SARC
School Accountability Report Card 2018-19
Published in 2019-20

Rio Vista School
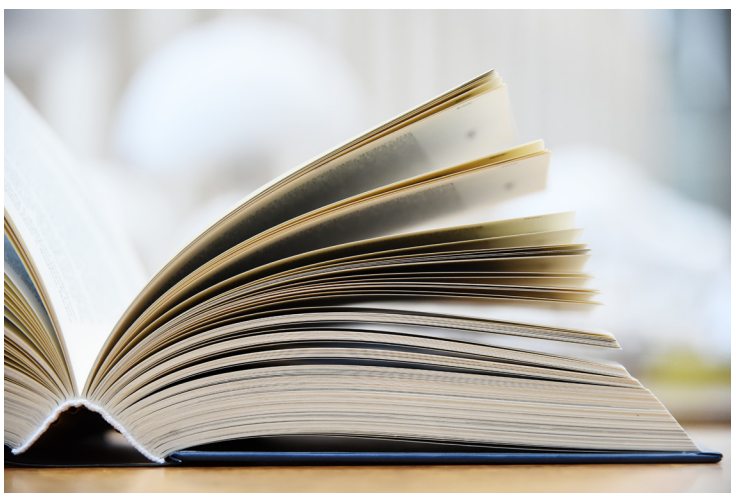
LEARN. LEAD. SERVE.

Grades K-6
CDS Code 19-64501-6013262

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Para español, visita web.emcsd.org

El Monte City School District

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Principal's Message

Rio Vista School is an exceptional place where students, families and staff work together to make our school one of the best in the district. The Roadrunners performed well on the California Assessment of Student Performance and Progress (CAASPP). Overall, we met our goal of increasing 7% in Mathematics. Over 60% of 3rd and 4th grade students met or exceeded the standards in math. We are a high-achieving school, and we were recognized as an Honor Roll School for 2018-2019 by the Educational Results Partnership. This school year, our students are striving to reach a schoolwide reading goal of 120 million words read by June 2020. Students are also working hard to meet an individual reading goal of 1 million words read by the end of the school year. Rio Vista students are well-behaved, spirited, eager to learn and hardworking. We continue to be a Leader In Me School. Our goal is to become a Lighthouse School, where the principles of the Leader In Me are sustained within the school culture. Rio Vista School is committed to developing leaders throughout the school by using The 7 Habits of Happy Kids, making it a part of their daily lives. We recognize the potential students have to be leaders within their homes, school and community. We are privileged to work with these wonderful Roadrunners!

Our staff consists of dedicated, hardworking individuals who genuinely care for the well-being of the entire student body, academically, physically and emotionally. They work collaboratively in their professional learning communities to refine their instructional practices, use data to drive their instruction, and utilize research-based strategies that make the subject matter both accessible and challenging to students. In addition, our staff promotes healthy lifestyles through physical activity and healthy eating, and they are dedicated to nurturing the self-esteem of every student.

The Rio Vista staff is committed to working closely with parents to help each student realize his or her academic potential. Parents can help their child be successful by reading with and modeling reading, monitoring the completion of homework, having daily conversations about school, communicating with their child's teacher and making sure their child is in school every day.

We welcome your thoughts and ideas for making this another great year at Rio Vista. We look forward to working with you and your children as they explore their unlimited possibilities.

Thank you for sharing your children with us.

Joella Richenberger

Parental Involvement

Parents are always welcome at Rio Vista School.

The English Learner Advisory Committee (ELAC) and the School Site Council (SSC) have joined forces to advise the principal on educational matters for English learners (EL) and to develop and monitor the effectiveness of the Rio Vista Accountability Plan.

Parents are also invited to a monthly meeting called Coffee with the Principal. This is an informal meeting to discuss the latest information from the district and the school and any parent concerns.

Available this year are parent workshops over different topics such as preparing for college, El Monte Promise, English as a Second Language for adults, and effective parent teacher conferences.

Parents are encouraged to attend parent conferences, Coffee with the Principal, Literacy Night, back-to-school night and open house and participate in our very active Parent Teacher Association! For more information on how to become involved, please contact Joanna Haro, our community liaison, at (626) 575-2310.

School Safety

Every effort is made to keep students safe at Rio Vista School. The school grounds are inspected on a regular basis for any safety hazards. Teachers teach the safety rules to students. Teachers, noon-duty supervisors or instructional assistants supervise the students before and after school, as well as during lunch and recess.

Staff members and district employees wear identification badges. Adults are asked to sign in at the office before they visit the campus. When a child leaves school early, the parents must sign in and check out their child from the school.

We believe maintaining a safe and orderly environment is essential to learning. The Rio Vista School Safety Committee meets on a regular basis. Emergency and disaster-preparedness response plans are included in the school safety plan, including procedures for fire, earthquake and intruders on campus.

The Rio Vista School Discipline and Safety Plan is subject to ongoing review and revision. We invite parents, students, teachers and support staff members to share their ideas and actively participate in the revision and implementation of this plan. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.

Students participate in a variety of monthly school safety drills. To prepare the staff and students for a real disaster, the students participate in a state, districtwide or citywide mock disaster drill two times a year.

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.

District Mission Statement

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.

School Board

Jennifer Cobian, President

Elizabeth Rivas, Vice President
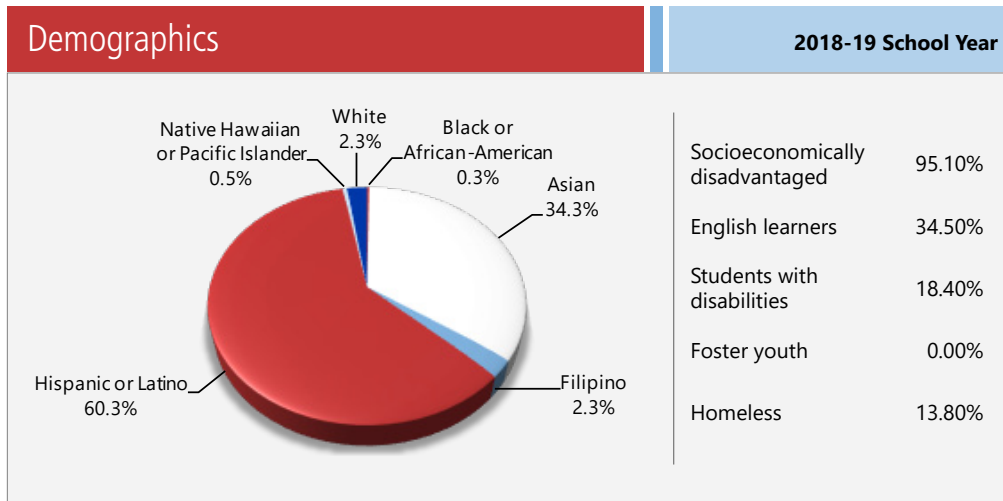
Julia Ruedas, Clerk

Lisette Mendez, Member

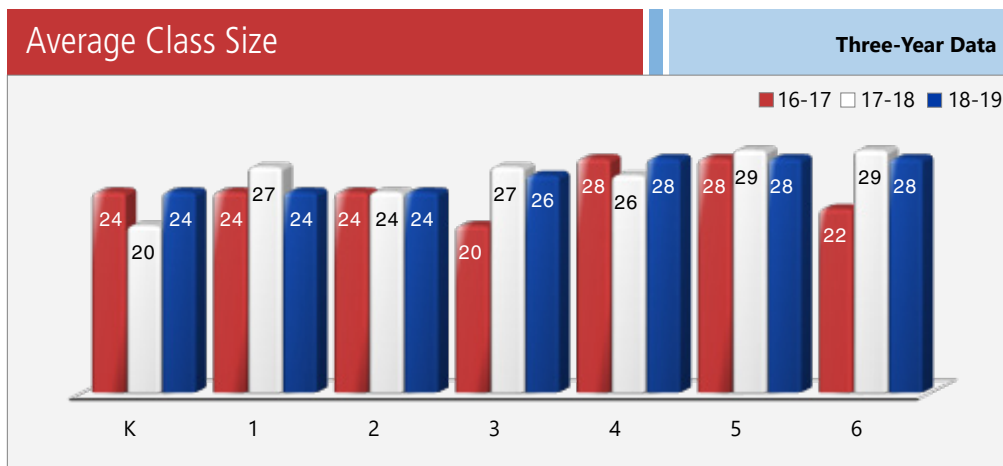David Siegrist, LACSTA Representative

Enrollment by Student Group

The total enrollment at the school was 385 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics | 2018-19 School Year

Native Hawaiian or Pacific Islander 0.5%

White 2.3%

Black or African-American 0.3%

Asian 34.3%

Filipino 2.3%

Hispanic or Latino 60.3%

Socioeconomically disadvantaged	95.10%
English learners	34.50%
Students with disabilities	18.40%
Foster youth	0.00%
Homeless	13.80%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Students
K	52
1	46
2	55
3	56
4	59
5	54
6	63

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. The 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.
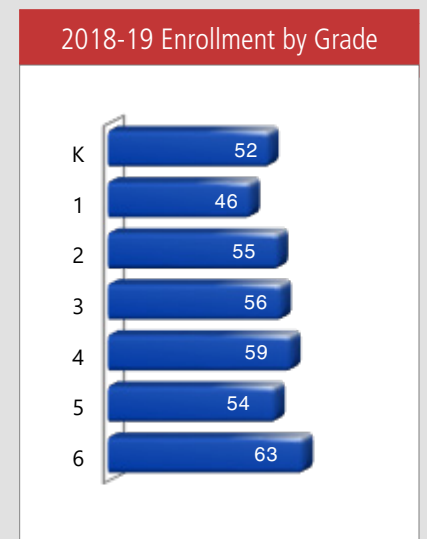
Average Class Size | Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
K	24	20	24
1	24	27	24
2	24	24	24
3	20	27	26
4	28	26	28
5	28	29	28
6	22	29	28

Number of Classrooms by Size | Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		2			2		
1		2			2		2		
2		2			2			2	
3	2				2			2	
4		2			2			2	
5		2			2			2	
6		2			2			2	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Rio Vista School	16-17	17-18	18-19
Suspension rates	0.3%	0.5%	0.0%
Expulsion rates	0.0%	0.0%	0.0%

El Monte City SD	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
Expulsion rates	0.0%	0.0%	0.0%

California	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Rio Vista School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Rio Vista School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	62%	57%	51%	51%	50%	51%
Mathematics	45%	49%	38%	40%	38%	40%

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.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Rio Vista School
	Grade 5
Four of six standards	15.1%
Five of six standards	24.5%
Six of six standards	5.7%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www. cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	205	205	100.00%	0.00%	56.59%
Male	100	100	100.00%	0.00%	51.00%
Female	105	105	100.00%	0.00%	61.90%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	62	62	100.00%	0.00%	79.03%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	133	133	100.00%	0.00%	45.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	199	199	100.00%	0.00%	55.78%
English learners	102	102	100.00%	0.00%	52.94%
Students with disabilities	17	17	100.00%	0.00%	17.65%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	25	25	100.00%	0.00%	52.00%

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

CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards	2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	207	206	99.52%	0.48%	48.54%
Male	100	99	99.00%	1.00%	45.45%
Female	107	107	100.00%	0.00%	51.40%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	62	62	100.00%	0.00%	80.65%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	135	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	201	201	100.00%	0.00%	47.76%
English learners	102	102	100.00%	0.00%	47.06%
Students with disabilities	17	17	100.00%	0.00%	17.65%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	25	25	100.00%	0.00%	48.00%

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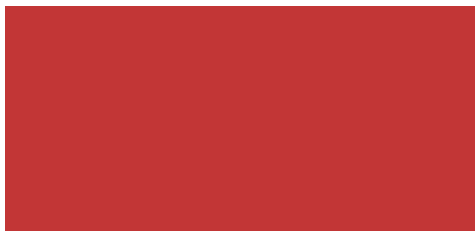
Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCSD instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017
Mathematics	Math Expressions, Houghton Mifflin (K-5)	2015
Mathematics	Go Math!, Houghton Mifflin Harcourt (6-8)	2015
Science	California Science, Pearson Scott Foresman (K-5)	2007
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007
History/social science	My World, Pearson (K-5)	2018
History/social science	Impact, McGraw-Hill (6-8)	2018

Quality of Textbooks

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

Quality of Textbooks	2019-20 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

Public 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 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.

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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

| Currency of Textbooks	
2019-20 School Year	
Data collection date	9/9/2019

✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	7/25/2019
Date of the most recent completion of the inspection form	7/25/2019
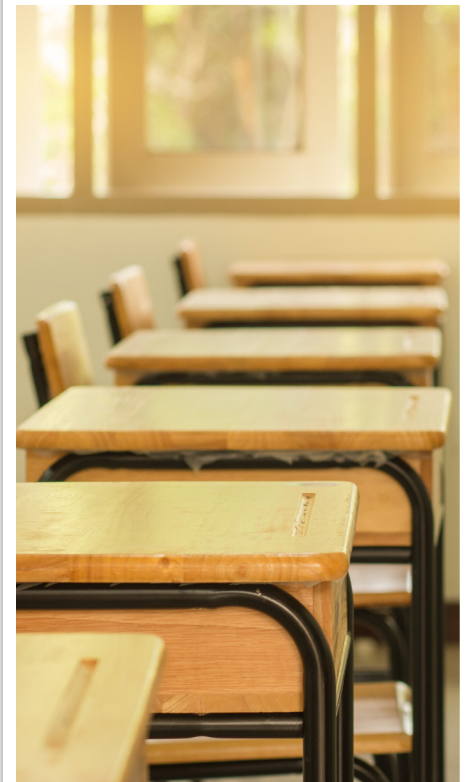
School Facilities

Rio Vista School's administration building and 14 of the classrooms were built more than 50 years ago. Most of the old portable classrooms were replaced with 16 classrooms, which are less than 10 years old.

Rio Vista School currently has:

- 14 general-education classrooms (K-6)
- Nine special-education classrooms (preschool-6)
- ASPIRE after-school program
- El Monte Education Center (Chinese school office)
- Library
- Two computer labs
- Head Start center

Construction projects over the last 10 years at Rio Vista School have included:

- Shade structure with tables and benches
- New fire-alarm system
- New parking lot
- Updated sprinkler system
- New carpet in the special-education wing
- New ceiling tiles in the special-education wing
- All restrooms have been renovated
- Playground expansion with new blacktop
- New drop-off zone
- New outdoor lighting
- Remodeled front office space
- New front entrance to the school
- Addition of an electronic marquee
- New roof over the hallways completed November 2017
- Newly painted multipurpose room

The school is cleaned daily on a set schedule. One full-time custodian works during school hours. Another custodian is assigned to the school two days per week and works during part of the school day, plus evenings. A third custodian works five hours per day after school hours.

Rio Vista has a School Rules and Behavior Expectations Matrix that describes expected behavior in each location on the campus. There is a schoolwide behavior-management plan in place. There is adult supervision before and after school at various campus locations.

Visitors are required to check in at the office and secure a visitor's badge. Parents who are taking students out of class early are required to sign their child out from the office and wait for their child to come to the office.

Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education

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		
	El Monte City SD	Rio Vista School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	24	24	22
Without a full credential	5	0	0	2
Teaching outside subject area of competence (with full credential)	0	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Rio Vista School		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"We are privileged to work with these wonderful Roadrunners!"

Professional Development

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

School Mission Statement

- To provide a welcoming environment for parents and community members to become involved in the education of all Rio Vista students.
- To develop LEADERS - no excuses, no exceptions.
- To work collaboratively to achieve goals.
- To continuously assess our effectiveness in achieving goals on the basis of results – tangible evidence that our students are acquiring the knowledge, skills, and behaviors we know are essential to their future success.

School Vision Statement

Rio Vista is a school which creates leaders dedicated to learning, and will contribute meaningfully in the global community through service.

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 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 California Department of Education (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 website 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.

Salary Data		2017-18 Fiscal Year
	El Monte City SD	**Similar Sized District**
Beginning teacher salary	$49,761	$45,741
Midrange teacher salary	$82,647	$81,840
Highest teacher salary	$102,998	$102,065
Average elementary school principal salary	$128,179	$129,221
Superintendent salary	$222,018	$224,581
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	5%

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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Rio Vista School	$3,560	$85,621
El Monte City SD	$4,767	$88,846
California	$7,507	$82,663
School and district: percentage difference	-25.3%	-3.6%
School and California: percentage difference	-52.6%	+3.6%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	$6,540
Expenditures per pupil from restricted sources	$2,980
Expenditures per pupil from unrestricted sources	$3,560
Annual average teacher salary	$85,621
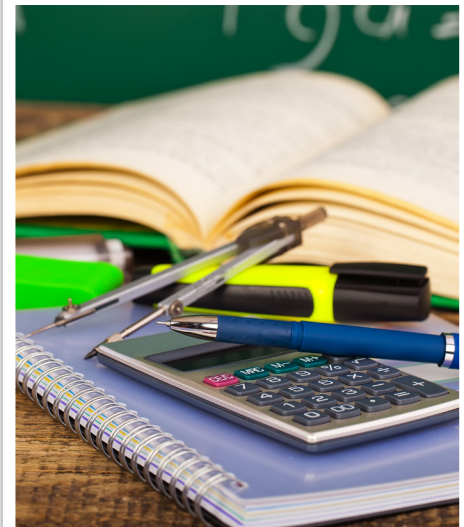
Expenditures Per Pupil

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.