

# **Fernando Rivera Intermediate 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Fernando Rivera Intermediate
<b>Street</b>	1255 Southgate Ave.
<b>City, State, Zip</b>	Daly City, CA 94015-3920
<b>Phone Number</b>	(650) 991-1225
<b>Principal</b>	Dina Conti, Principal
<b>Email Address</b>	dconti@jeffersonesd.org
<b>Website</b>	<a href="https://www.jsd.k12.ca.us/FRivera">https://www.jsd.k12.ca.us/FRivera</a>
<b>County-District-School (CDS) Code</b>	41689166043780

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	<a href="https://www.jsd.k12.ca.us/">https://www.jsd.k12.ca.us/</a>

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

Fernando Rivera has earned the California Distinguished School in 2001, 2009 and 2013. With an enrollment of approximately 500 sixth, seventh and eighth graders, Fernando Rivera School can be said to have a "small town" atmosphere. Our school serves an ethnically diverse community that is reflected by our students, over twenty percent of who come from homes where English is a second language.

Our school has a strong academic program. We have an elective program highlighted with an award winning band program, exemplary classes in art, computer literacy, web page design, Yearbook and Publications, and Student Government. We offer an after care and enrichment program to assist student learning. We have a collaboration the Peninsula YMCA to provide after school services to our school.

Visitors to our campus often comment on its warm and friendly atmosphere, where it is easy to see enthusiastic students and staff at work. Our schools mission is to challenge and nurture every student, every day. At Fernando Rivera Intermediate School, we support our students in mind, body, and social-emotional well-being; and we provide a nurturing community in which each and every person - adults and students alike - can thrive. We believe all students can learn and that every student has a unique voice. Our goal is to reach all learners and prepare them for the challenges of an ever-changing world. Together we create and model for our students a positive spirit of inclusion that is beyond the attitude of tolerance of others, and embraces acceptance and appreciation of each person's unique contribution.

The SARC is available on the district website at [www.jsd.k12.ca.us](http://www.jsd.k12.ca.us) and can be made available in hard copy upon request. Please contact the school at 650-991-1225 for information about the SARC.

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

Grade Level	Number of Students
Grade 6	164
Grade 7	150
Grade 8	199
Total Enrollment	513

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	32.7
Filipino	35.5
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.8
White	4.3
Two or More Races	4.3
Socioeconomically Disadvantaged	46.4
English Learners	32
Students with Disabilities	7
Foster Youth	0.4
Homeless	0.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	21	22	
Without Full Credential	1	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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: October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	State Approved Study Sync-2017 Hampton-Brown Inside Program (English Learners) 2010- State Approved, Board Adopted 2010		0%
Mathematics	State Approved Connected Mathematics Project 3 (6th-8th grade) published by Pearson (Board Adopted April 2018)	Yes	0%
Science	Prentice-Hall 2007- State Approved, Board Adopted 2007	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI) 2006-State Approved, Board Adopted 2006	Yes	0%
Health	Teen Talk Middle School (7th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The condition of the school grounds is safe and well maintained. In October 2011, the intercom system was repaired so that announcements could be heard inside and outside of the buildings. In addition, during the summer of 2015, new overhangs were installed throughout the school.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

### 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:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Unmarked bottles under the sink Rm #3 & #5, sink has bubbles Rm #21
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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)	69	58	49	48	50	50
Mathematics (grades 3-8 and 11)	54	39	36	37	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	507	500	98.62	1.38	58.20
Male	279	276	98.92	1.08	51.45
Female	228	224	98.25	1.75	66.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	165	165	100.00	0.00	67.88
Filipino	175	172	98.29	1.71	63.95
Hispanic or Latino	108	105	97.22	2.78	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	21	95.45	4.55	42.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	28	28	100.00	0.00	53.57
Socioeconomically Disadvantaged	243	238	97.94	2.06	47.90
English Learners	267	261	97.75	2.25	43.68
Students with Disabilities	29	28	96.55	3.45	10.71
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

### 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	507	505	99.61	0.39	38.61
Male	279	277	99.28	0.72	38.63
Female	228	228	100.00	0.00	38.60
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	165	165	100.00	0.00	58.18
Filipino	175	175	100.00	0.00	36.57
Hispanic or Latino	108	107	99.07	0.93	15.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	21	95.45	4.55	23.81
Two or More Races	28	28	100.00	0.00	39.29
Socioeconomically Disadvantaged	243	242	99.59	0.41	29.34
English Learners	267	266	99.63	0.37	26.69
Students with Disabilities	29	28	96.55	3.45	17.86
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## 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
7	15.9	22.8	46.2

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)

Parents are active members in our PTSA and School Site Council. We have parent volunteers that help in the office, on field trips and at special events. We encourage parents to stay connected with us by volunteering, visiting classrooms, and conferencing with teachers and administration when necessary.



## 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
<b>Suspensions</b>	6.7	7.5	3.1	2.1	1.9	2.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Key elements include assessment of current status of safety, monthly fire drills, quarterly disaster drills, and annual Lockdown/Barricade drills. Other strategies and programs include child abuse reporting, visitor policy, restorative practices, suspension and expulsion, alternatives to suspension and expulsion, sexual harassment, dress code, discipline, and action plan for school crisis.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
<b>English</b>	21	13	26		26	6	28		25	4	24	
<b>Mathematics</b>	26	2	11	3	27	2	15		24	3	12	
<b>Science</b>	24	3	14	2	26	2	15		25	4	10	
<b>Social Science</b>	27	2	12	1	24	3	15		25	3	10	1

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
<b>Academic Counselors*</b>	513.0

\*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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	
Other	

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

### 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	\$12061	3187	8874	80533
District	N/A	N/A	8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	2.3	3.9
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	16.7	-2.6

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)

Teacher stipends, substitutes, guidance services to pupils, textbooks, instructional materials, conferences, field trips, equipment, staff development, instructional support, and after school tutoring.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	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	5	5	5

The major focus areas for staff development are implementation of our new curriculum (ELA, Math and SS), instruction and restorative practices. This area was decided as a focus for professional development based on a new adoption cycle, school achievement data, and analysis of student surveys and discipline data. Professional development is provided through full day sessions, after school meetings, and optional professional development days. Some staff have also attended conferences in addition to the professional development offered to all staff. Teachers are supported with implementation through principal/vice-principal meetings and class visits, coaching as needed and site visits from the Teaching and Learning Department.