Rio Vista Elementary School

8809 Coffman Pico Rd • Pico Rivera, CA 90660 • (562) 801-5049 • Grades K-5
Dean Cochran, Principal
dcochran@erusd.org

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

El Rancho Unified School District
9333 Loch Lomond Dr.
Pico Rivera
(562) 942-1500
www.erusd.org

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School Description

Rio Vista has been recognized as a 2014 National Blue Ribbon School. This recognition marks the significant efforts of students, teachers, staff and parents over the last several years.

As we move forward we continue our commitment to maintain a safe, nurturing environment of high expectations in which all students can learn and succeed. 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 order to provide specific, targeted instruction to all students, we at Rio Vista will not rest until the needs of our students are met through consistent collaboration, individual flexibility and our complete trust in each other as a team."

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.

In our next chapter we aim to build stronger partnerships with parents. We will aim to encourage and support them in taking leadership roles that support our students and community and desire their participation in their students' education.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (562) 801-5049.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	62
Gr. 1	68
Gr. 2	67
Gr. 3	82
Gr. 4	79
Gr. 5	70
Total	428

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.0
Hispanic or Latino	97.7
Native Hawaiian/Pacific Islander	0.0
White	0.7
Two or More Races	0.0
Socioeconomically Disadvantaged	86.0
English Learners	24.3
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Rio Vista Elementary School	12-13	13-14	14-15
Fully Credentialed	18	18	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	365
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

Rio Vista Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	94.94	5.06
High-Poverty Schools	94.94	5.06
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 Year and month in which data were collected: October 2014		
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**	
Reading/Language Arts		Reading, Houghton Mifflin (K-6) 2009
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
Mathematics		California Mathematics, MacMillan/McGraw-Hill 2010
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
Science		California Science, MacMillan/McGraw-Hill (K-5) 2009
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
History-Social Science		History-Social Science for California, Scott Foresman (K-5) 2009
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	
ELD		Avenues, Hampton-Brown (K-5) 2009
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0	

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/07/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/07/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science	49	62	73	51	53	51	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	46	53	59	45	50	50	54	56	55
Math	48	62	70	40	44	46	49	50	50
HSS				45	49	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	3	4	6
Similar Schools	1	3	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	**2013-14 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	21.4	32.9	17.1

* 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.

2013-14 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	73
Male	69
Female	78
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	72
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

*   CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	13	32	38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	33	38
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	16	22	41
English Learners	12	52	65
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
We aim to involve parents in many ways beginning with school wide events such as: Back to School Night, Open House, Kindergarten Kick-Off, Coffee with the principal and Lunch with Someone Special.

Formal workshops are also provided on a monthly basis covering topics related to their students including, academics, bullying, state assessment requirements, and enrichment opportunities. These activities are presented in partnership with our instructional coach, teachers, district personnel and community partners.

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:

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.

For more information on how to become involved at the school, please contact PTO representatives at RioVistaPTO@yahoo.com.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
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 December 2014. 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, Good Behavior Game (GBG) 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 partnerships 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.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	6.9	4.8	2.3
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	**School**	**District**
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution											
Average Class Size				**Number of Classrooms***							
				1-20			**21-32**			**33+**		
Grade	**12**	**13**	**14**	**12**	**13**	**14**	**12**	**13**	**14**	**12**	**13**	**14**
Kinder.	11.8	18	16	6	1	3	0	3	1	0		
Gr. 1	23.5	19	17	1	2	2	3	2	2	0		
Gr. 2	22	17	17	1	3	2	3	2	2	0		
Gr. 3	20.5	20	21	2	2	2	2	2	2	0		
Gr. 4	29.5	22	20	0	1	2	2	2	2	0		
Gr. 5	29.3	24	23	0	1	1	3			0	2	2

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

FY 2012-13 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$41,431	$41,243
Mid-Range Teacher Salary	$62,802	$64,893
Highest Teacher Salary	$79,885	$83,507
Average Principal Salary (ES)	$96,384	$103,404
Average Principal Salary (MS)	$100,080	$109,964
Average Principal Salary (HS)	$129,684	$120,078
Superintendent Salary	$41,000	$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

* 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.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$3,360	$536	$2,824	$67,515
District	◆	◆	$2,619	$67,975
State	◆	◆	$4,690	$67,762
Percent Difference: School Site/District			7.8	-0.7
Percent Difference: School Site/ State			-39.8	-0.4

Types of Services Funded at Rio Vista Elementary School

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

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

Professional Development provided for Teachers at Rio Vista Elementary School

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
- Common Core Professional Development Teams

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.