Rio Vista Elementary School

8809 Coffman Pico Rd • Pico Rivera, CA 90660 • (562) 801-5049 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

El Rancho Unified School District
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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.

We aim to build stronger partnerships with parents. We want to encourage and support them in taking leadership roles that support our students and community and desire their participation in their students' education. By working together we prepare our students for college and career readiness, building a strong foundation of academic skills and habits that contribute to life-long learning.

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 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/.
- 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/guardians and community members should contact the school at (562) 801-5049 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	67
Grade 1	65
Grade 2	71
Grade 3	76
Grade 4	85
Grade 5	76
Total Enrollment	440

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	0.5
Hispanic or Latino	98
White	0.7
Socioeconomically Disadvantaged	86.6
English Learners	22.3
Students with Disabilities	10.9
Foster Youth	0.9

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	**13-14**	**14-15**	**15-16**
With Full Credential	18	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
El Rancho Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	347
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Vista Elementary School	**13-14**	**14-15**	**15-16**
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

2014-15 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	100.0	0.0
Districtwide		
All Schools	96.0	4.0
High-Poverty Schools	96.0	4.0
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 2015	
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
Foreign Language	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. During the summer of 2015 upgrades were made to wireless internet infrastructure adding access points in every classroom increasing bandwith and device capacity. 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: 09/23/2015				
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: 09/23/2015				
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 State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	36	35	44
Math	29	22	33

* 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.

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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	64	71	80	52	51	42	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	21.90	13.70	6.80

* 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.

2014-15 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	42
All Student at the School	80
Male	85
Female	75
Black or African American	--
Asian	--
Hispanic or Latino	80
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	77
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	68	66	97.1	45	27	23	5
	4	80	80	100.0	41	31	19	9
	5	76	72	94.7	13	33	40	14
Male	3	68	34	50.0	41	26	29	3
	4	80	37	46.3	46	24	24	5
	5	76	37	48.7	16	32	38	14

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	68	32	47.1	50	28	16	6
	4	80	43	53.8	37	37	14	12
	5	76	35	46.1	9	34	43	14
Black or African American	4	80	2	2.5	--	--	--	--
	5	76	1	1.3	--	--	--	--
Asian	5	76	1	1.3	--	--	--	--
Hispanic or Latino	3	68	66	97.1	45	27	23	5
	4	80	78	97.5	41	32	19	8
	5	76	69	90.8	13	35	39	13
White	5	76	1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3	68	60	88.2	47	23	25	5
	4	80	71	88.8	46	28	18	7
	5	76	61	80.3	13	36	39	11
Students with Disabilities	3	68	5	7.4	--	--	--	--
	4	80	6	7.5	--	--	--	--
	5	76	5	6.6	--	--	--	--
Students Receiving Migrant Education Services	5	76	1	1.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	68	67	98.5	24	45	25	6
	4	80	80	100.0	36	48	13	4
	5	76	72	94.7	25	33	38	4
Male	3	68	35	51.5	20	37	37	6
	4	80	37	46.3	43	35	19	3
	5	76	37	48.7	27	24	43	5
Female	3	68	32	47.1	28	53	13	6
	4	80	43	53.8	30	58	7	5
	5	76	35	46.1	23	43	31	3

		Number of Students		Percent of Students				
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Black or African American	4	80	2	2.5	--	--	--	--
	5	76	1	1.3	--	--	--	--
Asian	5	76	1	1.3	--	--	--	--
Hispanic or Latino	3	68	67	98.5	24	45	25	6
	4	80	78	97.5	37	47	12	4
	5	76	69	90.8	25	35	36	4
White	5	76	1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3	68	60	88.2	25	43	25	7
	4	80	71	88.8	39	45	11	4
	5	76	61	80.3	25	34	38	3
Students with Disabilities	3	68	5	7.4	--	--	--	--
	4	80	6	7.5	--	--	--	--
	5	76	5	6.6	--	--	--	--
Students Receiving Migrant Education Services	5	76	1	1.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 digital literacy 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 2:45 p.m. the first Monday of every month. All parents, family members, and teachers are welcome to join.

For more information on how to become involved at the school, please contact PTO representatives at bponce@erusd.org

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 2015. 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 seven 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 PBIS including: 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, Healthy Students partnerships to further enhance the overall safety of our campus and student community. Through these partnerships students are provided access to community resources at the school site. This year we have expanded these offerings and have several groups working with students across all grade levels.

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	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.78	2.26	0.86
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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		61.5

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	19	20	20	1	2	1	3	1	3			
1	31	27	27				2	2	2			
2	28	25	27				3	3	2			
3	23	23	23	1	1	1	3	2	3			
4	31	31	33				2	3	1			1
5	26	25	24	1	1	1			3	2	2	
Other		5			1							

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	

* 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.

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,130	$42,315
Mid-Range Teacher Salary	$63,860	$66,451
Highest Teacher Salary	$81,231	$85,603
Average Principal Salary (ES)	$105,444	$105,079
Average Principal Salary (MS)	$104,056	$111,005
Average Principal Salary (HS)	$121,608	$121,310
Superintendent Salary	$198,996	$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$4,154	$198	$3,956	$73,840
District	♦	♦	$1,536	$69,720
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			157.6	-0.7
Percent Difference: School Site/ State			-39.8	-0.4

* Cells with ♦ do not require data.

Types of Services Funded

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, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.