

Rio Elementary School District

Rio Del Mar Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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<https://rioschools.org/riodelmar/>

SUPERINTENDENT

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DISTRICT INFORMATION

Rio Elementary School District
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(805) 485-3111

BOARD OF EDUCATION

Eleanor Torres
Felix Eisenhower
Kristine Anderson
Alesia Martin
Rosa Balderrama

DISTRICT ADMINISTRATION

Dr. John D. Puglisi,
Superintendent
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Wael Saleh,
Assistant Superintendent,
Business Services
Oscar Hernandez,
Assistant Superintendent,
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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 above.

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>.



DISTRICT STATEMENTS

District Mission:

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.

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.

SCHOOL PROFILE

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.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	49.3
Male	50.7
Non-Binary	
American Indian or Alaska Native	
Asian	1.3
Black or African American	2.1
Filipino	5.7
Hispanic or Latino	80.2
Native Hawaiian or Pacific Islander	
White	7.6
Two or More Races	2.9
EL Students	33.2
Foster Youth	0.5
Homeless	6
Military	
Socioeconomically Disadvantaged	54.8
Migrant Education	
Students with Disabilities	10.4

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	71
1st	68
2nd	53
3rd	58
4th	71
5th	62
6th	0
Total	383

CONDITIONS OF LEARNING

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 tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.0	100.0	205.1	89.7	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	2.1	0.9	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	7.0	3.1	12,115.8	4.4
Unknown	0.0	0.0	14.3	6.3	18,854.3	6.9
Total Teaching Positions	16.0	100.0	228.6	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/03/2022
Data Collected:	October 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Fair	6, GIRLS RESTROOM: 4. CEILING TILE HAS A HOLE. LOUNGE, 4, 10: 4. CEILING TILE HAS A WATER STAIN. 10: 4. CEILING TILE IS MARRED. CEILING TILE IS BROKEN. 11: 4. CEILING TILES HAVE WATER STAINS. ADMIN: 4. FORMICA IS CHIPPING ON WALL NEAR SWINGING GATE. LINOLEUM FLOORING HAS HOLES AND IS LIFTING. PLASTER IS CHIPPING ON OUTSIDE COLUMN. STAGE: 4. HOLES IN FLOORING. RUBBER COVING IS MISSING. GIRLS RESTROOM, BOYS RESTROOM: 4. WATER VALVE COVER IS MISSING.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	4: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Good	STAGE: 7. ELECTRICAL COVERS ARE MISSING IN FLOOR. ADMIN: 7. MULTIPLE CAN LIGHTS ARE OUT. THREE LIGHT PANELS ARE OUT. BOYS RESTROOM: 7. ONE CAN LIGHT IS OUT. 3: 7. ONE LIGHT PANEL IS OUT. GIRLS RESTROOM: 9. ONE FAUCET HAS NO FLOW. KITCHEN: 9. TWO FAUCETS HAVE DRIPS.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Fair	4: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 5, 6, 12, 13, 16, 17, 18, 19, 20, 21: 10. EVACUATION MAP IS NOT POSTED. KITCHEN: 11. PAINT IS CHIPPING ON DOORS. K1, K2, MPR: 11. PAINT IS PEELING ON INTERIOR WALL.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Rio del Mar is comprised of 22 classrooms, a multipurpose room, kitchen, staff workroom, staff lounge, an outdoor amphitheater, library, and two playgrounds.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is kept in good repair 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 is 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 are completed in a timely manner. A work order process is used to ensure efficient service with the highest priority given to emergency repairs.

INSTRUCTIONAL MATERIALS

Rio School District held a public hearing on September 21, 2022, 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-6th / Course: English Language Arts / Publisher: Houghton Mifflin / Series: A Legacy of Literacy / Adoption: 2003	Yes	0
	Grades: K / Course: English Language Development / Publisher: Ballard & Tighe / Series: Hands On English / Adoption: 2022	Yes	0
	Grades: 1st-3rd / Course: English Language Development / Publisher: Ballard & Tighe / Series: Carousel / Adoption: 2022	Yes	0
	Grades: 1st-5th / Course: English Language Development / Publisher: Cengage Learning / Series: Look / Adoption: 2022	Yes	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Math Learning Center / Series: Bridges / Adoption: 2016	Yes	0
History / Social Science	Grades: K-3rd / Course: History/Social Studies / Publisher: Scott Foresman / Series: History/Social Science / Adoption: 2006	Yes	0
	Grades: 4th-5th / Course: History/Social Studies / Publisher: Houghton Mifflin / Series: History/Social Science / Adoption: 2006	Yes	0
Science	Grades: K-5th / Course: Science / Publisher: Pearson/Scott Foreman / Series: Science / Adoption: 2008	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	43	34	47
Mathematics (Grades 3-8 and 11)	31	21	33
Science (Grades 5, 8, and 10)	32	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	189	189	100.00	0.00	43.09
Male	90	90	100.00	0.00	42.22
Female	99	99	100.00	0.00	43.88
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	153	153	100.00	0.00	40.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	11	11	100.00	0.00	54.55
Two or More Races	--	--	--	--	--
EL Students	63	63	100.00	0.00	20.63
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	88	100.00	0.00	25.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	9.52

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	189	189	100.00	0.00	30.69
Male	90	90	100.00	0.00	35.56
Female	99	99	100.00	0.00	26.26
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	153	153	100.00	0.00	29.41
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	11	11	100.00	0.00	45.45
Two or More Races	--	--	--	--	--
EL Students	63	63	100.00	0.00	15.87
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	88	88	100.00	0.00	18.18
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	18.18

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	62	62	100.00	0.00	32.26
Male	24	24	100.00	0.00	25.00
Female	38	38	100.00	0.00	36.84
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	16	16	100.00	0.00	6.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	30	100.00	0.00	23.33
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

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 ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	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
5th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	414	404	103	25.5
Female	205	201	51	25.4
Male	209	203	52	25.6
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	5	5	0	0
Black or African American	8	8	0	0
Filipino	23	23	2	8.7
Hispanic or Latino	336	327	94	28.7
Native Hawaiian or Pacific Islander	0	0	0	0
White	29	29	5	17.2
Two or More Races	12	11	1	9.1
EL Students	134	134	33	24.6
Foster Youth	2	2	0	0
Homeless	25	25	3	12
Military				
Socioeconomically Disadvantaged	232	226	71	31.4
Migrant Education	0	0	0	0
Students with Disabilities	50	49	15	30.6

PARENT ENGAGEMENT

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

Parents are an essential part of a child's education, and as such, we welcome participation in school committees, at school events, and as volunteers on campus. Parents may become members of the PTA, serve on the school site council, or become members of the English Language Advisory Committee, serve as a room parent, or volunteer in other capacities. The school holds Back to School Night in the fall and various after school activities throughout the year which include such events as reading night, trunk or treat, student performances, and other fun activities for parents to attend. We love volunteers in the classroom reading with students or helping students complete classwork, and teachers can always use help out of the classroom prepping material for future lessons. Parents can stay in touch through Parent Square posts and by using the events tab in the app.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

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 2022 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.

SUSPENSIONS AND 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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.23	0	0.48	0	0	0
District	1.84	0.02	2.61	0.15	0	0.13
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	0.48	0
Female	0	0
Male	0.96	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.3	0
Native Hawaiian or Pacific Islander	0	0
White	3.45	0
Two or More Races	0	0
EL Students	0.75	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	0.86	0
Migrant Education	0	0
Students with Disabilities	0	0

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 AND PUBLIC LIBRARY ACCESS

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/>.

PROFESSIONAL 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 DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	383

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	24	22	18			2	3	4	2			
1st	20	25	23	1			2	2	3			
2nd	22	17	27	1	2		2	1	2			
3rd	31	24	29		1		2	2	2			
4th	26	19	24		1	1	3	2	2			
5th	22	27	21	1	1	1	2	2	2			
6th												
Other												

DISTRICT REVENUE SOURCES

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

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,982
School: From Supplemental/Restricted Sources	\$ 747
School: From Basic/Unrestricted Sources	\$ 7,234
District: From Basic/Unrestricted Sources	\$ 8,975
Percentage of Variation between School & District	-19.4 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	9.71 %

TEACHER AND ADMINISTRATIVE SALARIES

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 District's 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 website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 47,477	\$ 52,641
Mid-Range Teachers	\$ 78,937	\$ 83,981
Highest Teachers	\$ 103,618	\$ 107,522
Elementary School Principals	\$ 129,888	\$ 136,247
Middle School Principals	\$ 133,370	\$ 142,248
High School Principals	\$ 0	\$ 139,199
Superintendent	\$ 213,731	\$ 242,166
Teacher Salaries	34 %	34 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 96,342
District	\$ 79,365
Percentage of Variation between School & District	21.39 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	10.39 %