Rio Elementary School District
Rio Lindo Elementary
2021-2022 School Accountability Report Card

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SCHOOL INFORMATION
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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	49.6
Male	50.4
Non-Binary	
American Indian or Alaska Native	
Asian	0.8
Black or African American	
Filipino	1.1
Hispanic or Latino	90.6
Native Hawaiian or Pacific Islander	0.3
White	5.3
Two or More Races	1.9
EL Students	51
Foster Youth	0.3
Homeless	11.4
Military	
Socioeconomically Disadvantaged	71.5
Migrant Education	
Students with Disabilities	11.6

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	57
1st	44
2nd	64
3rd	59
4th	67
5th	70
6th	0
Total	361

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)	18.0	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	18.0	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:	10/05/2022
Data Collected:	October 2022
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	PRINCIPAL: 2. THERMOSTAT DOES NOT FUNCTION PROPERLY.
INTERIOR: Interior Surfaces	Poor	6, 8, 11, 16: 4. CEILING TILE HAS HOLE. 26: 4. CEILING TILE HAS WATER STAIN. 6: 4. CEILING TILE IS BROKEN. 20: 4. CEILING TILE IS TORN. 13: 4. CEILING TILE T-BAR IS LOOSE. 29: 4. CEILING TILE TRIM IS LOOSE. 21: 4. CEILING TILES HAVE HOLES. 22, 24, 25: 4. CEILING TILES HAVE WATER STAINS. 10: 4. FLOOR TILE IS BROKEN. 12: 4. FORMICA CHIPPING ON COUNTERTOP. 29: 4. FORMICA TRIM BROKEN ON COUNTER. 11, 28: 4. FORMICA TRIM CHIPPING ON COUNTERTOP. 14: 4. FORMICA TRIM MISSING. 3, 9: 4. HOLE IN WALL NEAR SINK. 28: 4. WALL PAPER IS TORN. GIRLS RESTROOM: 4. WALL TILES ARE BROKEN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	9, 29: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Fair	20: 7. ACCESS TO ELECTRICAL PANEL BLOCKED. 16: 7. MOTION SENSOR MISSING. ONE LIGHT BULB OUT. 29: 7. MULTIPLE LIGHT DIFFUSERS LOOSE. ONE LIGHT DIFFUSER IS BROKEN. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO WATER SOURCE. 14, 19: 7. ONE LIGHT DIFFUSER BROKEN.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	29: 8. TOILET IS RUSTED AT FITTING. 1: 9. FAUCET HAS A LOW FLOW. 29: 9. FAUCET IN WORKROOM HAS A LOW FLOW.
SAFETY: Fire Safety, Hazardous Materials	Fair	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 18, 19, 21, 22, 23: 10. EVACUATION MAP IS NOT POSTED. PRINCIPAL: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 5: 11. PAINT IS PEELING EXTERIOR WALL ABOVE REAR ENTRY. GIRLS RESTROOM: 11. PAINT IS PEELING ON INTERIOR WALL.
STRUCTURAL: Structural Damage, Roofs	Good	25: 12. DRY ROT ON SIDING. 25: 13. GUTTERS ARE RUSTED WITH HOLES.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	23: 14. EXTERIOR BACK PACK HOOK BROKEN. 18: 14. EXTERIOR WATER COVER HAS HOLE RUSTED THROUGH CREATING AN INJURY/TRIP HAZARD. PIPE COVER DISLODGED. 25: 14. RAMP RUSTED. 2, 5: 14. TRIP HAZARD ON WALKWAY NEAR REAR ENTRY. 19, 23: 15. DOOR HANDLE LOOSE. BOYS RESTROOM: 15. DOOR VENT RUSTED.

SCHOOL FACILITIES
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.

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)	27	34	47
Mathematics (Grades 3-8 and 11)	19	21	33
Science (Grades 5, 8, and 10)	13	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	202	200	99.01	0.99	27.00
Male	105	105	100.00	0.00	24.76
Female	97	95	97.94	2.06	29.47
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	178	177	99.44	0.56	24.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	46.67
Two or More Races	--	--	--	--	--
EL Students	103	102	99.03	0.97	12.75
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	96	95	98.96	1.04	20.00
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	29	28	96.55	3.45	17.86

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	202	200	99.01	0.99	19.00
Male	105	105	100.00	0.00	15.24
Female	97	95	97.94	2.06	23.16
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	178	177	99.44	0.56	18.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	20.00
Two or More Races	--	--	--	--	--
EL Students	103	102	99.03	0.97	9.80
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	96	95	98.96	1.04	14.74
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	29	28	96.55	3.45	14.29

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	71	71	100.00	0.00	12.68
Male	40	40	100.00	0.00	7.50
Female	31	31	100.00	0.00	19.35
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	54	54	100.00	0.00	9.26
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	14	14	100.00	0.00	21.43
Two or More Races	--	--	--	--	--
EL Students	32	32	100.00	0.00	3.13
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	34	34	100.00	0.00	11.76
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	11	11	100.00	0.00	0.00

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/pf/.

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	391	383	99	25.8
Female	200	194	44	22.7
Male	191	189	55	29.1
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	4	4	1	25
Black or African American	0	0	0	0
Filipino	4	4	0	0
Hispanic or Latino	354	349	94	26.9
Native Hawaiian or Pacific Islander	1	0	0	0
White	21	19	4	21.1
Two or More Races	7	7	0	0
EL Students	210	205	46	22.4
Foster Youth	1	1	1	100
Homeless	48	48	10	20.8
Military				
Socioeconomically Disadvantaged	284	279	79	28.3
Migrant Education	9	8	0	0
Students with Disabilities	50	50	11	22

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 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, Reading and Math nights, and Winter program. Parents also adopt a classroom to help provide supplies.
Support services are in place to assist parents who may need referrals for counseling or assistance to reduce barriers due to homelessness.
Teachers currently utilize applications such as ParentSquare and Class Dojo 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.

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	0.59	0	0.26	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	0.26	0
Female	0	0
Male	0.52	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	0.28	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	2.08	0
Military		
Socioeconomically Disadvantaged	0.35	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)	361

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	
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	17	19		2	3	4	2				
1st	23	24	22				3	3	2			
2nd	25	22	21				3	3	3			
3rd	27	24	29				3	3	2			
4th	31	25	20			1	3	3	1			
5th	25	29	23			1	3	3	2			
6th												
Other			28						1			

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	$ 8,153
School: From Supplemental/Restricted Sources	$ 594
School: From Basic/Unrestricted Sources	$ 7,559
District: From Basic/Unrestricted Sources	$ 8,975
Percentage of Variation between School & District	-15.78 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	14.63 %

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	$ 91,534
District	$ 79,365
Percentage of Variation between School & District	15.33 %
All Similar School Districts	$ 87,271
Percentage of Variation between School & State	4.88 %