Rio Vista Elementary School

El Rancho USD

Principal's Message

We at Rio Vista Elementary are committed to creating a warm, clean, safe, nurturing environment of high expectations in which all students can reach their learning potential. We seek to create a climate where students not only feel welcome, but also are eager to participate in their education. We strive to provide students with opportunities that allow them to gain knowledge and experience beneficial to their future success in an ever-changing world.

Teachers, classified employees, the principal, and families will work together to prepare students to succeed not only in school, but also in a global society by focusing on communication and critical thinking skills. We continue to build strong partnerships with parents, encouraging them to take on leadership roles and participate in decision-making processes of the educational program.

Our uncompromising vision affirms that in working together, all students at Rio Vista will develop a positive self-worth and a passion for lifelong learning.

Dean Cochran, Principal

Parental Involvement

Our Parent-Teacher Organization (PTO) is the foundation of our school volunteers. We are very thankful for these special parents and family members for volunteering countless hours to make our school a better place. PTO strives to enhance the learning experience by supporting students in many different ways including:

- Assemblies
- Field trips
- Red Ribbon Week
- Science Olympiad
- Carnivals/Dances
- Family Nights
- Student Awards/Incentives
- Success Store
- Fifth grade promotion events
- Fund-raisers
- Yearbook

Parents who are not directly involved in our PTO are involved in other ways, such as:

- Classroom volunteers
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Fundraising activities
- School projects
- Homework

Our PTO meets at 6 p.m. the first Tuesday of every month. All parents, family members, and teachers are welcome to join. Child care is provided for formal meetings.

We also have parent workshops available. For more information on how to become involved at the school, please contact PTO President Gina Merino at RioVistaPTO@yahoo.com.

School Mission Statement

The mission of Rio Vista Elementary School in partnership with the community is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally, and culturally in a global society.

Rio Vista Elementary School

Rio Vista continued its fourth-straight year of growth on the State Academic Performance Index with an increase of 37 points – topping the state API target of 800 and meeting our growth targets. Having met all 17 growth objectives, Rio Vista became one of only two out of the 533 PI Year 4 schools in the state to exit Program Improvement.

Dean Cochran, Principal
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Grades: K-5

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El Rancho Unified School District

Martin Galindo, Superintendent
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9333 Loch Lomond Drive
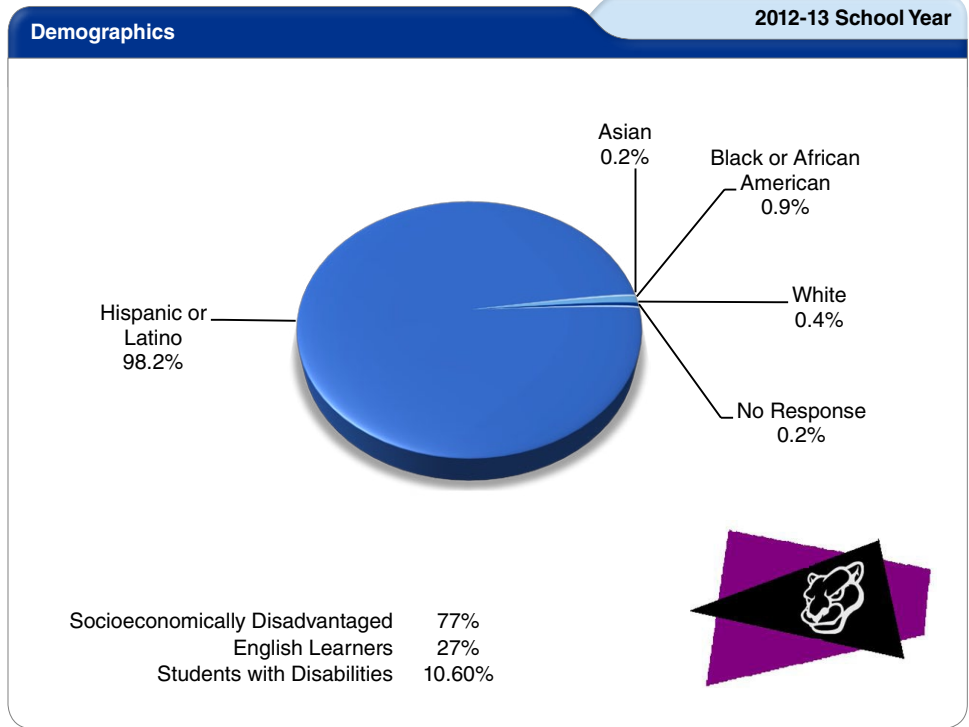Pico Rivera, CA 90660
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School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores, and achievements.
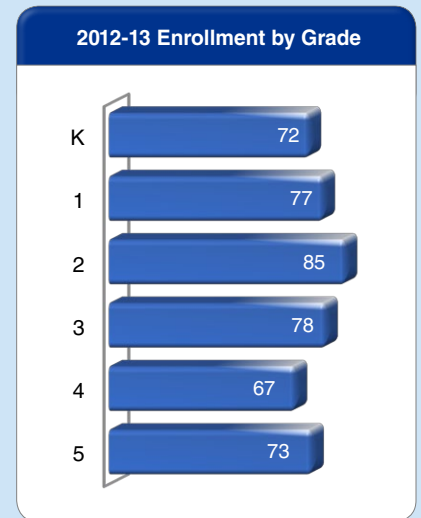
Para español visita:
www.erusd.org

Enrollment by Student Group

The total enrollment at the school was 452 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.
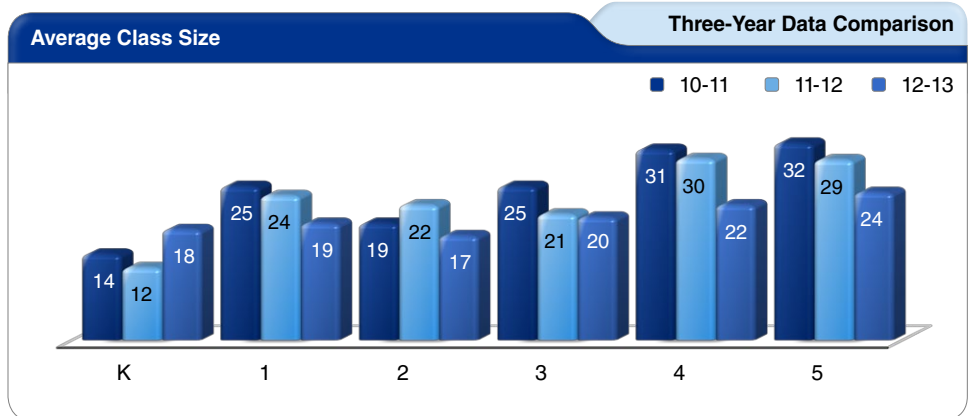
Demographics — 2012-13 School Year

Asian 0.2%

Black or African American 0.9%

White 0.4%

No Response 0.2%

Hispanic or Latino 98.2%

Socioeconomically Disadvantaged	77%
English Learners	27%
Students with Disabilities	10.60%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size — Three-Year Data Comparison

Legend: 10-11, 11-12, 12-13

Grade	10-11	11-12	12-13
K	14	12	18
1	25	24	19
2	19	22	17
3	25	21	20
4	31	30	22
5	32	29	24

Number of Classrooms by Size — Three-Year Data Comparison

Grade	10-11 1-20	10-11 21-32	10-11 33+	11-12 1-20	11-12 21-32	11-12 33+	12-13 1-20	12-13 21-32	12-13 33+
K	7			6			1	3	
1		3		1	3		2	2	
2	4			1	3		3	2	
3		3		2	2		2	2	
4		2	1		2		1	2	
5		2			3		1		2

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade

Grade	Enrollment
K	72
1	77
2	85
3	78
4	67
5	73

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2012-13 School Year	
Grade 5	
Four of Six Standards	31.90%
Five of Six Standards	20.80%
Six of Six Standards	18.10%

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Rio Vista ES			ERUSD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	46%	53%	59%	45%	50%	50%	54%	56%	55%
Mathematics	48%	62%	70%	40%	44%	46%	49%	50%	50%
Science	41%	49%	65%	50%	51%	53%	57%	60%	59%

STAR Results by Student Group:
English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results
Group	English-Language Arts	Mathematics	Science
All Students in the District	50%	46%	53%
All Students at the School	59%	70%	62%
Male	60%	73%	65%
Female	59%	67%	59%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	59%	70%	62%
Native Hawaiian or Pacific Islander	❖	❖	❖
White	❖	❖	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	58%	69%	57%
English Learners	42%	60%	❖
Students with Disabilities	46%	49%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖   Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.
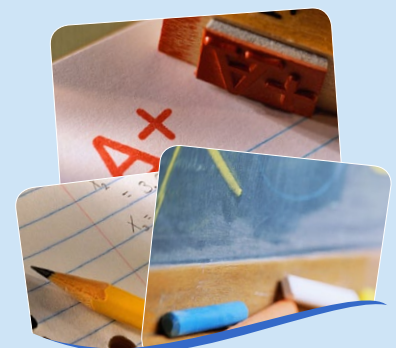
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	**2011**	**2012**
Statewide API Rank	3	3	4
Similar Schools API Rank	2	1	3

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						Rio Vista ES – Actual API Change		
Group	Rio Vista ES		ERUSD		California				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**10-11**	**11-12**	**12-13**
All Students	296	828	7,056	775	4,655,989	790	13	32	38
Black or African American	3	❖	28	758	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	9	❖	30,394	743	■	■	■
Asian	0	❖	14	880	406,527	906	■	■	■
Filipino	0	❖	25	920	121,054	867	■	■	■
Hispanic or Latino	291	826	6,891	775	2,438,951	744	12	33	38
Native Hawaiian or Pacific Islander	0	❖	1	❖	25,351	774	■	■	■
White	2	❖	67	776	1,200,127	853	■	■	■
Two or More Races	0	❖	21	683	125,025	824	■	■	■
Socioeconomically Disadvantaged	230	821	5,421	768	2,774,640	743	16	22	44
English Learners	115	836	2,655	735	1,482,316	721	12	52	65
Students with Disabilities	44	712	849	594	527,476	615	■	■	■

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Rio Vista ES	ERUSD
Met Overall AYP	Yes	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	Yes	No
Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	✖	No

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percent of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district. This table displays the 2013-14 Program Improvement status for the school and district. For detailed information about PI Identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2013-14 School Year	
	Rio Vista ES	ERUSD
Program Improvement Status	Not In PI	In PI
First Year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of Schools Identified for Program Improvement		8
Percent of Schools Identified for Program Improvement		66.70%

✖   Not applicable. The graduation rate for AYP criteria applies to high schools.
✧   Not applicable.

"ERUSD is answering to the demands of the 21st Century."

District Mission Statement

The mission of the El Rancho Unified School District, in partnership with the community, is to provide an innovative and challenging learning environment that promotes excellence. We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally.

School Safety

Rio Vista's School Safety Plan (SSP) is revised on an annual basis and reviewed with the school faculty and staff. It was last updated October 2013. Upon request, parents can access the plan in the school office.

The SSP outlines the appropriate responses necessary to respond to a variety of unusual or emergency situations including: earthquake, fire, or unauthorized persons. Rio Vista conducts regular earthquake, fire, and lockdown drills to prepare all students and staff for emergencies. To evaluate its effectiveness, a self-reflection and staff review accompanies each drill. The school maintains emergency supplies in a designated emergency bin. For the last six years, Rio Vista has also participated in the Great California Shakeout – a statewide earthquake preparedness activity and drill.

Through the El Rancho Safe Schools Healthy Students office, Rio Vista has partnered with community agencies to provide support to students and families with medical and mental health programs. Rio Vista also strives to maintain a positive school environment through the Character Counts and OLWEUS bully prevention programs.

Rio Vista School is a closed campus. All visitors must enter and exit via the front school office and guests must sign-in prior to entering campus. Photo identification must be provided and verified prior to picking up students. School staff members supervise the playgrounds and common areas throughout the school day. In addition, District police units are available to further ensure the safety of children before, during, and after school. It is our goal to make Rio Vista School a safe and conducive environment for learning.

Rio Vista and the El Rancho Unified School District continue to work with outside partners and agencies through the Safe Schools grant to further enhance the overall safety of our campus and student community.

In Fall of 2013 the El Rancho Unified School District and Rio Vista have enacted a new Student Success Team (SST) process and discipline referral process in order to better address academic and behavioral concerns that impact the school climate.

"We will prepare students as lifelong learners to succeed academically, intellectually, socially, emotionally and culturally."

Textbooks and 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.

Textbooks and Instructional Materials List		2013-14 School Year
Subject	**Elementary School Textbook**	**Adopted**
English-Language Arts	Reading, Houghton Mifflin (K-6)	2009
Mathematics	California Mathematics, MacMillan/McGraw-Hill	2010
Science	California Science, MacMillan/McGraw-Hill (K-5)	2009
History-Social Science	History-Social Science for California, Scott Foresman (K-5)	2009
ELD	Avenues, Hampton-Brown (K-5)	2009

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2013-14 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Professional Development

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2013-14 School Year	
Data Collection Date	10/2013

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Fair
Interior	Fair	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Good
Date of the Most Recent School Site Inspection			09/27/2013
Date of the Most Recent Completion of the Inspection Form			10/11/2013

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2013-14 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Interior	Replace stained ceiling tiles/ paint door (Replaced tiles and painted door in 12/2013)
Restrooms/Fountains	Repair floor drain (Repaired drain in 12/2013)

School Facilities

Rio Vista Elementary School was built in 1952. Rio Vista is a safe, clean, and well-kept campus. Our campus is secured by fencing surrounding the campus. Park space is shared with the school for additional field space during the day. The school has 24 classrooms, a preschool, three playgrounds with two large fields, an indoor cafeteria with a stage, restroom facilities throughout the campus, a library, computer lab, and a central office.

Each classroom has been modernized with drop ceilings, new lighting, new floors, air conditioning, and heating systems. Each classroom is Internet accessible, and equipped with computers, document cameras, and projectors. Our school library is a great place for students to have the opportunity to select a book from more than 9,000 titles showcasing an array of different genres.

We have two full-time school custodians assigned to maintain the daily condition of the campus.

School Facilities

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Their main goal is to keep our facility in proper working order and aesthetically appealing to all who visit our campus. We also have a groundskeeper two days each week who maintains our landscaping. In addition, assistance is available as needed from the District maintenance department for repairs and installation of new equipment.

During the last four years, campus improvements have included: classroom sinks and faucets replaced with ADA compliant fixtures; kitchen, food prep, and serving areas were also painted and updated with seamless epoxy flooring; and PTO provided a new marquee for the front of the school and ceiling fans for the cafeteria. Most recently, work was completed on an updated high-speed computer systems network with wireless capability throughout the campus. In addition the City of Pico Rivera has renovated Rio Vista Park adjacent to the campus that provides a sports field and green space for our students during PE and recess.

Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			
Rio Vista ES			
	10-11	**11-12**	**12-13**
Suspension Rates	0.032	0.068	0.048
Expulsion Rates	0.002	0.000	0.000
ERUSD			
	10-11	**11-12**	**12-13**
Suspension Rates	0.103	0.062	0.057
Expulsion Rates	0.005	0.001	0.000

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov/.

Teacher Credential Information	Three-Year Data Comparison			
	ERUSD	Rio Vista ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	384	21	21	18
Without Full Credential	4	1	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Rio Vista ES		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Rio Vista ES	100.00%	0.00%
All Schools in District	95.84%	4.16%
High-Poverty Schools in District	95.84%	4.16%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2011-12 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2011-12 Fiscal Year	
	ERUSD	Similar Sized District
Beginning Teacher Salary	$41,664	$40,928
Mid-Range Teacher Salary	$63,155	$64,449
Highest Teacher Salary	$80,333	$82,826
Average Elementary School Principal Salary	$105,326	$102,640
Average Middle School Principal Salary	$104,903	$109,253
Average High School Principal Salary	$130,776	$118,527
Superintendent Salary	$218,663	$183,968
Teacher Salaries — Percent of Budget	39%	40%
Administrative Salaries — Percent of Budget	5%	6%

Financial Data Comparison

This table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Rio Vista ES	$2,597	$75,011
ERUSD	$2,493	$69,755
California	$5,537	$67,106
School and District — Percent Difference	+4.1%	+7.5%
School and California — Percent Difference	-53.1%	+11.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$2,737
Expenditures Per Pupil From Restricted Sources	$141
Expenditures Per Pupil From Unrestricted Sources	$2,597
Annual Average Teacher Salary	$75,011

Types of Services Funded

These programs are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (Teacher & Principal Training & Recruiting)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Economic Impact Aid (EIA)/Limited English Proficient (LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- English Language Acquisition Program (ELAP)
- Special Education
- State Preschool Program
- National School Lunch Program
- Enhancing Education Through Technology (EETT)

Expenditures Per Pupil

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

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