0
Foster Youth	2	2	0	0.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	519	519	36	6.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	73	4	5.5

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.42	0.14	2.90	0.04	3.47	0.20
<b>Expulsions</b>	0.13	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.64	2.16	2.45
<b>Expulsions</b>	0.14	0.08	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.14	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.28	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.15	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.19	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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 and adhere to county mandated safety precautions and protocols. On campus, 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 nurturing learning environment.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	6	13	3
Mathematics	23	11	12	1
Science	28	2	13	3
Social Science	28	2	12	4

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	12	3
Mathematics	24	4	15	
Science	29	2	12	2
Social Science	29	2	10	4

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	13	4
Mathematics	24	3	15	1
Science	29	1	11	4
Social Science	27	1	12	4

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	673

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$3,998.04	\$431.78	\$3,566.26	\$78,429.00
<b>District</b>	N/A	N/A	\$9,682.40	\$79,462
<b>Percent Difference - School Site and District</b>	N/A	N/A	-92.3	-1.3
<b>State</b>			\$8,444	\$81,044
<b>Percent Difference - School Site and State</b>	N/A	N/A	-81.2	-3.3

## 2020-21 Types of Services Funded

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

- After School Support Classes
- Interim Assessments in ELA and Mathematics
- Teacher Office Hours
- Language Arts, Mathematics Cadres
- Technology - all students
- Accelerated Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Robotics
- AVID (Advancement Via Individual Determination)
- Music
- Enrichment Courses ( Video Production, Drama.
- Promise Program

LACADA

Dual Immersion Program  
Mental Health Counselor  
Two Academic Counselors

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$48,725	\$51,029
<b>Mid-Range Teacher Salary</b>	\$73,860	\$78,583
<b>Highest Teacher Salary</b>	\$98,982	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$123,006	\$124,576
<b>Average Principal Salary (Middle)</b>	\$124,828	\$131,395
<b>Average Principal Salary (High)</b>	\$135,128	\$144,697
<b>Superintendent Salary</b>	\$215,004	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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.

El Rancho Unified School District began the 2021-2022 school year with summer teacher academy. During this time teacher were offered the opportunity to be provided with time to work in their subject areas developing pacing guides and lesson planning. In addition teachers were provided with an in-service on English Language Learners. During the school year topics addressed were based on the district's distance learning needs assessment survey. The professional development days focused on Math and language arts cadres which allow vertical and horizontal collaboration between teachers across the district. There is also the Science adoption committee who are in the process of piloting two programs to determine which program best meets the needs our our middle and high school students. Site based professional development at RMS is based on a staff survey which include PBIS, English Learners, data analysis and collaboration time with departments.

Traditionally, the 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 has traditionally been 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12

# El Rancho Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	El Rancho Unified School District
<b>Phone Number</b>	(562) 801-7310
<b>Superintendent</b>	Frances Esparza, Ed.D.
<b>Email Address</b>	fesparza@erusd.org
<b>District Website Address</b>	www.erusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4294	531	12.37	87.63	57.39
<b>Female</b>	2060	273	13.25	86.75	65.17
<b>Male</b>	2234	258	11.55	88.45	49.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	1	5.26	94.74	--
<b>Black or African American</b>	17	1	5.88	94.12	--
<b>Filipino</b>	21	1	4.76	95.24	--
<b>Hispanic or Latino</b>	4174	524	12.55	87.45	57.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	1	6.25	93.75	--
<b>White</b>	43	3	6.98	93.02	--
<b>English Learners</b>	728	23	3.16	96.84	13.64
<b>Foster Youth</b>	38	6	15.79	84.21	--
<b>Homeless</b>	42	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	3119	363	11.64	88.36	54.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	528	39	7.39	92.61	7.89

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4294	507	11.81	88.19	31.85
Female	2060	254	12.33	87.67	39.11
Male	2234	253	11.32	88.68	24.49
American Indian or Alaska Native	--	--	--	--	--
Asian	19	0	0.00	100.00	--
Black or African American	17	0	0.00	100.00	--
Filipino	21	1	4.76	95.24	--
Hispanic or Latino	4174	502	12.03	87.97	31.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	2	12.50	87.50	--
White	43	2	4.65		--
English Learners	728	27	3.71	96.29	3.85
Foster Youth	38	5	13.16	86.84	--
Homeless	42	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3119	349	11.19	88.81	29.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	528	37	7.01	92.99	2.78

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

