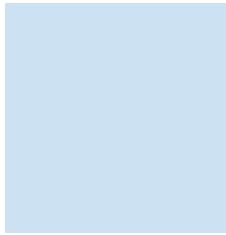


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Rio Hondo School

"Excellence Starts Here!"

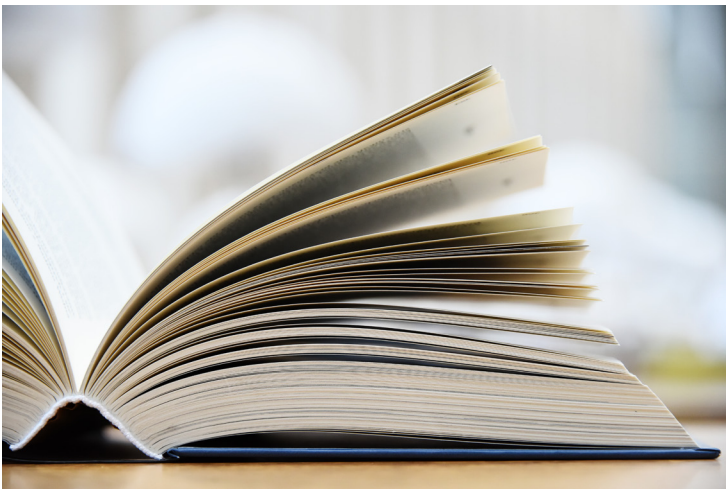
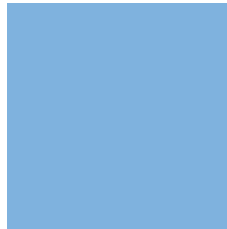
Grades K-8
CDS Code 19-64501-6013254

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(626) 575-2308

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Para español, visita web.emcsd.org



El Monte City School District

3540 North Lexington Avenue El Monte, CA 91731 ▪ web.emcsd.org

Dr. Maribel Garcia, Superintendent ▪ mgarcia@emcsd.org ▪ (626) 453-3700



Principal's Message

Rio Hondo School is dedicated to fully preparing our students with the knowledge and skills necessary to complete their kindergarten through eighth-grade education and achieve success in high school, college and career. Creating long-term academic achievement takes place through a schoolwide, data-driven model of high expectations for every student.

Rio Hondo is also building academic excellence! Our students achieved an Academic Performance Index of 806 on the 2013 California Standards Test, marking the second year in a row we have exceeded the state successful school standard of 800 points. In the spring of 2016, 100 percent of students in grades 3-8 participated in the Smarter Balanced Assessments Consortium (SBAC) as part of the Common Core State Standards assessment.

At Rio Hondo School, our teachers and support staff are dedicated to improving academic achievement and the quality of life for every student, every day, every minute. This standard of excellence reflects our passion and commitment toward providing the highest quality education possible for all children.

School Mission Statement

Rio Hondo School's mission is to create and maintain a learning community where all students are challenged with a standards-based curriculum in a safe, respectful environment that supports the development of their academic and social potential. Our staff collaborates to develop professional expertise, and we promote equity, fairness and an integrated program that supports the needs of each student.

Parental Involvement

We welcome and encourage parent involvement at Rio Hondo School through a wide variety of opportunities and service organizations.

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Being a volunteer in classrooms, assisting teachers, chaperoning field trips, tutoring
- Attendance at parent conferences, back-to-school night, open house, Family Nights, student performances, and other campus events and celebrations

For more information on how to become involved at the school, please contact Principal Dr. Wallace or Vice Principal Mr. Ortega at (626) 575-2308.



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

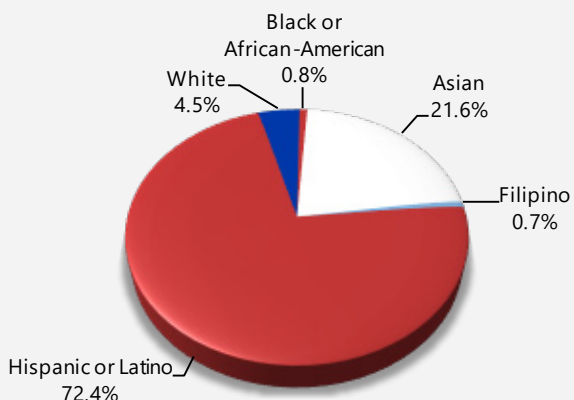
Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.

Enrollment by Student Group

The total enrollment at the school was 713 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	87.40%
English learners	23.60%
Students with disabilities	16.00%
Foster youth	0.70%
Homeless	10.10%



School Board

Jennifer Cobian, President
 Elizabeth Rivas, Vice President
 Julia Ruedas, Clerk
 Lisette Mendez, Member
 David Siegrist, LACSTA Representative

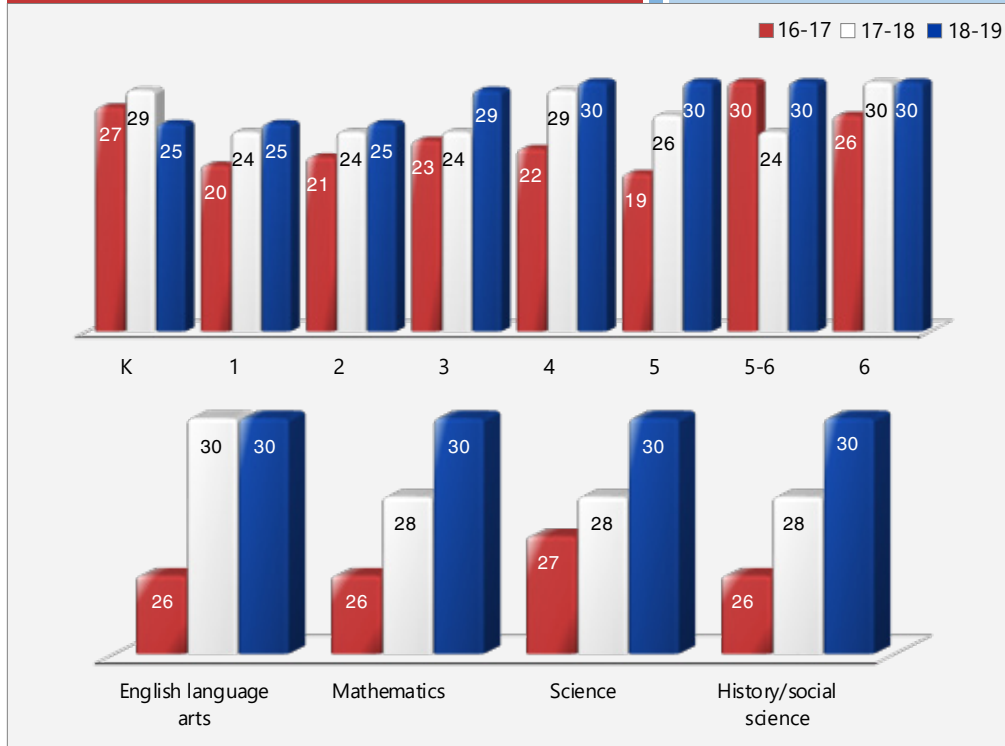


Class Size Distribution

The bar graphs display 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

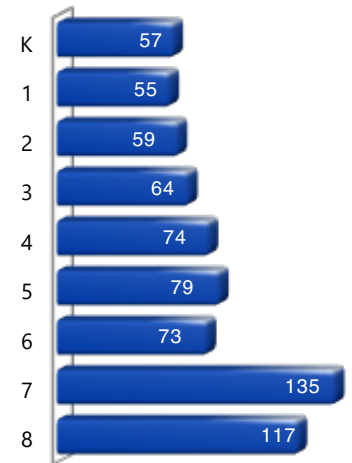
Three-Year Data



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



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 Hondo School

	16-17	17-18	18-19
Suspension rates	1.2%	3.1%	0.8%
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%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				2			2	
1	3				2			2	
2	2	1			2			2	
3		2			2		1	2	
4		2			2			2	
5		3			2			2	
5-6 Combo		3			2			1	
6					2			2	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		10			7			6	
Mathematics		9			10			9	
Science		5			5			4	
History/social science		7			8			9	



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 Hondo 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 Hondo School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	49%	53%	51%	51%	50%	51%
Mathematics	37%	40%	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 Hondo School	
		Grade 5	Grade 7
Four of six standards		11.8%	17.3%
Five of six standards		21.1%	18.7%
Six of six standards		18.4%	24.5%

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 3-8)

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	540	533	98.70%	1.30%	52.53%
Male	286	281	98.25%	1.75%	43.77%
Female	254	252	99.21%	0.79%	62.30%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	126	124	98.41%	1.59%	79.03%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	380	375	98.68%	1.32%	41.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	26	26	100.00%	0.00%	76.92%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	486	479	98.56%	1.44%	48.23%
English learners	208	204	98.08%	1.92%	36.27%
Students with disabilities	97	97	100.00%	0.00%	12.37%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	57	56	98.25%	1.75%	39.29%

❖ 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.

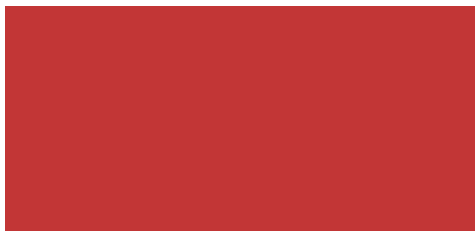




CAASPP Results by Student Group: Mathematics (grades 3-8)

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	539	536	99.44%	0.56%	39.55%
Male	285	283	99.30%	0.70%	37.46%
Female	254	253	99.61%	0.39%	41.90%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	126	124	98.41%	1.59%	73.39%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	379	378	99.74%	0.26%	26.72%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	26	26	100.00%	0.00%	69.23%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	485	482	99.38%	0.62%	36.31%
English learners	208	208	100.00%	0.00%	27.40%
Students with disabilities	97	97	100.00%	0.00%	10.31%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	56	56	100.00%	0.00%	35.71%

❖ 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, EMCS 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	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2015	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (6-8)	2015	
Science	<i>California Science</i> , Pearson Scott Foresman (K-5)	2007	
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007	
History/social science	<i>My World</i> , 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	

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

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	0%
Health	0%

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



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		9/12/2019
Date of the most recent completion of the inspection form		9/12/2019

School Facilities

Rio Hondo is a K-8 school of approximately 680 students. The school was built in 1952 and is located on 7 acres with 53 classrooms, four computer labs, and an administration building and a small cafeteria/auditorium. Our two-story building houses the library media center, a performing-arts room and six classrooms. The library media center contains nearly 10,000 volumes and a computer lab with 30 networked workstations. We also house four district special day class (SDC) classrooms, an Aspire after school program and Stone Soup after school program. There is a woodshop classroom, exercise lab and a science lab available to upper-grade students. A shade structure with tables provides a social space for grades 4-8. Playground equipment is available to all students in the kindergarten, primary and upper-grade playgrounds. Upper-grade students also have handball, tetherball and basketball courts on their playground. Internet access is available in every room.

During the 2015-16 school year, Rio Hondo began a modernization project that included new LED lighting, teaching walls, new roller shades and new air-conditioning units in all classrooms. Each classroom has a teacher workstation, and for third through sixth grade, each classroom has a set of 30 Chromebooks for student use. Our seventh and eighth grade language arts classrooms also have a set of Chromebooks available for student use. All classrooms have assorted media technology including video, audio, document cameras, and an LCD projector or flat-screen monitor. Our three primary school rules are: Be safe, be respectful and be responsible.

There are 2.5 full-time custodians on staggered shifts to provide coverage from early morning to late evening. Rio Hondo works closely with the district's excellent grounds and facilities staff in maintaining the school throughout the year. Rio Hondo staff is on duty before, during and after school to ensure the safety of all students.



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.



School Safety

The school rules are: Be safe, be responsible and be respectful. Student and staff pride are important factors in ensuring the cleanliness of our campus. We work to keep our school clean. We are located in a beautiful neighborhood and we feel a responsibility to be good neighbors by contributing to the community. At Rio Hondo we believe that a clean campus helps contribute to a more optimal learning environment.

Our custodial staff takes pride in maintaining a safe and clean campus. We have 2.5 full-time custodians who maintain a 7-acre campus that has 21 restrooms, 53 classrooms, an office complex with eight spaces, a kitchen and a cafeteria.

Vigilance is one of our most important safety measures. Staff members practice and teach due diligence in keeping a safe campus environment. Our campus is closed during the instructional day. All staff and visitors must wear identification badges. We cultivate a positive relationship with local law enforcement and are fortunate to have neighbors who help watch our school at night and on weekends. Additionally, our campus is equipped with security cameras that operate 24 hours a day.

The school safety plan is reviewed and updated throughout the school year. It was last reviewed and updated by the Safety Committee in September 2019. The purpose of the safety plan is to ensure the safety of all students and staff while on campus and to prepare students and staff to deal with any emergency situation that may occur. Rio Hondo staff and students practice at least one emergency drill each month and we participated in the Great ShakeOut in October 2018. The Safety Committee meets after each drill to analyze the success of the drill and to address any concerns as they arise.



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 Hondo School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	35	34	33
Without a full credential	5	0	0	1
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 Hondo 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



"At Rio Hondo School, our teachers and support staff are dedicated to improving academic achievement and the quality of life for every student, every day, every minute."

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

✧ Not applicable.



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)	0.25
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00



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 Hondo School	\$4,922	\$90,176
El Monte City SD	\$4,767	\$88,846
California	\$7,507	\$82,663
School and district: percentage difference	+3.2%	+1.5%
School and California: percentage difference	-34.4%	+9.1%

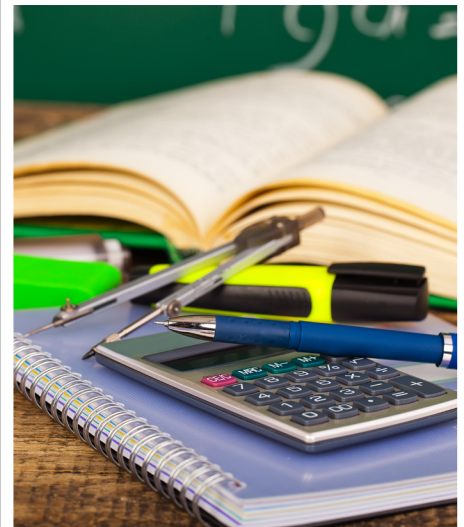
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

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	\$7,300
Expenditures per pupil from restricted sources	\$2,378
Expenditures per pupil from unrestricted sources	\$4,922
Annual average teacher salary	\$90,176



Expenditures Per Pupil

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

School Accountability Report Card

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