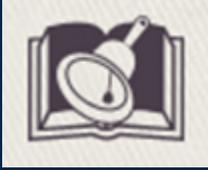# Rio Vista Elementary School

20417 Cedarcreek Street • Canyon Country, CA 91351 • (661) 294-5330 • Grades K-6
Gina Nolte , Principal
gnolte@saugususd.org
http://riovista.saugususd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Saugus Union Elementary School District

24930 Avenue Stanford
Santa Clarita, CA 91355
(661) 294-5300
www.saugususd.org

District Governing Board

David Powell

Christopher Trunkey

Paul De La Cerda

Judy Egan Umeck

Julie Olsen

District Administration

Joan Lucid, Ed. D.
Superintendent

Isa De Armas, Ed. D.
**Assistant Superintendent
Education Services**

Nick Heinlein
**Assistant Superintendent
Business**

Jennifer Stevenson, Ed. D.
**Assistant Superintendent
Human Resources**

School Description

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

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

School Description: Rio Vista serves approximately 595 students in kindergarten through sixth grade on an academic year calendar that begins in August and ends in June. Rio Vista's staff and community are dedicated to developing and nurturing the whole child through innovative, continuous learning.

Volunteers work at the school daily to assist in the classroom, library, and office. Parents also serve on school and district committees. Weekly newsletters and the school website inform parents and students about important items and events.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	86
Grade 1	88
Grade 2	75
Grade 3	102
Grade 4	84
Grade 5	95
Grade 6	104
Total Enrollment	634

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	4.4
American Indian or Alaska Native	0
Asian	1.7
Filipino	4.1
Hispanic or Latino	65.1
Native Hawaiian or Pacific Islander	0
White	22.6
Two or More Races	2.1
Socioeconomically Disadvantaged	62
English Learners	35.2
Students with Disabilities	6.8
Foster Youth	1.1

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			
Rio Vista Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	27	26	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	398
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Vista Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 9/29/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Scott Foresman K-6 Certified 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	McGraw-Hill K-6 Certified 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

The district-operated parent-supported childcare program and State Preschool Program on campus provides reasonably priced, safe, supervised before and after school care.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/18/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/18/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	45	44	64	62	48	48
Math	36	37	52	51	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	63	44	82	79	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	22.9	25	28.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	101	98	97.0	43.9
Male	63	61	96.8	44.3
Female	38	37	97.4	43.2
Hispanic or Latino	70	68	97.1	30.9
White	19	18	94.7	83.3
Socioeconomically Disadvantaged	60	58	96.7	36.2
English Learners	31	30	96.8	13.3

*   Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	389	387	99.49	43.93
Male	199	198	99.5	37.37
Female	190	189	99.47	50.79
Black or African American	19	18	94.74	38.89
Asian	--	--	--	--
Filipino	17	17	100	76.47
Hispanic or Latino	265	264	99.62	37.12
White	77	77	100	58.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	241	100	36.51
English Learners	168	168	100	32.14
Students with Disabilities	34	34	100	14.71
Foster Youth	--	--	--	--

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 2016-17 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	389	386	99.23	36.53
Male	199	197	98.99	38.58
Female	190	189	99.47	34.39
Black or African American	19	18	94.74	22.22
Asian	--	--	--	--
Filipino	17	17	100	70.59
Hispanic or Latino	265	263	99.25	30.8
White	77	77	100	51.95
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	29.58
English Learners	168	167	99.4	28.14
Students with Disabilities	34	34	100	11.76
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
• Parent Education Meetings (PIQE, En Familia)
• English Learner Advisory Committee (ELAC)
• VIP Morning
• Family Nights
• Back-to-School Night
• Open House
• Parent/Teacher Conferences
• District Parent Advisory Committee
• PTA - meetings and special events
• School Site Council
• Boo Bash / Winter Holiday Night
• Gifted and Talented Education (GATE) Parent meeting
• Family Literacy Workshops (Wednesdays)
• Family Library and Computer time (weekly)
• Title I Parent Meetings

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

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

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

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

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.1	0.1	0.1
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

	Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	26	20	23		1		3	3	4			
1	27	19	22		1		3	3	3			
2	28	25	25				3	4	4			
3	30	23	23				3	4	4			
4	31	29	29				3	3	3			
5	31	33	33				3				3	3
6	33	28	28				3	3	3			

*	Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional growth activities are planned annually based on current need and input received from staff. For each of the last several years the teachers' work calendar has included professional development days. Weekly and monthly collaborative instructional planning (CIP) time is provided for teachers to plan lessons and activities, review assessment data, and research instructional practices and resources. This year professional development for our school centers around workshops on the California Standards for Math with rigor, specific questioning and specific feedback strategies being the focus for these days. Committees comprised of teachers and administrators reviewed and deconstructed the California Standards

Standards-based lessons are the foundation for what is taught and assessed in our district and therefore at our school. Teachers use a positive growth mindset while planning and delivering instruction for students and encourage them to use the same when working and playing with classmates. Rio Vista teachers have received specific training and professional development on Direct Instruction and Systematic English Language Development. Learning Walks and Instructional Rounds have been incorporated into practice as well.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,461	$48,678
Mid-Range Teacher Salary	$76,924	$78,254
Highest Teacher Salary	$90,931	$96,372
Average Principal Salary (ES)	$125,330	$122,364
Average Principal Salary (MS)		$125,958
Average Principal Salary (HS)		$126,758
Superintendent Salary	$184,497	$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$8,984	$2,762	$6,222	$75,721
District	♦	♦	$6,076	$78,879
State	♦	♦	$6,574	$78,363
Percent Difference: School Site/District			2.4	-4.0
Percent Difference: School Site/ State			-5.4	-3.4

*	Cells with ♦ do not require data.

Types of Services Funded

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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.