

# Rio Vista Elementary School 24-25

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Rio Vista Elementary School 24-25
<b>Street</b>	611 Pacifica Avenue
<b>City, State, Zip</b>	Bay Point, CA 94565
<b>Phone Number</b>	(925) 458-6101
<b>Principal</b>	Janis Heden
<b>Email Address</b>	hedenmotolaj@mdusd.org
<b>School Website</b>	<a href="https://riovista.mdusd.org/">https://riovista.mdusd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	07 61754 6096226

2024-25 District Contact Information	
<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Adam Clark
<b>Email Address</b>	clarka@mdusd.org
<b>District Website</b>	www.mdusd.org

2024-25 School Description and Mission Statement
<p>Rio Vista Elementary's goals align closely with those of the Mt. Diablo Unified School District, focusing on high-quality, engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, and strong partnerships with parents. These elements are central to providing a program that prepares students for post-graduation success. To achieve these goals, essential components of student success include AVID, professional development, collaboration, intervention, small group instruction, and the effective integration of technology.</p> <p>The mission of Rio Vista Elementary is to foster well-rounded students who are college- and career-ready, equipped to compete in a global economy. Students will acquire comprehensive knowledge in all required subjects and develop skills to</p>

2024-25 School Description and Mission Statement

find, evaluate, and integrate information. Learning will take place in an environment where the diversity of each individual is valued and celebrated, and all will be treated with dignity and respect.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	75
Grade 2	67
Grade 3	73
Grade 4	70
Grade 5	82
Total Enrollment	455

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Asian	4.6
Black or African American	8.6
Filipino	4
Hispanic or Latino	72.7
Native Hawaiian or Pacific Islander	1.3
Two or More Races	4.2
White	2.6
English Learners	42
Homeless	2.4
Socioeconomically Disadvantaged	76.3
Students with Disabilities	11.6

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.60	100.00	1134.80	84.66	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.38	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	71.30	5.32	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	58.00	4.33	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	71.00	5.30	18854.30	6.86
<b>Total Teaching Positions</b>	19.60	100.00	1340.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.60	94.32	1096.90	84.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.68	14.80	1.14	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	46.50	3.57	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	60.40	4.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	84.70	6.50	15831.90	5.67
<b>Total Teaching Positions</b>	17.60	100.00	1303.50	100.00	279044.80	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.

## 2022-23 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)	12.00	66.67	1019.10	81.44	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	27.78	82.90	6.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.60	4.04	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.56	86.20	6.89	14303.80	5.15
<b>Total Teaching Positions</b>	<b>18.00</b>	<b>100.00</b>	<b>1251.30</b>	<b>100.00</b>	<b>277698.00</b>	<b>100.00</b>

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	4
Vacant Positions	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>	<b>5</b>

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>	<b>0</b>

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	26.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2025	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0%
Mathematics	Engage New York - Adopted 2019	Yes	0%
Science	Carolina Biological Science Adopted 2022	Yes	0%
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0%

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

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report		11/7/2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: B1: 2. WALL HEATER NEAR SINK IS RUSTED. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER

## School Facility Conditions and Planned Improvements

				IS BROKEN. LIGHT FIXTURE CAPS ARE MISSING. MULTIPLE LIGHTBULBS ARE OUT.
<b>Interior:</b> Interior Surfaces			X	<p>A1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. PENCIL SHARPENER COVER IS MISSING. 7. FOUR LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS MISSING.</p> <p>A2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>A3: 4. CEILING TILES ARE LOOSE. CEILING TILE HAS A WATER STAIN.</p> <p>A4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. ONE BANK OF LIGHTS ARE NOT TURNING ON. 11. PAINT IS PEELING ON DOOR.</p> <p>A5: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>B6: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B7: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B8: 4. METAL TRIM IS BROKEN ON COUNTERTOP CREATING AN INJURY HAZARD. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B9: 4. FORMICA TRIM IS CHIPPING/LOOSE ON COUNTERTOP. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>C1: 4. CEILING TILE HAS HOLES. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 13. TRIM IS LOOSE ON EAVES. 14. TRIP HAZARDS ON WALKWAY.</p> <p>C10: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>C2: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 13. DRY ROT ON EAVES.</p> <p>C3: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>C4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>C6A: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p>



## School Facility Conditions and Planned Improvements

				<p>C8: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT.</p> <p>C9: 4. FLOOR TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT.</p> <p>KITCHEN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>MPR: 4. FLOOR TILES ARE BROKEN.</p> <p>STAFF: 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			<p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p>
<b>Electrical</b>			X	<p>A1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. PENCIL SHARPENER COVER IS MISSING. 7. FOUR LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS MISSING.</p> <p>A2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>A4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. ONE BANK OF LIGHTS ARE NOT TURNING ON. 11. PAINT IS PEELING ON DOOR.</p> <p>A5: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>B1: 2. WALL HEATER NEAR SINK IS RUSTED. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS BROKEN. LIGHT FIXTURE CAPS ARE MISSING. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>B6: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B7: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B8: 4. METAL TRIM IS BROKEN ON COUNTERTOP CREATING AN INJURY HAZARD. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>B9: 4. FORMICA TRIM IS CHIPPING/LOOSE ON COUNTERTOP. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>C1: 4. CEILING TILE HAS HOLES. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 13. TRIM IS LOOSE ON EAVES. 14. TRIP HAZARDS ON WALKWAY.</p> <p>C10: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>C11: 7. LIGHT DIFFUSER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

				<p>C2: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 13. DRY ROT ON EAVES.</p> <p>C6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>C6A: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>C8: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT.</p> <p>C9: 4. FLOOR TILE HAS A HOLE. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT.</p> <p>CUSTODIAL: 7. LIGHT DIFFUSERS ARE MISSING.</p> <p>OFFICE: 7. LIGHT DIFFUSER IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		<p>BOYS REST ROOM: 9. FAUCET HAS NO FLOW. BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY.</p> <p>C6A: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT POSTED).</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT POSTED). TOILET LEAKS AT FITTING.</p> <p>GIRLS REST ROOM: 8. ONE TOILET IS LOOSE AT BASE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT POSTED).</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE IS NOT POSTED).</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>A4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. ONE BANK OF LIGHTS ARE NOT TURNING ON. 11. PAINT IS PEELING ON DOOR.</p> <p>A5: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A6: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY.</p> <p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C11: 7. LIGHT DIFFUSER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON</p>

## School Facility Conditions and Planned Improvements

				<p>INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>LIBRARY: 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAFF: 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR.</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>C1: 4. CEILING TILE HAS HOLES. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 13. TRIM IS LOOSE ON EAVES. 14. TRIP HAZARDS ON WALKWAY.</p> <p>C2: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 13. DRY ROT ON EAVES.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>A5: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. FOUR LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>A6: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY.</p> <p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW. 14. TRIP HAZARD ON WALKWAY.</p> <p>C1: 4. CEILING TILE HAS HOLES. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 13. TRIM IS LOOSE ON EAVES. 14. TRIP HAZARDS ON WALKWAY.</p> <p>C4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>KITCHEN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>PLAYGROUNDS: 14. GAP IS CREATING A TRIP HAZARD AT PIP/CEMENT SEAM.</p>

## 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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	20	23	46	45	46	47
Mathematics (grades 3-8 and 11)	13	13	36	37	34	35

2023-24 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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	214	98.17	1.83	22.90
Female	103	101	98.06	1.94	25.74
Male	115	113	98.26	1.74	20.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	17	100.00	0.00	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	162	158	97.53	2.47	20.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	17.65
White	--	--	--	--	--
English Learners	82	78	95.12	4.88	5.13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	127	99.22	0.78	14.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	8.70

### 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	190	87.16	12.84	12.63
Female	103	93	90.29	9.71	7.53
Male	115	97	84.35	15.65	17.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	16	94.12	5.88	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	162	138	85.19	14.81	8.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	15	88.24	11.76	13.33
White	--	--	--	--	--
English Learners	82	70	85.37	14.63	7.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	109	85.16	14.84	4.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	4.55

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	8.82	12.82	30.54	31.74	30.29	30.73

## 2023-24 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	81	79	97.53	2.47	12.66
Female	36	34	94.44	5.56	5.88
Male	45	45	100.00	0.00	17.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	53	96.36	3.64	9.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	26	24	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	53	98.15	1.85	5.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



**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.

2023-24 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 requires only participation results 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	91.4	79.0	86.4	93.8	96.3

**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.

2024-25 Opportunities for Parental Involvement
<p>Parent and community involvement is a cornerstone of our school's mission, and we are committed to continually expanding opportunities for parent engagement. We have a dedicated group of parents who actively participate in monthly "Coffee with the Principal" sessions, Family Nights, and the ongoing development of a Parent Faculty Club (PFC). These meetings provide parents with valuable insights into our school goals, academic and behavioral programs, and expectations. They also offer us an opportunity to learn more about our families and identify ways to better support them.</p> <p>Throughout the year, we host various parent and family events, such as Math Night, Reading Night, and a Winter Festival, where we celebrate and honor diverse cultural traditions. Additionally, we organize Back to School Night and Open House, providing parents and students with a chance to interact directly with staff.</p> <p>Parents are encouraged to offer feedback at our annual Title I Parent Meeting, where suggestions are collected and presented to the School Site Council for consideration. We also invite parents to become active members of our School Site Council. Parents are also engaged in volunteer opportunities, including site beautification projects and the development of our Food Forest. Evening events like English Learner Reclassification Night and Family Nights serve as vital platforms for fostering strong relationships between parents, students, and staff..</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	485	204	42.1
Female	244	226	93	41.2
Male	269	259	111	42.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	22	11	50.0
Black or African American	47	43	18	41.9
Filipino	20	20	6	30.0
Hispanic or Latino	364	347	145	41.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	21	10	47.6
White	15	14	6	42.9
English Learners	213	202	85	42.1
Foster Youth	--	--	--	--
Homeless	20	16	11	68.8
Socioeconomically Disadvantaged	396	375	157	41.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	69	34	49.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.41	1.38	0.39	3.07	3.98	4.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0.03	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0.00
Female	0.82	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Each month, emergency drills are conducted for all students and staff to ensure preparedness in the event of an emergency. Each trimester, we perform a comprehensive combination of earthquake, fire, intruder, and shelter-in-place drills. To enhance safety, security fencing and a gated camera entrance have been implemented. We foster an environment of nonviolence and

2024-25 School Safety Plan

mutual respect, prioritizing the well-being of all individuals.

We continue to implement the Soul Shoppe program, which includes Clean Up Conversations using "I Messages" and walking the Peace Path. This character education initiative emphasizes responsibility, safety, and respect. Additionally, Rio Vista has established a school-wide positive behavior program, where we recognize and reward positive choices with Blaster Bucks and Purple Rockets. We also celebrate students through PBIS/Life Skills Awards each month and Perfect Attendance Awards each trimester.

Our safety plan is reviewed and updated annually in February. The most recent version of the School Safety Plan will be presented to the School Site Council for approval at a public hearing in February 2025.

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.

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	23		3	
1	30		2	
2	30		2	
3	25		3	
4	33		1	
5	34			3
Other	8	2		

### 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	18	3	2	
1	24	1	2	
2	23	1	2	
3	31		2	
4	26		3	
5	34			2
Other	9	1		

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	2	2	
1	23	1	2	
2	22	1	2	
3	24	1	2	
4	34			2
5	27		3	
Other	9	1		

### 2023-24 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	455

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.7

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$ 16,308.66	\$ 6,380.18	\$ 9,928.48	\$ 64,378.36
District	N/A	N/A	\$ 9,647.66	\$88,805
Percent Difference - School Site and District	N/A	N/A	14.5	-200.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

## Fiscal Year 2023-24 Types of Services Funded

The following services are available at Rio Vista Elementary and are funded by the site or other sources: Response to Intervention for grades K-5 (during school hours and after school), Community Service Assistant, English Language Development, Extended Learning Program, technology support, CARE Team Meetings and Support, counseling services (individual and group), Focal Scholar Support with Fred Finch Counseling, PLC planning days for teachers, Vice Principal , Reading intervention teacher,

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,556	\$56,573
Mid-Range Teacher Salary	\$80,845	\$87,186
Highest Teacher Salary	\$107,964	\$119,665
Average Principal Salary (Elementary)	\$125,682	\$148,486
Average Principal Salary (Middle)	\$134,930	\$154,835
Average Principal Salary (High)	\$143,368	\$170,008
Superintendent Salary	\$305,000	\$338,699
Percent of Budget for Teacher Salaries	29.99	31.41
Percent of Budget for Administrative Salaries	4.8	4.86

## Professional Development

The district organizes a range of staff development programs for teachers and administrators, tailored to meet assessed needs and state mandates.

Professional development is provided monthly during staff meetings, with a focus on enhancing student learning, fostering collaboration, engaging in data-driven dialogues, and implementing Common Core strategies. Teachers work collaboratively to set goals, analyze data, adjust instruction, refine intervention groups, and monitor student progress. Staff members have received training in Learning Acceleration strategies for math and reading through the Unlocking Literacy program. Additionally, new teachers receive coaching support to help them succeed in their roles.

Teachers conduct daily Social-Emotional Learning (SEL) meetings and offer restorative circles as needed to support students' emotional well-being. Counselors also provide coaching opportunities to enhance staff proficiency in Restorative Justice practices.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	9	9