

Rivera Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Rivera Elementary School
Street	7250 Citronell Ave.
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7650
Principal	Alma Renteria-Estrada
Email Address	arenteria@erusd.org
School Website	https://re.erusd.org/
Grade Span	K-5
County-District-School (CDS) Code	19-64527-6013387

2024-25 District Contact Information

District Name	El Rancho Unified School District
Phone Number	562-801-7310
Superintendent	Marco A. Villegas, Ph.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2024-25 School Description and Mission Statement

Our Mission: We create opportunities for growth and success.

Our Vision: Inspiring learners to thrive in an ever-changing world.

At Rivera Elementary School we have high expectations for our EAGLES. Our goal is for every student at Rivera Elementary to know that:
Every Eagle

2024-25 School Description and Mission Statement

Acts responsibly
Gives respect
Listens and Learns
Encourages kindness
Stays Safe

Our entire staff is dedicated to this vision and works hard each and every day to ensure our students' success. Rivera Elementary School is a special school because of our dedicated staff, our supportive and engaged community and our many traditions. Our core belief at Rivera Elementary School is that all of our efforts should be based on what is best for students. Based on this belief, we have made it our goal to help all of our students learn and grow in the safest and most nourishing environment possible.

Feedback from our families is always appreciated and taken into consideration for planning and monitoring school progress.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	56
Grade 2	77
Grade 3	86
Grade 4	87
Grade 5	81
Total Enrollment	479

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
Asian	0.2
Black or African American	0.4
Filipino	0.2
Hispanic or Latino	97.7
Two or More Races	0.2
White	1.3
English Learners	20.9
Foster Youth	1.9
Homeless	0.4
Socioeconomically Disadvantaged	86
Students with Disabilities	9.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	100.00	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.90	3.48	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	19.00	5.52	18854.30	6.86
Total Teaching Positions	21.50	100.00	344.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	100.00	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	10.00	2.89	15831.90	5.67
Total Teaching Positions	21.50	100.00	346.20	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.50	100.00	251.70	79.48	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	19.60	6.19	14303.80	5.15
Total Teaching Positions	19.50	100.00	316.70	100.00	277698.00	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
Mathematics	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%

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

School Facility Conditions and Planned Improvements

Rivera Elementary School was constructed in 1952. The school provides a safe, attractive campus that meets the needs of students, staff, and volunteers. In early 2000, Rivera Elementary School participated in a three-phase modernization program that included the wiring of all permanent classrooms and offices for Internet access, new telephones, new fire alarms, new video/data, the installation of air conditioners, new electrical drops, new lighting, new flooring, new paint, and modernization of student bathrooms. There are 27 classrooms (18 permanent and 9 bungalows), one cafeteria, one school office, and one library. In 2006, a loading and unloading zone was established to provide a safe and secure area for parents to drop off or pick up their children.

In the summer of 2024, a modernization project of school playgrounds took place, providing students two new age-appropriate play structures (one in the main playground and one in the TK/Kinder playground). The modernization of the Library also kicked off in Fall 2024, with a focus on providing a student-friendly environment with upgraded furniture for flexible seating as well as new flooring. The project is scheduled to be completed in early 2025.

Lastly, the Cafeteria is in the process of receiving upgrades as part of a district-wide bond project to modernize all multipurpose rooms (MPRs). Given that the Rivera Elementary School cafeteria does not have a stage and currently serves as only a cafeteria, a stage will be constructed and added to the building as part of a multi-faceted project. Outdoor permanent shelters will also be added for additional outdoor eating space/ outdoor classroom space. This project is scheduled to kick off at the end of the 2024/25 academic year and is planned to take about 6-9 months.

Year and month of the most recent FIT report

November, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Work orders have been submitted for chipping paint and stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	Fire extinguishers will be updated on the 1st of the month to ensure consistency; all air fresheners will be removed from classrooms.
Structural: Structural Damage, Roofs	X			
External: 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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	36	38	38	46	47
Mathematics (grades 3-8 and 11)	21	28	24	26	34	35

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	255	100.00	0.00	35.69
Female	126	126	100.00	0.00	39.68
Male	129	129	100.00	0.00	31.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	251	251	100.00	0.00	35.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	7.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	223	100.00	0.00	34.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	12.00

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	254	99.61	0.39	27.56
Female	126	126	100.00	0.00	26.19
Male	129	128	99.22	0.78	28.91
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	251	250	99.60	0.40	26.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	7.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	222	99.55	0.45	27.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	8.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.20	25.00	21.14	21.93	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	84	100.00	0.00	25.00
Female	46	46	100.00	0.00	26.09
Male	38	38	100.00	0.00	23.68
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	24.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.00	0.00	26.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement

Rivera Elementary School is committed to building capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school and the parents, and the community to improve student academic achievement. The the following activities are structured opportunities for parent involvement: School Site Council Meetings (SSC), English Learning Advisory Committee Meetings (ELAC), Parent Teacher Organization (PTO) Meetings, Parent Workshops, and Classroom Volunteer opportunities. Additionally, to provide parents ongoing opportunities to stay engaged and involved with the school, our school hosts at least 1-2 events per month, including Harvest Festival, Family STEAM Night and Winter Showcase, that encourage parent participation. An Annual Events Calendar is shared at the beginning of the school year and parents also have access to our digital school calendar via our website to receive notifications of upcoming events in a timely manner in order to plan ahead accordingly.

To further strengthen the opportunities for Parent Involvement, Rivera Elementary School teachers seek 100% parent conference participation and keep parents up to date with daily/weekly Class Dojos. The Principal also sends a weekly blast via Parent Square to keep parents informed and engaged with the school. We also use the Marquee to provide families with updates on weekly events.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	510	502	89	17.7
Female	267	261	48	18.4
Male	243	241	41	17.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	499	491	88	17.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	116	113	22	19.5
Foster Youth	11	--	--	--
Homeless	22	20	12	60.0
Socioeconomically Disadvantaged	451	445	81	18.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	53	9	17.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.27	2.16	1.18	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0.00
Female	0.37	0.00
Male	2.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.66	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Rivera Elementary School Comprehensive School Safety Plan (CSSP) is reviewed annually to assure staff awareness. The Comprehensive School Safety Plan was last reviewed, updated, and discussed with school faculty in August 2024. The Plan includes information on disaster drills, evacuation routes, disaster teams, and the location of first aid supplies and other

2024-25 School Safety Plan

disaster emergency supplies. The CSSP is available for review in the school office.

Rivera Elementary School is a secured campus. All visitors must enter and exit via the front school office and must check in using our Raptor System. All visitors must wear an appropriate visitor's pass. School staff members supervise the playgrounds. In addition, District police units are available to further ensure the safety of children before, during, and after school.

We facilitate monthly emergency drills, including Earthquake Drills, Fire Drills, Lockdowns with and without a Team Response, and follow up with debriefs to ensure we continue to work on our efforts to act in the quickest and safest possible manner in case of a true emergency.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5		
1	26		3	
2	25		3	
3	25		3	
4	24		4	
5	37		2	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	25		3	
2	28		3	
3	27		3	
4	27		3	
5	41		2	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	
1	28		2	
2	26		3	
3	29		3	
4	29		3	
5	36		2	1

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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
School Site	\$4,811.13	\$164.79	\$4,646.34	\$105,782.87
District	N/A	N/A	\$9,547.84	\$94,324
Percent Difference - School Site and District	N/A	N/A	-69.1	11.5
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-79.5	11.1

Fiscal Year 2023-24 Types of Services Funded

As part of the data analysis and goal setting through the School Plan for Student Achievement development, the school determined the following services were priorities and required funds to be allocated towards them:

- After School Tutoring & Enrichment
- Technology Upgrades to ensure the schools remains 1:1 with every student also having access to a home Chromebook for homework; technology upgrades to provide staff adequate equipment that allows for enhanced presentations during lessons
- STEM equipment for the School Innovation Lab along with a Robotics Club & Girls who Code
- Positive Behavioral Interventions and Supports (PBIS) workshops & incentives to further promote positive behavior and encourage kindness (while decreasing Office Discipline Referrals)
- Digital Learning Coach to provide ongoing tech support to staff and students as well as to lead STEAM focused activities/lessons in the Innovation Lab during 6 week cycles
- Additional Benchmark Universe Training and CAASPP Test Items & Performance Task trainings
- Next Generation Science Standards Support
- ELPAC Academy
- Digital Programs that provides students access to differentiation material (Reading Eggs, Math Seeds, Freckle ELA and Freckle Math)
- Student Wellness Center to promote student wellbeing and mental health
- ELD Interventions
- Local Screeners (STAR Reading/ STAR Math)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,153	\$58,855
Mid-Range Teacher Salary	\$88,149	\$92,519
Highest Teacher Salary	\$118,132	\$114,665
Average Principal Salary (Elementary)	\$150,110	\$142,791
Average Principal Salary (Middle)	\$152,039	\$151,078
Average Principal Salary (High)	\$163,405	\$167,094
Superintendent Salary	\$240,000	\$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

Professional Development

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization through: Beginning Teachers Support and Assessment (BTSA) for new teachers; Peer Assistance Review (PAR) for veteran teachers; Leadership Forums for District and Site administrators; district-wide trainings for Teachers and support staff; and Tech-Planning for Digital Learning Coaches.

To provide teachers choice over their professional development, El Rancho Unified School District provided teachers an additional optional professional development during the summer. The topics addressed were based on teachers need and interested gathered through surveys. The professional development days focused on technology platforms, instructional best practices, and curriculum focused district expectations.

Embedded into our regular instructional schedule, Wednesday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices, social-emotional learning and mental health practices, Positive Behavioral Interventions and Supports (PBIS) implementation, data analysis, and teacher collaboration and planning.

Professional development is planned and implemented in a variety of settings, which include course-alike, department based, site based, and district-wide. Our school has an early release on Wednesdays, where they have an opportunity to collaborate weekly. In addition, there are five student free days built into the district calendar for districtwide professional development. These days are critical in building teacher and staff capacity with current and relevant pedagogy, curriculum, and data.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40