



# Cardozo Middle School

3525 Santa Fe Street • Riverbank CA, 95367 • (209) 869-2591 • Grades 6-8

Kevin Bizzini, Principal  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Riverbank Unified School District

6715 7th Street  
Riverbank CA, 95367  
(209) 869-2538  
www.riverbank.k12.ca.us

#### District Governing Board

Elizabeth Meza  
**Board President**

Susan Taylor  
**Board Clerk**

Suzanne Dean  
**Board Member**

Ernest Velasco  
**Board Member**

Ana Vigil  
**Board Member**

Jose Facio  
**Student Board Member**

#### District Administration

Christine Facella  
**Superintendent**

Mr. Roberto Perez  
**Chief Business Official**

Mr. Marcus Wirowek  
**Senior Director of Human Resources**

Ms. Barbara Brown  
**Director of Student Services**

Mr. Rudy Serrato  
**Director of Maintenance, Operations & Transportation**

Mr. Richard Tapia  
**Assistant Superintendent Educational Services**

### Principal's Message

Cardozo Middle School is focused on increasing student engagement, using research-based teaching strategies and routines, and providing positive reinforcement to motivate students. Teachers continue their pursuit to provide effective and engaging instruction in every classroom every day. Teachers are supported in their efforts by instructional coaching, collaboration and release time for planning, and data analysis. Explicit Direct Instruction planning protocols are used in the design and delivery of daily lessons and the expectation is that these lessons are complemented by researched based student engagement strategies. Teacher supports toward these goals are provided through extensive professional development training and collaboration. Parents are encouraged to engage with CMS' Parent Networking Center to learn how they can participate on many different advisory councils, attend Principal Coffee meetings, volunteer at the school, join the CMS Parent/Teacher Organization, and utilize Aeries to monitor their student's progress.

Cardozo Middle School Mantra: We will, because it matters.

### Cardozo Middle School Vision Statement:

Cardozo Middle School's vision is to be a community (staff, students, and parents) committed to student success.

### Cardozo Middle School Mission Statement:

The core purpose of Cardozo Middle School is to establish a community of learners and learning through relationships, responsibility, and rigor one student at a time.

### Mission Statement

Riverbank Unified School District, in partnership with our community, is committed to maintaining high expectations for all students through:

- Providing high quality education through effective and rigorous instruction
- Ensuring a safe and supportive learning environment
- Embracing our diversity as a strength
- Promoting creative expression, critical thinking and technological literacy
- Encouraging school and community pride
- Supporting a caring, experienced and qualified staff.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	161
Grade 7	186
Grade 8	156
<b>Total Enrollment</b>	<b>503</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	1.2
Filipino	1
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	1.2
White	15.9
Two or More Races	0.2
Socioeconomically Disadvantaged	88.7
English Learners	37.8
Students with Disabilities	13.5
Foster Youth	0.8
Homeless	0.2

## 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 for Cardozo Middle School	17-18	18-19	19-20
With Full Credential	21	25	24
Without Full Credential	3	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Riverbank Unified	17-18	18-19	19-20
With Full Credential	◆	◆	145
Without Full Credential	◆	◆	8
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Cardozo Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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)

Riverbank Unified School District determined each school within the District has sufficient and good quality instructional materials, and science lab equipment pursuant to the settlement of Williams v. The State of California.

All students, including English Learners, are given access to Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Students also have home access to instructional material via individually assigned computers; with their computers students can access their ELA digital curriculum and their teachers' Google Classrooms. Instructional materials are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All District-adopted materials are State Board-adopted and aligned to the Academic Content Standards established by the California Board of Education.

During the 2015-2016 school year, Eureka Math was implemented by the district for all K-8 math instruction.

During the 2016-2017 school year, Benchmark Advanced was adopted by the district for ELA instruction for grades K-6

During the 2017-2018 school year, Study Sync was adopted by the district for ELA instruction for grades 7-12

The Language! ELD and Reading Language Arts intervention program was purchased in the summer of 2010 for use in grades 4–12. Language ! is used in the Special Education classrooms for ELA instruction.

During the 2018-19 school year, TCI was adopted by the district for 7-8 History and Social Science instruction.

During the 2018-19 school year, California World History Studies Weekly was adopted by the district for K-6 History Social Science instruction.

During the 2019-2020 school year, Escalate was implemented as a supplemental ELD curriculum for 6-8 designated EDL courses.

### Textbooks and Instructional Materials

Year and month in which data were collected: 012/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced (grade 6) 2016 Study Sync (grades 7-8) 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Eureka Math (supplemental program) adopted for use 6-8 in 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Focus on Science, Pearson Prentice Hall 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	TCI 2018 (7th/8th grd) & Calif. World History Studies Weekly 2018 (6th grd) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	El Espanol para Nosotros, McGraw Hill 2006 En Espanol, McDougal Littell 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Positive Prevention Plus (2016) <b>The textbooks listed are from most recent adoption:</b> Yes

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

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

The school has 31 classrooms, a multipurpose/cafeteria room, a library, a gym, an administration building, and a Parent Networking Center. The main campus was built in 1941. Additions were constructed in 1950, 1967, 1995, 2001 and as recently as 2013. In 1995, a gymnasium was built under a joint-use agreement with the City of Riverbank. This August (2013) we opened our state-of-the-art science lab to students. The funding for the new science lab is Qualified School Construction Bond (QSCB).

Cardozo Middle School provides a safe and clean learning environment for students, staff, parents, and the community.

The principal and the maintenance and operations department conduct an annual facility inspection. The District administers a scheduled maintenance program. District maintenance staff ensure the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to maintain efficient service and emergency repairs are given the highest priority.

The District governing board has adopted cleaning standards for all schools in Riverbank USD. School administration works daily with three full-time custodians to develop cleaning schedules to keep the school clean and safe.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	10: STAINED CEILING TILES 21: STAINED CEILING TILES 22: STAINED CEILING TILES 23: STAINED CEILING TILES 26: STAINED CEILING TILES / TORN WALL BOARD 28: STAINED CEILING TILES 5: STAINED CEILING TILES 8: STAINED CEILING TILES 9: STAINED CEILING TILES KITCHEN: TORN FLOORING
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	37	36	39	50	50
Math	20	26	22	27	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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.4	18.1	32.4

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	504	480	95.24	36.95
Male	266	256	96.24	31.76
Female	238	224	94.12	42.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	403	387	96.03	36.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	65	92.86	41.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	441	428	97.05	33.49
English Learners	264	252	95.45	27.09
Students with Disabilities	63	63	100.00	9.52
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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	504	491	97.42	25.87
Male	266	259	97.37	21.62
Female	238	232	97.48	30.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	403	396	98.26	25.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	66	94.29	25.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	441	438	99.32	23.97
English Learners	264	262	99.24	19.85
Students with Disabilities	63	63	100.00	6.35
Students Receiving Migrant Education Services	--	--	--	--
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.

### 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)

Parent involvement is highly valued at Cardozo Middle School; a strong parent/school partnership is essential for student success. Cardozo Middle School parents are encouraged to engage with the CMS Parent Networking Center to build a strong relationship with the school. Through the Parent Networking Center parents have access to educational training, help in navigating the Aeries Parent Portal, information on conferences and field trips, and support in accessing family and community services. Cardozo Middle School's monthly newsletter is also a great way for parents to stay up to date on school events and opportunities for them to get involved. Our newsletter is published once a month and sent to the residents of all CMS families. Parents can also get involved with the school by attending school sponsored events, or by joining one of the various school site committees or councils. CMS Parent coffees are scheduled monthly as a way to discuss issues that concern parents or to present information requested by parents. Involvement in the School Site Council and the English Language Advisory Committee give parents a voice in educational matters that are relevant to their students. The Cardozo Middle School Parent/Teacher Organization is a great way for parents to begin their partnership with the school.

For more information on how to become involved, please contact Principal Kevin Bizzini at (209) 869-2591.

#### 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.

### School Safety Plan

Cardozo Middle School provides a safe and clean learning environment for students, staff, parents, and the community. Cardozo Middle School's School Site Safety Committee is composed of teachers, administrators, classified/support staff, parents, students, and law enforcement/probation. The Safety Committee meets four times a year. The Safety Plan was most recently reviewed, updated, and discussed with school faculty October 2019. The School Safety Committee also addresses student discipline and violations of the Student Conduct Code.

Student safety is a school wide commitment. All visitors report to the office and check in through the Raptor System. Cardozo Middle School has two full-time campus monitors and an additional three noon-duty supervisors.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster, including a comprehensive crisis plan. Disaster drills are conducted annually and ongoing throughout the year. Fire drills are held twice a school year. Practice lock down drills are conducted more often.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.4	11.0	10.8
Expulsions Rate	0.2	0.7	0.9

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.1	0.3	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### 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.

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

Title	Ratio
Academic Counselor*	628.8

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
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.



### 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+
English	22	14	15	4	20	14	9		18	18	8	
Mathematics	25	3	9	2	23	7	12		24	6	13	1
Science	29	2	6	4	27	2	11		26	2	9	2
Social Science	27	2	9	2	28	2	5	5	28	1	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.

### Professional Development provided for Teachers

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

Student achievement data from state and local assessments helped determine professional development priorities. Mathematics, literacy in all content classrooms, and Professional Learning Communities are Cardozo Middle School's areas of focus for teacher professional development (PD). Math PD is supported by RUSD Instructional Coaches and Stanislaus County Office of Education's (SCOE) Math support Team. CMS Math teacher use collaboration time to review student data and make adjustments to their instruction. Math teachers work with RUSD & SCOE support teams in 1:1 co-teaching, real time coaching, and lesson study situations for PD. All teacher receive PD and ongoing support in Effective implementation of PLCs and Visible Learning practices. Professional development is delivered using a variety of methods: Peer-lead workshops, professional consultants, attending conferences, and individual mentoring.

Additional professional development for the 2019-2020 school year supports every teacher in their specific content area with mentors. Partnering with KB Learning and SCOE, CMS will provide all teachers a mentor to improve outcomes for students in every classroom. Teachers and their mentor will collaboratively work to address the teacher's area of greatest need in the classroom. This mentoring model will also continue through the 2020-21 school year.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,721	\$46,208
Mid-Range Teacher Salary	\$72,709	\$72,218
Highest Teacher Salary	\$92,436	\$92,742
Average Principal Salary (ES)	\$112,960	\$134,864
Average Principal Salary (MS)	\$114,831	\$118,220
Average Principal Salary (HS)	\$125,926	\$127,356
Superintendent Salary	\$166,914	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	33%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9829	4013	5816	72122
District	N/A	N/A	7550	\$73,174.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-25.9	-1.4
School Site/ State	-25.4	-1.1

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**

3310 Special Ed IDEA  
4035 Title II, Part A, Teacher Quality  
4203 Title III, Part A, LEP  
6010 After School Education & Safety  
6500 Special Ed  
7090 Economic Impact Aid (Compensatory Ed)  
7405 Common Core State Standards  
9119 Beginning Teacher Support and Assessment (BTSA)  
9801 Barona Grant

**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.