

Rio Vista Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Rio Vista Elementary School
Street	8809 Coffman Pico Rd
City, State, Zip	Pico Rivera, CA 90660
Phone Number	(562) 801-7640
Principal	Janet Alonso
Email Address	jalonso@erusd.org
School Website	www.rve.erusd.org
County-District-School (CDS) Code	19-64527-6013379

2023-24 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco Villegas, Ed.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2023-24 School Description and Mission Statement

This school year Rio Vista has received the California PBIS Platinum Implementation Award. In 2014, Rio Vista was recognized as a National Blue Ribbon School. As well, Rio Vista has been recognized as an AVID Elementary Certified Site and as an AVID Showcase School for the 2019-2020 school year. These three recognitions mark the significant efforts of students, teachers, staff, and parents over the last several years.

As we move forward we continue our commitment to maintaining a safe, nurturing environment of high expectations in which all students can learn and succeed. We seek to create a climate where students not only feel welcome but also are eager to participate in their education. We strive to provide students with opportunities that allow them to gain knowledge and experience beneficial to their future success.

“In order to provide specific, targeted instruction to all students, we at Rio Vista will not rest until the needs of our students are met through consistent collaboration, individual flexibility, and our complete trust in each other as a team.”

Our uncompromising vision affirms that in working together, all students at Rio Vista will develop positive self-worth and a passion for lifelong learning.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	68
Grade 2	70
Grade 3	63
Grade 4	68
Grade 5	74
Total Enrollment	420

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Asian	0.5%
Hispanic or Latino	96.9%
Two or More Races	1%
White	1.7%
English Learners	14%
Foster Youth	0.7%
Homeless	1.4%
Socioeconomically Disadvantaged	77.9%
Students with Disabilities	11.4%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	90.24	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.88	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.90	3.48	12115.80	4.41
Unknown	1.00	4.88	19.00	5.52	18854.30	6.86
Total Teaching Positions	20.50	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	85.00	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.00	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown	1.00	5.00	10.00	2.89	15831.90	5.67
Total Teaching Positions	20.00	100.00	346.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	10.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Year and month in which the data were collected

December, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 English Language Development Component, Benchmark Advance (K-5) Adopted 2018	Yes	0%
Mathematics	Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017	Yes	0%
Science	California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009	Yes	0%
History-Social Science	History-Social Science for California, Scott Foresman (K-5) Adopted 2009	Yes	0%
Foreign Language		Yes	0%

School Facility Conditions and Planned Improvements

Rio Vista Elementary School was built in 1952. Rio Vista is a safe, clean, and well-kept campus. Our campus is secured by fencing surrounding the campus. Park space is shared with the school for additional field space during the day. The school has 24 classrooms, a preschool, three playgrounds with two large fields, an indoor cafeteria with a stage, restroom facilities throughout the campus, a library, a computer lab, and a central office.

Each classroom has been modernized with drop ceilings, new lighting, new floors, air conditioning, and heating systems. Each classroom is Internet-accessible and equipped with computers, document cameras, and projectors. During the summer of 2015 upgrades were made to wireless internet infrastructure adding access points in every classroom increasing bandwidth and device capacity. Our school library is a great place for students to have the opportunity to select a book from more than 10,000 titles showcasing an array of different genres. As well, in 2017 a new state of the art Innovation Lab was built for students to be engaged in creating and engineering projects in an open space concept.

Year and month of the most recent FIT report

1/26/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	A permanent custodian was hired and the issue was resolved. As well, measures in place to ensure the cleanliness of all the classrooms.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	A permanent custodian was hired and the issue was resolved. In addition, measures in place to that trash is picked up
Electrical			X	Extension cords that were daisy chained were removed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	A permanent custodian was hired and the issue was resolved. Furthermore, measures in place to make sure that all restrooms are cleaned daily in the evening and in the morning they are checked and cleaned them three times a day.
Safety: Fire Safety, Hazardous Materials			X	Fire extinguishers were checked, replaced, are accessible, and are up to date. Measures are in place to ensure that items blocking an exit were removed.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	A permanent custodian was hired and the issue was resolved. As well, measures are in place to make sure that the campus is clean of papers on the floor.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	39	39	38	47	46
Mathematics (grades 3-8 and 11)	24	37	22	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	204	98.55	1.45	38.73
Female	107	106	99.07	0.93	38.68
Male	100	98	98.00	2.00	38.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	200	197	98.50	1.50	38.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	31	96.88	3.12	12.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	163	98.79	1.21	35.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	207	205	99.03	0.97	37.07
Female	107	106	99.07	0.93	30.19
Male	100	99	99.00	1.00	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	200	198	99.00	1.00	36.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	32	32	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	164	99.39	0.61	32.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.15	27.54	18.80	21.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	72	98.63	1.37	26.39
Female	33	33	100.00	0.00	12.12
Male	40	39	97.50	2.50	38.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	70	69	98.57	1.43	27.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100.00	0.00	23.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We aim to involve parents in many ways beginning with school-wide events such as: Back to School Night, Open House, Kindergarten Kick-Off, Coffee with the Principal, Lunch with Someone Special, Parent Workshops, PAWS Book Club, and Running Club race events.

Formal workshops are also provided through the state PTA School Smarts program, including, academics, bullying, state assessment requirements, and enrichment opportunities. These activities are presented in partnership with our digital literacy coach, teachers, district personnel, and community partners.

Our Parent-Teacher Organization (PTO) is the foundation of our school volunteers. We are very thankful for these special parents and family members for volunteering countless hours to make our school a better place. PTO strives to enhance the learning experience by supporting students in many different ways including:

Parents who are not directly involved in our PTO are involved in other ways, such as:

- Classroom volunteers
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Fundraising activities
- School projects
- Homework

*School Site Parent Trainings

Our PTO meets at 3:00 p.m. on the first Tuesday of every month. All parents, family members, and teachers are welcome to join.

For more information on how to become involved at the school, please contact Principal Janet Alonso at (562) 801-7640. As well, if you would like to be involved in PTO, please contact the representatives at annahernandez@erUSD.org.

2023-24 Opportunities for Parental Involvement

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	455	433	112	25.9
Female	226	217	62	28.6
Male	229	216	50	23.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	442	420	108	25.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	7	7	2	28.6
English Learners	71	68	13	19.1
Foster Youth	7	6	3	50.0
Homeless	11	8	5	62.5
Socioeconomically Disadvantaged	388	369	105	28.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	65	24	36.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.22	0.04	3.45	5.18	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.09	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.22	0
Female	0	0
Male	0.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.41	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Rio Vista's Comprehensive School Safety Plan (CSSP) is revised on an annual basis and reviewed with the school faculty and staff. It was last updated on December 2022. Upon request, parents can access the plan in the school office.

The SSP outlines the appropriate responses necessary to respond to a variety of unusual or emergency situations including: earthquake, fire, or unauthorized persons. Rio Vista conducts regular earthquake, fire, and lockdown drills to prepare all students and staff for emergencies. To evaluate its effectiveness, a self-reflection and staff review accompanies each drill. The school maintains emergency supplies in a designated emergency bin. For the last eight years, Rio Vista has also participated in the Great California Shakeout – a statewide earthquake preparedness activity and drill.

Through the El Rancho Student Services office, Rio Vista has partnered with community agencies to provide support to students and families with medical and mental health programs. Rio Vista also strives to maintain a positive school environment through the PBIS including: Character Counts, Good Behavior Game (GBG) Olweus bully prevention, and

2023-24 School Safety Plan

Second Step programs.

Rio Vista School is a closed campus. All visitors must enter and exit via the front school office and guests must sign-in prior to entering campus. Photo identification must be provided and verified prior to picking up students. School staff members supervise the playgrounds and common areas throughout the school day. In addition, District police units are available to further ensure the safety of children before, during, and after school. It is our goal to make Rio Vista School a safe and conducive environment for learning.

Rio Vista and the El Rancho Unified School District continue to work with outside partners and agencies through the Safe Schools, Healthy Students partnerships to further enhance the overall safety of our campus and student community. Through these partnerships, students are provided access to community resources at the school site. This year we have expanded these offerings and have several groups working with students across all grade levels.

In the Fall of 2023, the El Rancho Unified School District and Rio Vista enacted a new Student Success Team (SST) process and discipline referral process in order to better address academic and behavioral concerns that impact the school climate.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	24		3	
2	24		3	
3	22		4	
4	34			1
5	34			1
Other	6	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	23		3	
2	20	1	2	
3	22		3	
4	28		2	
5	31		2	
Other	14	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	1	0
1	22	1	2	0
2	26	0	2	0
3	27	0	2	0
4	28	0	2	0
5	26	0	2	0
6	0	0	0	0
Other	17	2	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,869.08	\$209.10	\$4,659.98	\$97,364.76
District	N/A	N/A	\$9,547.84	\$86,561
Percent Difference - School Site and District	N/A	N/A	-69.9	4.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-35.5	3.4

Fiscal Year 2022-23 Types of Services Funded

The following programs and services are available in the district to support and assist students:

- Title 1 After-School Tutoring
- Summer School
- Extended Day Transitional Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science and Visual and Performing Arts Curriculum Councils
- Technology (Note: During distance learning, any student requiring a computer for access has been provided one; hotspots are available on a case-by-case basis).
- Positive Behavioral Interventions and Supports (PBIS)
- Digital Learning Coaches (DLC)
- Interim Assessments
- Additional Benchmark Universe Training
- Go Math! Additional Training
- Next Generation Science Standards Support
- ELPAC Academy
- District TOSAs in the content areas of Mathematics, ELA, science, and Visual and Performing Arts provide staff PD, lesson design support that is based on student assessment data, and model lessons.
- Intervention teacher provides small group instruction and ELD Academy support to EL students in all grade levels.
- Full-time and onsite school counselor and Behavioral Tech provide academic and social/emotional intervention as needed.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,229	\$54,190
Mid-Range Teacher Salary	\$80,686	\$85,111
Highest Teacher Salary	\$108,130	\$104,999
Average Principal Salary (Elementary)	\$114,930	\$132,492
Average Principal Salary (Middle)	\$132,361	\$140,987
Average Principal Salary (High)	\$140,043	\$153,884
Superintendent Salary	\$223,600	\$255,503
Percent of Budget for Teacher Salaries	30.86%	32.09%
Percent of Budget for Administrative Salaries	4.45%	5.25%

Professional Development

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Professional Development

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences. Professional development is also planned and implemented in a variety of settings, which include grade level alike, site based, and district-wide. Our school has an early release start schedule, where they have an opportunity to collaborate. In addition, there are five student free days built into the district calendar for districtwide professional development. These days are critical in building teacher and staff capacity with current and relevant pedagogy, curriculum, and data.

Traditionally, the analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling, and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development has traditionally been provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	18	12