Rio Vista Elementary School

67-700 Verona Rd. • Cathedral City, CA 92234 • 760-416-0032 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Palm Springs Unified School District
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School Description

SCHOOL DESCRIPTION:

Rio Vista Elementary School is located in Cathedral City. As one of sixteen elementary schools in the Palm Springs Unified School District, Rio Vista serves approximately 720 students in grades Pre-K through five. The campus consists of 33 classrooms for general education and special education instruction, a multipurpose building, an administrative office and library building and a large playground. A Head Start building is also located on our campus. The school is located in a neighborhood where extensive home building continues to be part of the landscape. The majority of our students live within walking distance. Our programs include a Student Success Team to eliminate barriers to student success. The process may help to identify students needing special education resources, which include Special Day classes, Resource specialist assistance and Speech and Language services. A speech therapist and a certified speech assistant provides services for all students needing services. There are four Gifted and Talented Education (GATE) cluster classes. Two in each third through fifth grades. The program extends beyond the grade level curriculum to include enrichment activities. English learners receive full instruction in English. Bilingual aides provide support for students in English Learner grade level designated instructional blocks with specific curriculum and presentation designed for all children who need assistance with learning academic English language. Interventions are provided daily to meet the academic needs of all students. The Rio Vista website is up and running. We also have a Twitter account. A dedicated cadre of parents volunteer regularly in classrooms.

GOALS:

1. Teachers will plan and instruct students based on the Common Core State Standards in ELA, ELD, Math and the NGSS standards in science.
Teachers will collaborate weekly for the purpose of planning, assessing and revising instruction. Planning instruction will incorporate standards, curriculum, student to student engagement strategies, English Language Development strategies and student to teacher engagement strategies. Teachers will analyze data from assessments to gauge student learning and instructional effectiveness. Additional support staff will be provided through the site budget for the purpose of supporting teachers and students.

2. School staff will partner with parents for the purpose of planning and implementing campus safety, positive student behavior processes, positive student attendance and parent education. School personnel will maintain effective communication with parents and families using notices home, mass phone messages, electronically posted notifications and contacts at the school site. School office staff will assist parents, families and community members who have questions and concerns with a customer friendly attitude. Parents will serve on school committees (School Site Council, Safety Committee, Positive Behavior and Discipline Committee, and English Language Advisory Committee) for the purpose of providing input and and a connection between home and school.

3. School staff will partner with parents and community to provide a safe and secure campus and learning environment. Parents and school staff will continually review and revise the school safety plan and the school positive behavior plan that will include Other Means of Correction for negative student behavior. Strategies for this will include Restorative Justice procedures, classroom instruction on behavioral expectations, staff training on implementing Restorative Justice and a school-wide process that includes common language and consequences for changing behavior.

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	132
Grade 1	109
Grade 2	107
Grade 3	115
Grade 4	127
Grade 5	126
Total Enrollment	716

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.7
Asian	1
Filipino	2.2
Hispanic or Latino	75.3
White	15.2
Two or More Races	3.2
Socioeconomically Disadvantaged	82.7
English Learners	33.1
Students with Disabilities	13.8
Homeless	13.1

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	33	35	35
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

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	1

* 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)
State adopted curriculum is accessible to all students and each student has a copy of the textbook in every subject. Each state adopted textbook is aligned with the California grade level standards that students learn throughout the year. Intervention materials have been purchased to assist students who are below grade level. Textbooks are chosen by a curriculum adoption committee with teacher input for each subject. Every student, including English Learners, has access to their own textbooks and instructional materials.

Textbooks and Instructional Materials
Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders Macmillan/McGraw Hill 2017-2018
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges McMillan/McGraw Hill
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	Harcourt/California Science 07/08
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt/Reflections 06/07
	The textbooks listed are from most recent adoption: Yes
	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)
Our school has a closed campus policy, parents drop students off at two locations in the morning and pick students up at designated locations in the after school. We have school personnel and parent volunteers monitor access points to the school. School personnel and parent volunteers also monitor and direct students on campus prior to the start of school. All visitors must check in at the front office and receive clearance to access the campus during school hours. The buildings, landscape and grounds are kept up with routine grooming and daily cleaning. There have been no recent improvements to the physical plant other than the exterior building being painted in the Summer of 2019. We are projected to have our parking lot/drop-off and pick-up locations updated and improved in the Summer of 2020. All areas of the physical plant are in good working order and in good repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/05/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Work order(s) on file in M&O office
Safety: Fire Safety, Hazardous Materials	Good	Work order(s) on file in M&O office
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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	51	52	40	42	50	50
Math	41	46	26	28	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	18.1	25.0	24.1

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	349	348	99.71	51.72
Male	177	176	99.44	46.02
Female	172	172	100.00	57.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	268	268	100.00	46.64
White	50	49	98.00	69.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	287	287	100.00	49.83
English Learners	140	140	100.00	41.43
Students with Disabilities	49	48	97.96	8.33
Foster Youth	--	--	--	--
Homeless	47	47	100.00	0.00

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	349	348	99.71	46.26
Male	177	176	99.44	48.86
Female	172	172	100.00	43.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	268	268	100.00	42.91
White	50	49	98.00	63.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	287	287	100.00	44.95
English Learners	140	140	100.00	37.14
Students with Disabilities	49	48	97.96	31.25
Foster Youth	--	--	--	--
Homeless	47	47	100.00	0.00

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 communication and involvement are high priorities at Rio Vista Elementary. Parent involvement and student success are closely linked. Many opportunities for education, service, and family fun are provided throughout the school year. At Rio Vista Elementary School we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Rio Vista's parent engagement policy by sending all notices to all families in English and Spanish of meeting dates for School Site Council, English Learner Advisory Committee, Back to School Nights, all parent education nights/days, PTA meetings, and all other functions where parents have the opportunity to participate in.

The school partners with the PSUSD Family Engagement Center for the purpose of offering training and education for parents at the school site. School Site Council, English Learner Advisory Committee, Parent Teacher Association meeting dates and times are all posted in the office and on social media sites and communication apps. Parents and family members are invited to participate in all posted meetings and activities. All households receive information on dates and times for parent/teacher conferences, Parent Teacher Associations, Back to School Nights, Theme activity nights and other activities/events that occur during the year. Translators are provided for meetings, evening after school programs, and parent conferences. Our entire facility is handicap accessible and our multipurpose room has an Assistive Listening System for the hearing impaired. A bilingual secretary and clerk are available to maintain communication with all of our parents. Teachers develop parent classroom participation schedules in accordance with the needs of the students. These volunteers tutor individual students and small groups of students, assist teachers in the classroom, give support to the office staff, and help out during special programs.

Rio Vista PTA Contact Information: riovistaelempta@gmail.com

PSUSD Family Engagement Center Contact Information:
333 S. Farrell Dr. Palm Springs, CA 92262
Palm Springs Center 760) 416-1374
Desert Hot Springs Center 760) 894-4072

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
The focus of the Safe School Plan includes: (1) a comprehensive program of positive behavior, (2) promoting parent involvement, (3) maintaining a safe and secure campus providing for the safe ingress and egress to the school site and security during the instructional day. The school established a school safety/positive behavior management committee consisting of teachers, parents, support staff and administration for the purpose of reviewing current safety and behavior management process, procedures and effectiveness.

Actions for implementing a comprehensive program of positive behavior: 1) Establish a Behavior Matrix to facilitate school-wide common application of behavioral expectations and consequences. 2) Establish common procedures for Restorative Practices. 3) Establish common language and expectations for expectation and management of student behavior. 4) Implement classroom instruction on expected behaviors and consequences. 5) Train staff on all components of the positive behavior plan.

Actions for promoting parent involvement: 1) Include parents on committees that drive school decisions and advisement. 2) Train parent volunteers to assist with monitoring campus security and safety.

Actions for maintaining a safe and secure campus: 1) Implement a closed campus. 2) Develop comprehensive plans and procedures for LockDown protocols in the event of potential and actual dangers that include Natural Disasters, Intruders, Fire, Law Enforcement activity and other events requiring high levels of security. 3) Provide staff training on the safety plan and procedures within the plan. 4) Practice implementation of each type of event-- evacuation, lock down, active shooter, shelter in place, etc...

The safety plan was last reviewed in December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.8	0.8
Expulsions Rate	0.0	0.0	0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
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	23	1	3		22	1	5		23	1	5	
1	24		5		25		4		21	2	3	
2	23		5		22	1	4		26		4	
3	23		5		23		5		19	1	5	
4	27	1	2	2	27		4		24	1	4	
5	23	2	4		24	2	3	1	22	2	4	
Other**					9	1						

*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	4	12	15

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 4 days of ELA training in 2017-18. For both 2018-19 and 2019-20 there are 6 days per year of training for ELA. The remaining number of days in 2018-19 and 2019-20 are full days of professional learning for math.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$53,457	$48,612
Mid-Range Teacher Salary	$78,080	$74,676
Highest Teacher Salary	$108,422	$99,791
Average Principal Salary (ES)	$129,170	$125,830
Average Principal Salary (MS)	$135,731	$131,167
Average Principal Salary (HS)	$153,326	$144,822
Superintendent Salary	$259,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
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	$12,641	$3,473	$9,168	$95,498
District	N/A	N/A	$9,940	$87,928.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.1	11.3
School Site/ State	-23.7	15.7

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

Title I Funds

Extended library hours - The librarian provides after school access on designated days for students and parents to access books.

Parent education opportunities - Child care and translations are provided for meetings and parent classes, Kindergarten Parent orientation, Back to School education nights, Family classes are designed as learning experiences for parents to learn with their children so they can help their children at home. These opportunities impact learning.

Differentiated instruction - In order to facilitate web-based learning opportunities the school maintains purchases and maintains site licenses for software programs. Staff development opportunities include hiring consultants and sending staff members to conferences and other off-site learning activities focused on technology and differentiated instruction.

After-school Intervention classes are provided for select grade levels after school hours. These intensive intervention classes are designed to meet the specific needs of under-performing students.

We schedule Sub-release days for Student Success Team members as well as professional development that takes staff away from the classroom.

LCFF

Bilingual aides provide support in all grade levels classrooms. Aides translate for conferences and meetings as well as supporting instruction during English Learner Development by providing additional personnel so grade levels can reduce the number of students in small groups for instruction. We use computers to support differentiated instruction and access to state and district assessments.

Faculty members oversee the school-wide positive discipline program and other special activities that include Self Managers, Track Meet, Yearbook, Science Fair, Music Performance, and Talent Show.

After school interventions are provided for all grade levels. Communication between the school and home is facilitated with the use of Friday Folders, student agendas, daily phone calls home regarding absences, and translations of flyers, newsletters, announcements. Clerical extra duty supports all district program goals through timely accurate data entry of testing, enrollment, health and English Learner records. Monthly assemblies recognize students with academic and good citizenship awards. Volunteer service is also recognized. Additional supervision aides are funded to maintain a peaceful and orderly school with a respectful atmosphere being the goal. Computer purchases and software licenses support learning for all students. Under-performing students benefit from the differentiated instruction that is provided in Lexia, Accelerated Reader, and other on-line resources.

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.