

Rivera Middle 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 Middle School
Street	7200 Citronell Ave
City, State, Zip	Pico Rivera, CA 90660
Phone Number	562-801-7580
Principal	Yvette Ventura- Rincon, Ed.D
Email Address	Yventura@erusd.org
School Website	rms.erusd.org
Grade Span	6-8
County-District-School (CDS) Code	19-64527-6061295

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 Schools to Watch School. We are very proud of our students' accomplishments and look forward to many more. Rivera Middle School consists of 544 students enrolled, 96.88 % are Hispanic or Latino with approximately 14.52% being English Language Learners, 84.74% Socioeconomically disadvantaged and 11.76% special

2024-25 School Description and Mission Statement

education students.

At Rivera Middle School, 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: AVID 7th / 8th grade, Accelerated Mathematics 7th/8th grade, 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) and Paxson and Peterson Career Lab.

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/School Vision Statement:

Inspiring learners to thrive in an ever-changing world

District/School Mission Statement:

We create opportunities for Growth and Success

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	178
Grade 7	173
Grade 8	193
Total Enrollment	544

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	0.7
Black or African American	0.4
Hispanic or Latino	96.9
Two or More Races	0.4
White	1.7
English Learners	15.4
Foster Youth	0.2
Homeless	1.1
Socioeconomically Disadvantaged	86.2
Students with Disabilities	12.1

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)	21.20	76.41	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.37	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	11.96	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.57	11.90	3.48	12115.80	4.41
Unknown/Incomplete/NA	2.40	8.62	19.00	5.52	18854.30	6.86
Total Teaching Positions	27.80	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)	22.10	79.39	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)	5.70	20.57	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	27.80	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)	17.70	68.78	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)	4.10	16.09	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	3.21	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	3.00	11.88	19.60	6.19	14303.80	5.15
Total Teaching Positions	25.80	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	3.30	5.70	4.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.30	5.70	4.1

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	0.10	0.00	0.8
Total Out-of-Field Teachers	0.10	0.00	0.8

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)	14.20	18.2	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.60	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	StudySync, McGraw-Hill Education (6-8) Adopted 2018 StudySync (ELD), McGraw-Hill Education (6-8) Adopted 2018	Yes	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	Yes	0%
Science	Amplify	Yes	0%
History-Social Science	World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009	Yes	0%

	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		
Foreign Language			

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

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. Four school safety officers monitor student safety throughout the day. This includes passing period, nutrition, both lunches, 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 locker rooms, a large dual-use athletic field, a library with approximately 10,120 books and five desktop computers. All classrooms and buildings have Internet access and possess at least one computer. The school has chrome book carts in each teacher classroom s with extra chrombooks for students who forgot to bring theirs to school. Most classrooms have been made handicap accessible.

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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)	29	30	38	38	46	47
Mathematics (grades 3-8 and 11)	20	21	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	551	537	97.46	2.54	30.17
Female	272	269	98.90	1.10	35.32
Male	279	268	96.06	3.94	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	534	520	97.38	2.62	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	77	67	87.01	12.99	4.48
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	45	45	100.00	0.00	15.56
Socioeconomically Disadvantaged	477	466	97.69	2.31	28.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	62	95.38	4.62	9.68

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	551	545	98.91	1.09	21.47
Female	272	269	98.90	1.10	21.56
Male	279	276	98.92	1.08	21.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	534	528	98.88	1.12	21.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	77	76	98.70	1.30	2.63
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	45	45	100.00	0.00	11.11
Socioeconomically Disadvantaged	477	472	98.95	1.05	19.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	3.28

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)	17.07	14.36	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	192	191	99.48	0.52	14.74
Female	103	103	100.00	0.00	15.53
Male	89	88	98.88	1.12	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	185	99.46	0.54	14.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	28	28	100.00	0.00	14.29
Socioeconomically Disadvantaged	164	164	100.00	0.00	12.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	20	95.24	4.76	15.79

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 7	99.4%	99.4%	99.4%	100%	80.1%

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

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. English Learner Advisory Committee (ELAC) meets six times a year on a Thursday. 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 such as our math night, 6th grade orientation, robotics parent information, VAPA performances organized by Rivera Middle School. New this year is a full time community liaison who is a resource for our community. Parents also have the opportunity to attend parent workshops through out the year.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	579	569	121	21.3
Female	286	281	63	22.4
Male	293	288	58	20.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	562	552	119	21.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	104	100	18	18.0
Foster Youth	--	--	--	--
Homeless	13	12	3	25.0
Socioeconomically Disadvantaged	503	494	108	21.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	71	19	26.8

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
5.18	11.04	9.33	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
0.15	0	0.17	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	9.33	0.17
Female	5.94	0.35
Male	12.63	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	9.07	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	12.50	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	9.94	0.20
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.28	1.39

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 Comprehensive School Safety Plan (CSSP) is reviewed and updated biannually. The most recent review and approval was February 28, 2024 by our School Site Council (SSC). The Comprehensive School Safety Plan has been standardized with the District Standard Emergency Management System (SEMS) plan and includes most possible scenarios related to school

2024-25 School Safety Plan

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 main office and checked in with an ID using Raptor. 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.

2021-22 Secondary 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 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	21	10	11	2
Mathematics	22	6	13	
Science	26	1	15	
Social Science	24	6	10	1

2022-23 Secondary 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 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	23	8	11	3
Mathematics	23	7	10	1
Science	25	4	10	2
Social Science	25	3	12	1

2023-24 Secondary 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 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	21	9	13	
Mathematics	23	5	10	1
Science	26	4	9	1
Social Science	24	5	8	2

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	272

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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	\$2,087.87	\$527.72	\$1,560.14	\$77,393.09
District	N/A	N/A	\$9,547.84	\$94,324
Percent Difference - School Site and District	N/A	N/A	-143.8	-19.7
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-149.4	-20.1

Fiscal Year 2023-24 Types of Services Funded

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

- After School Support Classes with a focus on Math and English Learner support are provided free to all Rivera Middle School students throughout the year.
- * Teacher office hours- Each teacher has one specified day that they are available to from 3:00pm-3:30 pm for support.
 - District Interim Assessments in ELA and Mathematics are provided three/four times a year
 - Language Arts, Mathematics, Science, Social Science Cohorts
 - Technology - all student are provided with a Chromebook when they enter RMS. They will keep the Chromebook until their 9th grade year, in which they will exchange for an updated one for their high school years.
 - Accelerated Math Classes are offered to students that put them on track to take AP classes in high school which will earn then college credit if they pass the exam.
- *High Cluster classes in English Language arts and History provided opportunities to students who are excelling in these subjects area it is similar to an honors class.
 - Robotics class provides students the opportunity to prepare for VEX competitions that occur during the school year.
- . Femineers class is a class we offer that provided students access to coding.
 - Positive Behavioral Interventions and Supports (PBIS)- Platinum level
 - AVID (Advancement Via Individual Determination)- Provides a pathway to the AVID classes at the high school with a focus on college.
 - Music- we have a beginning band class that we started this year along with our guitar classes.
 - Enrichment Courses (Video Production, Drama, cinema, advance guitar, art, coding, beginning band)
 - Promise Program- Is a tier 3 program in which the school identifies students at risk which support.
- * LA CADA- Tier 3 support providing alcohol and substance abuse program support.
- * Dual Immersion Program- Provides students a pathway in learning two languages English and Spanish.
- *Mental Health Counselor- Works with our academic counselors on school activities such as gratitude week and mental health awareness. Mental Health counselor is available to students who have been referred for group or individual counseling services.
- *Two Academic Counselors: that provide academic counseling to students while providing in classroom presentation such as: A-G Requirements for college, Understanding their grades and transcripts, Dealing with healthy relationships.
- * Community Liasson works with parents by providing resources and workshops to help navigate middle school.

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/cs/>.

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

Professional development at our school is structured and implemented across various settings, including course-alike groups, departmental teams, site-based sessions, and district-wide initiatives. Our weekly early release schedule offers regular opportunities for teachers to collaborate 43 times a year, while five student-free days built into the district calendar are dedicated to district-wide professional development. These designated days are crucial for building staff capacity by focusing on current and relevant instructional practices, curriculum enhancements, and data-driven strategies.

The district offers a wide range of professional learning opportunities tailored to administrators, teachers, and support staff at all levels. These include Beginning Teachers Support and Assessment (BTSA), Peer Assistance Review (PAR) for veteran educators, training for district and site administrators, as well as coaching support from Digital Learning Coaches.

For the 2024-2025 school year, El Rancho Unified School District has continued to provide teachers with Universal Design for Learning (UDL) training. This academy also provided time for teachers to collaborate on subject-specific pacing guides and lesson planning. Throughout the school year, professional development topics will continue to focus on data analysis, Positive Behavioral Interventions and Supports (PBIS), SPED, English Learner support, and UDL. Teachers also participate in district-wide cohorts in Language Arts, Math, Science, and Social Studies, allowing for vertical and horizontal collaboration across grade levels and subjects.

At Rivera Middle School (RMS), site-based professional development is informed by staff surveys, with priorities such as PBIS, support for English Learners, data analysis, and dedicated collaboration time within departments.

Data analysis continues to play a pivotal role in identifying professional learning priorities. At the middle school level, professional development centers on the Standards for mathematical practice, problem-solving, and data analysis. Additionally, all schools in the district participate in professional learning centered on data literacy.

Professional development is supported through various methods, including in-class coaching, teacher-principal meetings, classroom observations, and demonstration lessons. It is delivered during modified day schedules, student-free days, release days, and at conferences or workshops within the district.

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

Professional Development

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