Rio Lindo Elementary

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https://rioschools.org/riolindo

2019-2020 School Accountability Report Card
Published in the 2020-2021 School Year

District Vision

The Rio School District and community empower students to achieve their full potential in our community, our American democracy and our diverse and changing world.

District Mission Statement

The Rio School District and community nurture learners to be self-driven to fully engage with the 21st century curriculum and tools aimed to develop the 5C practices; Communication, Collaboration, Critical Thinking, Creativity, and Caring.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

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

School Profile (School Year 2020-21)

Rio School District serves the unincorporated community of El Rio, the Riverpark development and portions of the City of Oxnard. The District strives to provide world-class education to its more than 5,050 students through five elementary schools, two K-8 school schools, and two middle schools. Through teaching excellence, close working relationships and community partnerships, Rio School District inspires students and employees to strive to be lifelong learners who are engaged in the community.

School Attendance

Regular attendance is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles, and to communicate the negative impact tardiness and excessive absenteeism can have on their child's education.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, teachers conduct office hours, a time where they are available to answer student and parent questions.

School Enrollment

This charts illustrate the enrollment trend by grade level or student group.

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	91	91	95
1st	90	76	68
2nd	93	88	76
3rd	92	89	80
4th	81	84	92
5th	76	72	75
Total	523	500	486

Enrollment by Student Group

2019-20

	Percentage
Black or African American	0.2
Asian	0.6
Filipino	1.0
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	0.2
White	8.8
Two or More Races	0.4
EL Students	53.7
Socioeconomically Disadvantaged	79.8
Students with Disabilities	7.4
Foster Youth	0.4
Homeless	17.5

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	22	21	18	234
Without Full Credentials	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Rio Lindo School was originally constructed in 1964 and is comprised of 26 classrooms, multipurpose room, library, staff lounge, staff work room, and two playgrounds.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

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

The table shows the results of the most recent school facilities inspection (as of October 2020). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions			
Date of Last Inspection: 08/04/2020			
Overall Summary of School Facility Conditions: Good			
Data Collected: October, 2020			

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior			X	24: CARPET IS TORN. 7, 8, 11, 27: CEILING TILE HAS A HOLE. 23: CEILING TILE IS LOOSE. 28: CEILING TILE IS TORN. 15: CEILING TILE T-BAR IS BENT. 3: CEILING TILE T-BAR IS BROKEN. 13: CEILING TILE T-BAR IS LOOSE. 29: CEILING TILE TRIM IS LOOSE. 7: CEILING TILES HAVE HOLES. 22, 25: CEILING TILES HAVE WATER STAINS. 6, 8, 11: FLOOR TILE IS BROKEN. 12: FORMICA IS CHIPPING ON COUNTERTOP. 11: FORMICA TRIM IS CHIPPING ON COUNTERTOP. 14: FORMICA TRIM IS MISSING. 3, 4, 9: HOLE IN WALL NEAR SINK. BOYS REST ROOM: STALL PARTITION IS BROKEN GIRLS REST ROOM: WALL TILES ARE BROKEN.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			13: UNSECURED ITEMS ARE STORED TOO HIGH (CHILDREN PRESENT).
Electrical		X		29: FOUR LIGHT DIFFUSERS ARE LOOSE. 2, 7: MULTIPLE LIGHT BULBS ARE OUT. 14, 19, 29: ONE LIGHT DIFFUSER IS BROKEN. 5: ONE LIGHT PANEL IS OUT. 14: THREE LIGHT PANELS ARE OUT. 24: TWO OUTLET COVER IS BROKEN.
Restrooms/Fountains	X			29: TOILET IS RUSTED AT FITTING. ALL GENDER REST ROOM: FAUCET HAS A LOW FLOW. 29: FAUCET IN WORKROOM HAS A LOW FLOW. GIRLS REST ROOM: ONE FAUCET HAS NO FLOW.
Safety (Fire Safety, Hazardous Materials)	X			5: PAINT IS PEELING EXTERIOR WALL ABOVE REAR ENTRY.
Structural (Structural Damage, Roofs)	X			25: DRY ROT ON SIDING.
External (Grounds, Windows, Doors, Gates, Fences)	X			25, GIRLS REST ROOM: RAMP IS RUSTED. 2, 5: TRIP HAZARD ON WALKWAY NEAR REAR ENTRY. BOYS REST ROOM: DOOR VENT IS LOOSE.

Instructional Materials (School Year 2020-21)

Rio School District held a public hearing on September 19, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school (as of January 2021).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
4th-5th	ELD	Sopris West	2009	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
4th-5th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-3	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Math Learning Center	2016	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	27	35	33	32	35	37	48	50	50
Mathematics (Grades 3-8 and 11)	31	29	27	24	25	26	37	38	27
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
	English-Language Arts					Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	242	241	99.59	0.41	33.2	242	100.00	0.00	27.27
Male	129	129	100.00	0.00	27.13	129	100.00	0.00	27.13
Female	113	112	99.12	0.88	40.18	113	100.00	0.00	27.43
Hispanic or Latino	208	207	99.52	0.48	33.33	208	100.00	0.00	26.44
White	24	24	100.00	0.00	12.5	24	100.00	0.00	16.67
Socioeconomically Disadvantaged	196	195	99.49	0.51	30.77	196	100.00	0.00	25
English Learners	153	152	99.35	0.65	30.92	153	100.00	0.00	24.84
Students with Disabilities	29	29	100.00	0.00	10.34	29	100.00	0.00	6.9
Homeless	17	16	94.12	5.88	25	17	100.00	0.00	17.65

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 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.

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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

  - Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.3%	15.3%	2.8%

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

  - Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

In typical school years, the school is very fortunate to have the involvement and suppot of parents and community members. This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions.

Parents have many opportunities to be involved at Rio Lindo School. Parents are involved in the PTA, the School Site Council, and the English Learner Advisory Committee.

Parent volunteers are active in the classrooms and with numerous special projects. Traditional events include: Jog-a-thon, Halloween Fall Festival, Family Game Nights, Family Movie Nights, Daughters, Sons and Family Dances, car show, Reading and Math nights, and the winter program. Parents also adopt a classroom to help provide supplies.

Support services are in place to assist parent who may need referrals for counseling or assistance to reduce barriers due to homelessness.

Teachers currently utilize applications such as Parent Square and Remind to engage parents on a daily basis. The school utilizes social media such as Twitter and Facebook to further inform and engage community stakeholders. Parents may find the links to social media sites on the district and school webpage.

Parent participation is essential and highly encouraged. Please contact the school at (805) 485-3113 or email for parent involvement information.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

  - Pupil suspension and expulsion rates; and
  - Other local measures on the sense of safety.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	1.09	0.60	0.00	0.00	0.00	0.00
District	2.46	2.10	2.20	0.08	0.10	0.15
State	3.51	3.50	2.50	0.08	0.10	0.05

Safe School Plan (School Year 2020-21)

The safety of students and staff is a primary concern of Rio School District schools. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2020 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during breaks by teachers, administrators and additional school staff. There is a designated area for student drop off and pick up. All visitors must check in at the office and get a badge before they walk onto campus.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Ventura County, which contain numerous computer workstations. For more information on hours and locations please visit: http://www.vencolibrary.org/.

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Three staff development days were offered for the past three years.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Class Size

The table indicates the average class size by grade level and/or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	18	23	24	5	-	-	-	4	4	-	-	-
1	22	26	23	-	-	-	4	3	3	-	-	-
2	23	22	25	-	-	-	4	4	3	-	-	-
3	31	30	27	-	-	-	3	3	3	-	-	-
4	27	28	31	-	-	-	3	2	3	-	-	-
5	25	24	25	-	-	-	3	3	3	-	-	-

Counseling & Support Staff (School Year 2019-20)

It is the goal of the schools of the Rio School District is to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The tables list the support service personnel available to students. Note: 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.

Academic Counselor to Student Ratio	
2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	486

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	1.0
Intervention Teachers	3	1.5
Library Clerk	1	1.0
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	0.5
RSP Aide	1	0.5
Speech and Language Specialist	1	1.0

District Revenue Sources (Fiscal Year 2019-20)

In addition to general state funding, Rio School District received state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid (EIA)
- Migrant Education
- Special Education
- Gifted and Talented Education
- Title I
- Title II
- Title III

District Expenditures (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,578
From Supplemental/Restricted Sources	$249
From Basic/Unrestricted Sources	$6,329
District	
From Basic/Unrestricted Sources	$6,472
Percentage of Variation between School & District	-2.2%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-18.3%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2018-19	District	State
Beginning Teachers	$47,007	$51,004
Mid-Range Teachers	$78,115	$82,919
Highest Teachers	$102,592	$104,604
Elementary School Principals	$132,762	$131,277
Middle School Principals	$140,709	$136,163
High School Principals	-	$128,660
Superintendent	$209,635	$230,860
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	35.0%
Administrative Salaries	5.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$84,708
District	$81,239
Percentage of Variation	4.3%
School & State	
All Elementary School Districts	$84,183
Percentage of Variation	0.6%