# Rio Vista Elementary School

**20417 Cedarcreek Street • Canyon Country, CA 91351 • (661) 294-5330 • Grades K-6**
**Cheryl Cameron, Principal**
ccameron@saugususd.org
http://riovista.saugususd.org

## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

## School Description

Mission Statement: Rio Vista is dedicated to developing and nurturing the whole child in a safe and respectful learning environment. We provide a rigorous instructional program while encouraging each student to develop academic knowledge, inter- and intra-personal skills, and a positive attitude toward self and others.

Vision: As instructional leaders we will set the benchmark for academic excellence by embracing change, creating a positive culture, and implementing current, evidence-based instructional practices. Through standards-based, focused instruction, meaningful common assessments, and collaboration around data, we will ensure all students achieve the academic proficiency necessary to become productive members of society.

School Description: Rio Vista serves approximately 550 students in kindergarten through sixth grade on an academic year calendar that begins in August and ends in June. Rio Vista's staff and community are dedicated to developing and nurturing the whole child through innovative, continuous learning. We have a multi-tiered system of supports in place to ensure that all students learn.

Volunteers work at the school daily to assist in the classroom, library, and office. Parents also serve on school and district committees and attend parent/family involvement meetings, activities and workshops. Weekly newsletters and the school website inform parents and students about important items and events.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About 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 |
|---|---|
| Kindergarten | 54 |
| Grade 1 | 73 |
| Grade 2 | 81 |
| Grade 3 | 79 |
| Grade 4 | 65 |
| Grade 5 | 103 |
| Grade 6 | 93 |
| Total Enrollment | 548 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 3.6 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.6 |
| Filipino | 4.4 |
| Hispanic or Latino | 66.1 |
| White | 21.5 |
| Two or More Races | 2.6 |
| Socioeconomically Disadvantaged | 65 |
| English Learners | 33.8 |
| Students with Disabilities | 9.1 |
| Foster Youth | 0.2 |
| Homeless | 0.9 |

## 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 Rio Vista Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 22 | 21 | 19 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Saugus Union | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 365 |
| Without Full Credential | ♦ | ♦ | 0 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

**Teacher Misassignments and Vacant Teacher Positions at Rio Vista Elementary 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 | 0 | 0 |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

**Textbooks and Instructional Materials**
**Year and month in which data were collected: 8/16/2018**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | McGraw Hill K-6<br>Certified 2018<br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Mathematics** | McGraw-Hill K-6<br>Certified 2015<br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **Science** | MacMillan McGraw-Hill K-5, Harcourt 6<br>Certified 2008<br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |
| **History-Social Science** | Scott Foresman K-5, Harcourt 6<br>Certified 2007<br>**The textbooks listed are from most recent adoption:**  Yes<br>**Percent of students lacking their own assigned textbook:**  0 |

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

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

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place.  Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility.  Playground supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis.  Students take part in monthly fire and earthquake drills to ensure preparedness in the event of an emergency.

### School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: 1/5/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:**<br>Interior Surfaces | Fair | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:**<br>Electrical | Fair | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | Good | |
| **Safety:**<br>Fire Safety, Hazardous Materials | Good | |
| **Structural:**<br>Structural Damage, Roofs | Good | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | |
| **Overall Rating** | **Good** | |

## 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 | 52 | 52 | 65 | 66 | 50 | 50 |
| Math | 37 | 37 | 53 | 56 | 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 |
|---|---|---|---|
| 5 | 17.3 | 27.9 | 26.0 |

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**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 342 | 341 | 99.71 | 51.91 |
| Male | 172 | 172 | 100.00 | 52.33 |
| Female | 170 | 169 | 99.41 | 51.48 |
| Black or African American | 14 | 14 | 100.00 | 42.86 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 16 | 16 | 100.00 | 68.75 |
| Hispanic or Latino | 226 | 225 | 99.56 | 47.11 |
| White | 71 | 71 | 100.00 | 61.97 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 222 | 221 | 99.55 | 47.96 |
| English Learners | 144 | 143 | 99.31 | 44.06 |
| Students with Disabilities | 39 | 39 | 100.00 | 10.26 |
| 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 | 342 | 341 | 99.71 | 36.95 |
| Male | 172 | 172 | 100.00 | 39.53 |
| Female | 170 | 169 | 99.41 | 34.32 |
| Black or African American | 14 | 14 | 100.00 | 21.43 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 16 | 16 | 100.00 | 50.00 |
| Hispanic or Latino | 226 | 225 | 99.56 | 30.67 |
| White | 71 | 71 | 100.00 | 52.11 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 222 | 221 | 99.55 | 29.86 |
| English Learners | 144 | 143 | 99.31 | 26.57 |
| Students with Disabilities | 39 | 39 | 100.00 | 5.13 |
| 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 Education Meetings
- English Learner Advisory Committee (ELAC)
- VIP Morning
- Family Nights
- Back-to-School Night
- Open House
- Parent/Teacher Conferences
- District Parent Advisory Committee
- PTA - meetings and special events
- School Site Council
- Boo Bash / Winter Holiday Night
- Gifted and Talented Education (GATE) Parent meeting
- Family Literacy Workshops (Wednesdays)
- Family Library and Computer time (weekly)
- Title I Parent Meetings

**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**
Rio Vista Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Rio Vista's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

Rio Vista Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:
• All students and staff members are provided a safe teaching and learning environment.
• All students are safe and secure while at school and when traveling to and from school.
• District programs and approved community resources are made available to students and parents.
• Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.1 | 0.2 | 0.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.2 | 0.1 | 0.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| 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* | 548.0 |

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

**Student Support Services Staff (School Year 2018-19)**

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .4 |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 25 | | 4 | | 25 | | 3 | | 18 | 3 | | |
| 1 | 25 | | 3 | | 21 | 1 | 3 | | 24 | | 3 | |
| 2 | 25 | | 3 | | 27 | | 3 | | 27 | | 3 | |
| 3 | 26 | | 4 | | 24 | | 3 | | 26 | | 3 | |
| 4 | 28 | | 3 | | 32 | | 1 | 2 | 25 | | 2 | |
| 5 | 32 | | 2 | 1 | 28 | | 3 | | 30 | | 4 | |
| 6 | 35 | | | 3 | 32 | | 3 | | 31 | | 3 | |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2 | 2 | 2 |

Professional growth activities are planned annually based on current need and input received from staff. For each of the last several years the teachers' work calendar has included professional development days. Weekly and monthly collaborative instructional planning (CIP) time is provided for teachers to plan lessons and activities, review assessment data, and research instructional practices and resources. This year professional development for our school centers around early literacy, the California State Standards for Math, and social-emotional learning.

Standards-based lessons are the foundation for what is taught and assessed in our district and therefore at our school. Teachers use a positive growth mindset while planning and delivering instruction for students and encourage them to use the same when working and playing with classmates. Rio Vista teachers have received specific training and professional development on Direct Instruction, Systematic English Language Development, and Positive Behavioral Interventions and Supports. We are implementing Professional Learning Communities.

## FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $44,584 | $45,741 |
| **Mid-Range Teacher Salary** | $80,770 | $81,840 |
| **Highest Teacher Salary** | $95,203 | $102,065 |
| **Average Principal Salary (ES)** | $126,537 | $129,221 |
| **Average Principal Salary (MS)** | $0 | $132,874 |
| **Average Principal Salary (HS)** | $0 | $128,660 |
| **Superintendent Salary** | $193,422 | $224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 36% | 36% |
| **Administrative Salaries** | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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** | $10,553 | $3,068 | $7,485 | $82,027 |
| **District** | N/A | N/A | $7,049 | $81,332.00 |
| **State** | N/A | N/A | $7,506.64 | $82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | 6.0 | 0.9 |
| **School Site/ State** | -0.3 | -0.8 |

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

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.