

School Administration

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Rio School District

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District Administration

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Board of Education

Kristine Anderson, President
Edith Martinez-Cortes, Clerk
Cassandra Bautista, Trustee
Eleanor Torres, Trustee
Linda Armas, Trustee



SCHOOL
DISTRICT

Rio School District

Rio del Sol School

2020-2021 School Accountability Report Card

Published in the 2021-2022 School Year

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/guardians and community members should contact the school principal or the district office.

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 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.

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 Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	51.8
Male	48.2
Non-Binary	
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	7.4
Hispanic or Latino	67.1
Native Hawaiian or Pacific Islander	0.4
White	14.4
Two or More Races	5.4
Socioeconomically Disadvantaged	42.3
EL Students	14.5
Students with Disabilities	7.4
Foster Youth	0.1
Homeless	1.6
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	92
1st	99
2nd	112
3rd	60
4th	86
5th	91
6th	89
7th	87
8th	104

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 tables 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>.

2019-20 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)	30.3	98.4	205.1	89.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.6	2.1	0.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	7.0	3.1	12115.8	4.4
Unknown	0.0	0.0	14.3	6.3	18854.3	6.9
Total Teaching Positions	30.8	100.0	228.6	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.5

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.6
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

Instructional Materials (School Year 2020-21)

Rio School District held a public hearing on October 20, 2021, 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 October 2021).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
4th-5th	English Language Development	Sopris West	2009	Yes	0.0%
6th-8th	English Language Development	Pearson	2009	Yes	0.0%
K-6th	English/Language Arts	Houghton Mifflin	2003	Yes	0.0%
7th-8th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
K-3rd	History/Social Science	Scott Foresman	2006	Yes	0.0%
4th-6th	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
7th-8th	History/Social Science	McDougal Littell	2006	Yes	0.0%
K-5th	Mathematics	Math Learning Center	2016	Yes	0.0%
6th-8th	Mathematics	Pearson	2016	Yes	0.0%
K-5th	Science	Pearson / Scott Foresman	2008	Yes	0.0%
6th	Science	Glencoe	2007	Yes	0.0%
7th-8th	Science	Glencoe	2008	Yes	0.0%

School Facilities (School Year 2020-21)

Rio Del Sol School has completed its final phase of construction. The school comprises 30 classrooms, a Gym, Multi-purpose Room/Cafeteria, Library and Media Center, Resource Lab, Speech Lab, Culinary Arts Lab, four Maker Spaces, sports fields, a primary playground and an intermediate playground.

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 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.

Facility Inspection Results

The table shows the results of the most recent school facilities inspection (as of October 2021). 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.

2021-22 School Facility Inspection		
Date of Last Inspection:	8/11/2021	
Data Collected:	October 2021	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	RECORDS 0-12, UNISEX REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM, UNISEX REST ROOM: 2. DIRTY VENT. SCR-10: 2. HVAC IS EXTREMELY LOUD.
INTERIOR: Interior Surfaces	Good	MENS REST ROOM: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 0-6, OFFICE SCL-10A: 4. CEILING TILE HAS A WATER STAIN. STORAGE: 4. CEILING TILE IS BROKEN. SCL-2A, SCL-2B: 4. CEILING TILE IS MISSING. BOYS REST ROOM: 4. FLOOR DRAIN IS CLOGGED WITH CEMENT. A-3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. STAFF REST ROOM: 4. SOAP DISPENSER IS NOT FUNCTIONING.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	BOYS REST ROOM: 5. ROOM HAS A STRONG URINE ODOR. A-3, SCR-1, SCR-2, SCR-3, SCR-4, SCR-5, SCR-6, SCR-7, SCR-9, SM-2, SM-3, SR-6, SR-1, SCR-10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Fair	SR-1: 7. FLOOR OUTLET COVER IS BROKEN. SERVING SCL-9: 7. FLOOR OUTLET COVER IS MISSING. KITCHEN SCL-10 (SCL-10F), CUSTODIAL SCR-12, CUSTODIAL SR-105, CUSTODIAL SR-203, DATA 0-7, DATA SR-104, DATA SR-204, ELECTRICAL 0-8, ELECTRICAL SCL-14, ELECTRICAL SCR-14, ELECTRICAL SR-205, MUSIC STORAGE, ELECTRICAL SR-105: 7. LIGHT DIFFUSERS ARE MISSING. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	MENS REST ROOM: 9. DRINKING FOUNTAIN BUTTON MISSING (HALLWAY).
SAFETY: Fire Safety, Hazardous Materials	Fair	A-4, C-100, C-201, COMMONS SCL-2, D101, SCR-1, SCR-2, SCR-3, SCR-4, SCR-5, SCR-6, SCR-7, SCR-9, SM-2, SM-3, SR-6, SR-1, SCR-10, SCR-8, SM-1, SM-10, SM-11, SM-12, SM-4, SM-5, SM-6, SM-7, SM-8, SM-9, SR-1, SR-2, SR-3, SR-4, SR-5, SR-7, SR-8: 10. EVACUATION MAP IS NOT POSTED. SCL-12: 10. FIRE EXTINGUISHER IS MISSING (GAS STOVES PRESENT). OFFICE SCL-10A: 10. PLUG IN AIR FRESHENER. ADMIN/ 0-1: 11. AEROSOL AIR FRESHENER.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	A-1: 15. DOOR HANDLE IS LOOSE.

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).

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, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. 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, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, “N/A” is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	46.69	NT	30.69	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	25.72	NT	14.97	NT	33.4
Science (Grades 5, 8, and 10)	NT	20.11	NT	12.29	NT	28.72

Assessment Results by Student Group					
Student Group	English Language Arts				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	516	484	93.8	6.2	46.69
Male	253	237	93.68	6.32	40.93
Female	262	247	94.27	5.73	52.23
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	77.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Filipino	33	31	93.94	6.06	74.19
Hispanic or Latino	366	345	94.26	5.74	41.74
Black or African American	--	--	--	--	--
White	62	56	90.32	9.68	50
Two or More Races	23	22	95.65	4.35	40.91
EL Students	73	72	98.63	1.37	29.17
Foster Youth	0	0	0	0	--
Homeless	--	20	20	100	0
Military	0	0	0	0	--
Socioeconomically Disadvantaged	236	223	94.49	5.51	39.01
Migrant Education	0	0	0	0	--
Students with Disabilities	38	33	86.84	13.16	21.21

Assessment Results by Student Group					
Student Group	Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	516	487	94.38	5.62	25.72
Male	253	239	94.47	5.53	24.27
Female	262	248	94.66	5.34	27.13
American Indian or Alaska Native	--	--	--	--	--
Asian	19	18	94.74	5.26	61.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Filipino	33	32	96.97	3.03	56.25
Hispanic or Latino	366	347	94.81	5.19	19.02
Black or African American	--	--	--	--	--
White	62	57	91.94	8.06	30.36
Two or More Races	23	22	95.65	4.35	36.36
EL Students	73	72	98.63	1.37	13.89
Foster Youth	0	0	0	0	--
Homeless	--	20	20	100	0
Military	0	0	0	0	--
Socioeconomically Disadvantaged	236	224	94.92	5.08	17.49
Migrant Education	0	0	0	0	--
Students with Disabilities	38	33	86.84	13.16	6.06

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

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). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

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 2021-22)

Parents have many opportunities to be involved at Rio del Sol School. Parents are involved in the Parent Teacher and Student Association, School Site Council, English Language Advisory Committee. Parent volunteers are active in the classrooms and with numerous special projects. Traditional events include: Hip Hop Mindset show cases; Coffee with the Principal; Color Run; Fall, Winter, and Spring Festivals, STEAM Events. Support services are in place to assist parents who may need referrals for counseling, English Language Development, assistance to reduce barriers due to homelessness. Teachers currently utilize applications such as Remind, Class Dojo, See-Saw to engage parents on a daily basis. The school a weekly website family update, as well as 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) 307-0080 for more information about parent involvement opportunities.

State Priority: Pupil Engagement

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

- Attendance

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.

2020-21 Chronic Absenteeism by Student Group				
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	843	838	26	3.1
Female	433	430	12	2.8
Male	409	407	13	3.2
American Indian or Alaska Native	2	2	0	0.0
Asian	27	27	0	0.0
Black or African American	15	15	0	0.0
Filipino	62	61	0	0.0
Hispanic or Latino	566	563	24	4.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	47	47	1	2.1
White	121	120	1	0.8
EL Students	130	130	4	3.1
Foster Youth	1	1	0	0.0
Homeless	14	14	1	7.1
Socioeconomically Disadvantaged	369	368	24	6.5
Migrant Education	0	0	0	0.0
Students with Disabilities	73	73	1	1.4

State Priority: School Climate

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

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

Safe School Plan

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 2021 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.

Suspensions & Expulsions

The tables display 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 & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	0.00	0.84	0.00	0.00	0.28	0.00
District	2.15	1.84	0.02	0.06	0.15	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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/>.

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.

The table displays the number of days that a professional development opportunity was available including both full and partial days. Not all staff attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and duties, and of individual sites and departments.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides 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 display the Support Service Staff 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	1367

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0.0
Other	3.7

Class Size

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.

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	23	24	23				5	4	4			
1	26	27	25				2	4	4			
2	25		28				3	2	4			
3	30	30	30				2	3	2			
4	30	29	29				2	3	3			
5	30	25	30		1		2	1	3		1	
6	30	23	23		7	1	3	17	3			
Other												
By Subject Area												
English		22	26		2	2		4	6			
Mathematics		27	27					4	7			
Science		23			1			4	7			
Social Science		27	27			1		4	6			

District Revenue Sources (Fiscal Year 2020-21)

In addition to general state funding, the district receives state and federal funding for the following categorical, special education, and support programs:

- Federal, ECIA/ESEA/IASA
- Class Size Reduction
- Economic Impact Aid (EIA)
- Peer Assistance and Review
- Instructional Materials
- Federal, Special Education, Discretionary Grants
- Gifted and Talented Pupils
- School Improvement Program
- Staff Development
- Federal, Special Education, Entitlement per UDC
- Drug/Alcohol/Tobacco Funds
- Home-to-School Transportation
- Special Education Transportation

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

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>.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$5,725
School: From Supplemental/Restricted Sources	\$87
School: From Basic/Unrestricted Sources	\$5,638
District: From Basic/Unrestricted Sources	\$6,567
Percentage of Variation between School & District	-14.15%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-33.23%

Teacher & 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 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.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	\$47,007	\$52,060
Mid-Range Teachers	\$78,115	\$84,043
Highest Teachers	\$102,592	\$107,043
Elementary School Principals	\$132,762	\$133,582
Middle School Principals	\$140,709	\$138,803
High School Principals	\$0	\$133,845
Superintendent	\$209,635	\$240,628
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

School Site Teacher Salaries

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

2019-20 Average Teacher Salary	
School	\$93,386
District	\$78,729
Percentage of Variation between School & District	18.62%
All Similar School Districts	\$85,863
Percentage of Variation between School & State	8.76%