Tomas Rivera Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Tomas Rivera Elementary
Street	20440 Red Poppy Lane
City, State, Zip	Riverside, CA 92508-3256
Phone Number	(951) 697-5757
Principal	Adela Flores-Bertrand
Email Address	abertrand@rusd.k12.ca.us
Website	http://www.rusdlink.org/Page/59
County-District-School (CDS) Code	33-67215-6112676

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Tomas Rivera Elementary School, home of the Coyotes, is located in the heart of the Orangecrest area of Riverside, California. One of the newer schools in the Riverside Unified School District, Rivera opened its doors on September 7, 1995 as the 28th elementary school. Our school is named after Tomas Rivera who was born into a family of migrant farm workers. At a young age, Tomas was introduced to the world of books by a librarian in Texas. He grew up to be a poet/writer, an educational leader, and eventually became the first Hispanic Chancellor in the University of California, Riverside. approximately 776 students in grades TK/K-6 is comprised 43% white; 40% Hispanic; 7% African/American; 5% Asian; and 5 % other ethnicities. Eighty-nine percent of our students speak English only and 5% or our students are Academic English Learners. In addition to our regular education student population, Rivera has a kindergarten/first grade and a first/second grade special education non-severely handicapped class as well as two special education preschool special day classes. Other special education services include two Speech and Language Pathologist, a one half time School Counselor and a one and one fourth Resource Specialist. All classrooms are equipped with wireless internet access. All second through sixth grade classrooms are equipped with iTree tools that include a Promethean interactive board, LCD projector, Document Camera, a teacher tablet PC, and student computers. TK/Kindergarten and first grade classrooms have LCD projectors, a document camera, teacher laptop, and student computers. Students participate in Accelerated Reader, Brain Pop, Dreambox which are standards-based computer programs. Students can access these programs in their classrooms, the school library, and at the Orangecrest Library. Rivera prides itself on being awarded California Distinguished School status in 2006. We attribute our success to our outstanding parents and students, and our professional and dedicated staff. Everyone at Rivera works on behalf of our students to ensure that they are safe and are receiving instruction that matches the rigor of the Common Core State Standards and the Smarter Balanced Assessment Consortium State Assessments. All teachers and staff know every student by name and by need and monitor learning closely to ensure that each students' learning needs are identified and interventions are designed to close all learning gaps. All staff at Tomas Rivera Elementary School are proud to work in the field of education and take seriously the impact that we have on the future of our students. With that in mind, we do whatever it takes to ensure that each student at Rivera makes academic progress from year to year and is well-prepared for middle school. We implement school-wide Positive Behavior Interventions and Support as our strategic tool in achieving and sustaining a positive school culture. The Rivera community accepts responsibility for ensuring that every child receives instruction that meets or exceeds the rigor of the Common Core State Standards at each grade level. We will monitor all students by name and by need on formative and summative assessments and will be relentless in our work of closing the gap between our subgroups, providing strategic interventions to ensure that each students' needs are identified, and teaching high-yield strategies to increase each students' proficiency level. By working collaboratively as a professional learning community that includes staff, parents, and students, we are confident that we will achieve our goals.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	119
Grade 1	95
Grade 2	99
Grade 3	95
Grade 4	104
Grade 5	117
Grade 6	111
Total Enrollment	740

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
Asian	3.5
Filipino	1.8
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.1
White	35.4
Two or More Races	7.2
Socioeconomically Disadvantaged	38.4
English Learners	4.2
Students with Disabilities	15.5
Foster Youth	0.7
Homeless	4.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	35	33	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 10 Acres
Year Constructed: 1995
17 Permanent Classrooms
19 Portable Classrooms
Resource/Psychologist Room
Speech and Language Room
Completely Air Conditioned
Library
Multi-Purpose Room
Indoor and Outdoor Cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Rivera has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 336
Labor Hours = 1604.81
Assessed Value of Work = $79348.02

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RIVA-6 (Administration): 4: (D) Ceiling tiles are stained; Qty. 3. RIVE-24 (Classroom): 4: (D) Ceilings have damage from cracks, tears, holes, or water damage; North wall has damage at floor. See Occupant for details. RIVG-17 (Classroom): 4: (D) laminate counter top at sink is buckled and de-laminating. 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVH-10 (Classroom): 4: (D) Carpeting damaged or stained; carpet lifting at door entry. RIVH-9 (Classroom): 4: (D) Ceiling tiles are stained; Qty. 4 9: (D) Sink/fountain fixture is loose; Sink faucet loose at base. RIVK-1 (Classroom): 4: (D) laminate counter top at sink is buckled and de-laminating.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RIVA-12 (Administration): 7: (D) lighting fixture or bulbs are not working or missing; 3 Can fixtures out. RIVA-3 (Restroom): 7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset. RIVB-2 (Restroom): 7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset. RIVE-25 (Classroom):

		7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset. RIVE-28 (Classroom): 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Qty. 2 RIVG-10 (Utility): 7: (D) lighting fixture or bulbs are not working or missing; lights do not light. RIVG-6 (Restroom): 7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset. RIVG-7 (Restroom): 7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	RIVC-10 (Restroom): 8: (D) Toilet/urinal/sink is damaged, broken, or clogged; Right waterless urinal bagged off. (D) Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional; Left stall door will not latch. RIVC-4 (Classroom): 9: (D) Sink/fountain fixture is loose; Faucet loose at base. (D) Sink/fountain is not working properly; DF bubbler will not shut off with out forcing. RIVC-5 (Classroom): 9: (D) Sink/fountain fixture is loose; faucet loose at base. (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVC-6 (Classroom): 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVC-8 (Classroom): 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVC-9 (Restroom): 9: (D) Sink/fountain is not working; Center sink faucet. RIVE-22 (Classroom): 9: (D) Sink/fountain is not working properly; sink faucet very low water flow RIVE-23 (Classroom): 9: (D) Water leaking at faucet base. RIVG-11 (Restroom):

		8: (D) Electric hand dryers are damaged or broken; Right electric hand dryer does not operate. (D) Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional; Center stall door will not latch. RIVG-14 (Classroom): 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. 15: (D) Locks and other security hardware are not functioning properly; Extremely difficult to unlock. RIVG-15 (Classroom): 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVG-17 (Classroom): 4: (D) laminate counter top at sink is buckled and de-laminating. 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVG-18 (Classroom): 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. RIVH-12 (Classroom): 9: (D) Sink/fountain is not working; sink faucet loose at base. RIVH-9 (Classroom): 4: (D) Ceiling tiles are stained; Qty. 4 9: (D) Sink/fountain fixture is loose; Sink faucet loose at base. RIVK-5 (Classroom): 9: (D) Sink/fountain is not working properly; very low water flow.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RIVG-12 (Utility): 15: (D) Locks and other security hardware are not functioning properly RIVG-14 (Classroom): 9: (D) Sink/fountain is not working properly; DF bubbler will not shut off without forcing. 15: (D) Locks and other security hardware are not functioning properly; Extremely difficult to unlock.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	66	71	49	51	50	50
Mathematics (grades 3-8 and 11)	57	57	35	36	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	421	420	99.76	0.24	70.95
Male	225	224	99.56	0.44	66.52
Female	196	196	100.00	0.00	76.02
Black or African American	25	25	100.00	0.00	60.00
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	85.00
Filipino	--	--	--	--	--
Hispanic or Latino	183	183	100.00	0.00	66.67
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	149	148	99.33	0.67	75.68
Two or More Races	31	31	100.00	0.00	70.97
Socioeconomically Disadvantaged	158	157	99.37	0.63	58.60
English Learners	19	19	100.00	0.00	36.84
Students with Disabilities	74	74	100.00	0.00	43.24
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	60.00

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	421	99.76	0.24	57.48
Male	225	224	99.56	0.44	60.27
Female	197	197	100.00	0.00	54.31
Black or African American	25	25	100.00	0.00	44.00
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	184	184	100.00	0.00	51.09
Native Hawaiian or Pacific Islander					
White	149	148	99.33	0.67	66.22
Two or More Races	31	31	100.00	0.00	48.39
Socioeconomically Disadvantaged	159	158	99.37	0.63	43.04
English Learners	20	20	100.00	0.00	15.00
Students with Disabilities	74	74	100.00	0.00	29.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	38.10

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	18.6	28.3	35.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The parental involvement contact for this school is Adela Flores-Bertrand principal, and can be contacted at 951-697-5757.

Parent Teacher Association, PTA: We are fortunate to have an active PTA that works on behalf of Rivera students, family, and teachers. This group meets in room 17 at 9:15 a.m. on the first Monday of each month. The PTA President for the 2017-2018 School Year is Mrs. Heather Bishop, who can be reached by leaving a message for her at Rivera or accessing Rivera's PTA website. For information regarding upcoming PTA sponsored events, log on to Rivera's PTA website at www.riverapta.org.

English Learner Advisory Committee (ELAC), is comprised of parents of English Language Learners and is led by Mrs. Flores-Bertrand, Principal. In addition, ELAC is supported by Mrs. Debbie Aznar, 5th grade teacher and Academic English Learner Contact and English Language Arts Contact. ELAC officers will be elected at the October meeting. This committee meets on selected Thursdays, seven times per year from 2:45 - 3:45 p.m. Meeting topics include the following:
- The Importance of Regular School Attendance;
- Parent Needs Assessment Survey;
- The Rivera School Library and Improvement Plan,
- R-30 Language Census
- Rivera School Plan for Student Achievement

Other topics are scheduled according to what parents request on the Parent Needs Assessment Survey. Mrs. Flores-Bertrand can be reached through the school's main office.

School Site Council (SSC) is a committee that monitors the implementation of Rivera's School Plan for Student Achievement and the Comprehensive Site Safety Plan. The SSC is comprised of Rivera teachers and classified staff and Rivera parents. School Site Council officers will be selected at the October meeting. All parents are encouraged to attend. Questions about Rivera's SSC can be directed to Mrs. Flores-Bertrand, principal. Parents are encouraged to take an active role in their child's education by serving on parent committees, volunteering in their child's classroom, attending family night workshops and other school events, and ensuring that their child completes homework each night and arrives at school each day on time.

* English Language Arts/ Math Nights Parents are invited to attend trainings and workshops on the most current strategies to assist their students with common core standards. Parents have opportunities to participate with hands on activities along with their children on a variety of math and ELA activities.

* Family Coding Nights where parents have the opportunity to gain coding skills with their children.

* Fall Festival- A festival that provides parents and students the opportunity to play games, earn prizes, and enjoy our Rivera campus.

* Bingo Night, Lunch with a Loved One, Father Daughter Dance, Mother Son Game Night

* Treats With Principal Bi-monthly meetings are scheduled for any parent to attend to learn about current events and to also offer the principal suggestions, share concerns, and or offer encouragement for how the school is being managed. This is a great reach out strategy to bridge the connection from home to school.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	1.0	3.2	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		21	2	4		20	2	4	
1	25		4		25		3		25		3	
2	21	1	4		23		4		24	1	4	
3	28		4		25		4		27		3	
4	27		4		27		4		29		4	
5	28		4		30		3		34			3
6	30		3		32		2	2	32		3	1
Other**					11	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8361.62	1856.98	6504.64	101875.47
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	-2.2	7.2
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-6.5	20.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

Rivera Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$38,586   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791
Average Principal Salary (Elementary)	$133,086	$125,830
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	3

- All Classroom Teachers attend 15 staff meetings and 15 Student Response Team Meetings per year. Staff meetings are rotated between data discussions, grade level and vertical planning, and staff development.

* All classroom teachers have two days of training in English language arts and math at the school site. The English language arts training focuses on using the district adopted language arts program, McGraw-Hill, Wonders and the district adopted program for math, Eureka. Teachers focus on the standards, learn best pedagogical practices, collaborate with each other, and plan next best instruction based on students' data..

* All sixth grade teachers have three days to collaborate by using the newly adopted science program, Amplify, and Next Generation Science Standards.

- All classroom teachers attend district training on Writing, math and technology training focusing on Common Core State Standards. On these days all teachers dedicate the entire school day analyzing data, collaborating on best practices, and learning strategies on how to improve and increase academic rigor.
- Early Release Collaboration Days occur every Wednesday. On these days, teachers spend one hour together collaboratively analyzing data and planning instruction that is differentiated for all students.
- Time and money has been allocated for grade levels to meet during the year for Standards Based Planning for English Language Arts and Math. Teachers use the California Blueprints, CST Released Questions, and the Common core State Standards to ensure that instruction matches the rigor of the CCCSS, that instruction is focused on highly tested standards. Teachers track students by name and by need to monitor that all students are making progress in attainment of grade level standards and are well-prepared for the Smarter Balanced Assessment Consortium.
- Instructional Technology is provided to all teachers. Teachers in grades 2-6 have complete iTree equipment. All other teachers have laptops, document camera, and LCD projectors
- Gifted and Talented Education teachers attend staff development training offered through the district. GATE students are clustered in classroom where they receive instruction from a GATE-certified teacher. Rivera has a parent representative who attends the district-level GATE meetings and provides a report of those meetings at the School Site Council meetings at Rivera.

- English Language Arts staff development is offered through the district staff development specialists each month and teachers have the opportunity to select sessions that pertain to their area of interest and/or need.
- The Principal regularly monitors teaching and learning to ensure that teachers are implementing what they have learned during staff development sessions. Ongoing support is provided at the site and by the district staff developers, site experts, and site administration.
- Non-Classroom Teachers at Rivera include our Special Education Resource Specialist and Speech and Language Pathologist. The special education staff participate in all Rivera staff development opportunities as well as special education staff development training. They attend monthly job-alike meetings where they have the opportunity to refine their practice and discuss best practices with their colleagues.
- Paraprofessionals at Rivera include instructional assistants who serve in Special Education classrooms. They attend district-offered training in how to implement special programs such as Project Read, Framing Your Thoughts and Behavior Management Techniques.
- Non-Instructional Support Staff includes the following classified staff: Principal's Secretary, office assistant, office clerk, health clerk, library media assistant, custodians, and cafeteria staff. Each of these staff members attend school/district-provided staff development related to their specific field.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.

2017-18 Professional Development
- Positive Behaviors Interventions and Supports training. This training provides teachers with resources and strategies on how to present social curriculum to better improve the social culture of the school environment. This training allows teacher to be more clear on communicating students' expectations for behavior.
- Virtual Reality training. Teachers are trained on how to take students on virtual reality expeditions.
- Dreambox- Teachers are trained on the implementation of Dreambox- A computer Artificial Intelligence math program that allows students to receive math intervention and additional support
- Lexia Reading- Teachers are trained on a supplemental reading comprehension program that allows students the opportunity to enhance their reasoning skills in reading comprehension. Emphasis placed on making sense of inference.
- Number Talks- Teachers are trained on how to implement Number Talks. Number Talks is a brief segmented activity aimed to help students make more sense of numbers and the relation to real life scenarios.

* Early literacy and Foundational Skills - Teachers are trained on the foundations of how to instruct reading to all students.

* STEAM Education - Teachers participate in conferences and ongoing professional development in the areas of science, technology, engineering, arts, and math

* Google certification training - This training will be offered to teachers who are interested in becoming Google certified

* RUSD Writes - Teachers will receive professional development in the areas of writing instruction; this includes genre, mechanics, style, and other components of writing.

2018-19 Professional Development
- Positive Behaviors Interventions and Supports training. This training provides teachers with resources and strategies on how to present social curriculum to better improve the social culture of the school environment. This training allows teacher to be more clear on communicating students' expectations for behavior.
- Virtual Reality training. Teachers are trained on how to take students on virtual reality expeditions.

* Early literacy and Foundational Skills - Teachers are trained on the foundations of how to instruct reading to all students.
* STEAM Education - Teachers participate in conferences and ongoing professional development in the areas of science, technology, engineering, arts, and math
* Google certification training - This training will be offered to teachers who are interested in becoming Google certified
* McGraw-Hill, Wonders training for all Tk-6 teachers
* Eureka training for all Tk-6 teachers

2019-20 Professional Development
- Positive Behaviors Interventions and Supports training. This training provides teachers with resources and strategies on how to present social curriculum to better improve the social culture of the school environment. This training allows teacher to be more clear on communicating students' expectations for behavior.
- Virtual Reality training. Teachers are trained on how to take students on virtual reality expeditions.

* Early literacy and Foundational Skills - Teachers are trained on the foundations of how to instruct reading to all students.
* STEAM Education - Teachers participate in conferences and ongoing professional development in the areas of science, technology, engineering, arts, and math
* On site Danielson training for all teachers provided by our Trainer of Trainers, Debbie Aznar.
* Google certification training - This training will be offered to teachers who are interested in becoming Google certified
* McGraw-Hill, Wonders training for all Tk-6 teachers
* Eureka training for all Tk-6 teachers
* Amplify Science and Next Generation standards training for sixth grade teachers.
* Red Bird - A McGraw-Hill math training for Tk-6 teachers.