Rio del Norte Elementary School
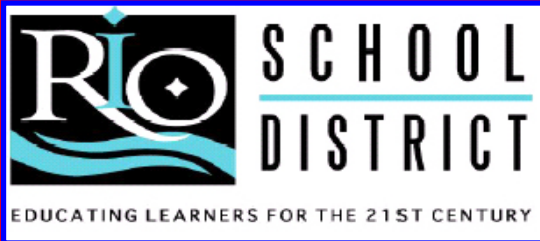
2014-2015 School Accountability Report Card
Published in the 2015-2016 School Year

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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/.
• View this SARC online at the school and/or LEA websites.
• 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.

District & School Profile (School Year 2015-16)

Rio School District serves the unincorporated community of El Rio, the River Park development and portions of the City of Oxnard. The District strives to provide world-class education to its more than 4,800 students through five elementary schools, two middle schools and a K-8 school.

Since opening in fall of 2001, Rio del Norte continues to develop as a community service-oriented school. The involvement of organizations, local businesses, higher education schools and volunteers creates a partnership that balances the academic curriculum with the development of our students.

We are a Learning Community United by This Common Vision:

Vision Statement

Rio del Norte is committed to providing a child-centered environment with the premise that all children will perform to their highest level while meeting and exceeding State and District grade level standards. Our school encourages access for all students. We uphold the ideal that education is essential to life. For this reason, it is Rio del Norte's desire to nurture lifelong learners who will become active and caring citizens.

Our Mission

Students will learn to read, write, compute, and comprehend high levels of thinking. Students will develop effective communication and social skills along with critical creative thinking, problem solving, and decision-making.

Students will know the meaning of responsibility and respect and will develop positive self-esteem, self-discipline, and self-expression through the implementation of the PeaceBuilder Program.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

School Attendance & Enrollment (School Year 2014-15)

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 enrollment trend for the past three years is illustrated in the table.

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the Rio School District's School Attendance Review Board (SARB) are used to promote student attendance.

Enrollment by Student Group 2014-15	
	Percentage
Black or African American	1.6%
American Indian or Alaska Native	0.3%
Asian	1.6%
Filipino	1.9%
Hispanic or Latino	86.7%
Native Hawaiian or Pacific Islander	-
White	6.1%
Two or More Races	1.7%
English Learners	40.5%
Socioeconomically Disadvantaged	65.4%
Students with Disabilities	12.0%
Foster Youth	0.2%

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	103	94	101
1st	97	93	98
2nd	90	90	97
3rd	85	98	96
4th	100	76	102
5th	89	89	79

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.

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	96.2%	3.8%
High-Poverty Schools in District	96.2%	3.8%
Low-Poverty Schools in District	N/A	N/A

Teacher Credentials

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

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.

Teacher Credential Status	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	21	23	23	210
Without Full Credentials	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments/Vacancies	13-14	14-15	15-16
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

Instructional Materials (School Year 2015-16)

Rio School District held a public hearing on October 21, 2015, 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 2016).

School Facilities
(School Year 2015-16)

Rio del Norte is comprised of 26 classrooms, multipurpose room, library, staff work room, outdoor amphitheater, and two playgrounds. The school recently add a new building of classrooms. At the time of publication (November 2015), 100% of all restrooms were in working condition.

The table shows the results of the most recent school facilities inspection. 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.

Cleaning Process

The principal works daily with the custodial staff of two 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.

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	Scott Foresman	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2008	Yes	0.0%

School Facility Conditions

Date of Last Inspection: 08/16/2015

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		Nurse, B112, Womens Staff Restroom, Room 9, & MPR- Ceiling tiles have water stains. Boys Restroom- Toilet seat is broken. Room 11- Ceiling tiles have water stains (in commons), floor tiles are lifting. Room 26- Ceiling tile has a water stain (in commons), ceiling tile is broken (in commons). MPR- Stucco chipping at base of wall on ramp to stage exposing metal.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			K4/ I101 RM 24 - One light ballast is out. Outlet cover is broken. MPR- Outlet has no power in top half (in mens restroom).
Restrooms/Fountains	X			Girls restroom- Second toilet leaks at wall with each flush. Boys Restroom- Faucet has a low flow. Room 6- Drinking fountain is broken. Boys Restroom #2- One faucet has no flow. Room 18- Drinking fountain leaks at base. Exterior drinking fountain has a low flow.
Safety (Fire Safety, Hazardous Materials)	X			Stage- Paint peeling on back wall.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			K3 & K4/ I101 RM 24- Trip hazard at entry to ramp.

Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate. 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.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	21	25	44
Mathematics (Grades 3-8 and 11)	19	18	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	English-Language Arts — Number Tested	English-Language Arts — Percent Tested	Percent Achievement Level — One	Two	Three	Four	Mathematics — Number Tested	Mathematics — Percent Tested	Percent Achievement Level — One	Two	Three	Four
All Students	97	94	96.9	61	29	4	6	94	96.9	43	39	12	6
Male	97	56	57.7	71	23	0	5	56	57.7	46	38	9	7
Female	97	38	39.2	45	37	11	8	38	39.2	37	42	16	5
Black or African American	97	3	3.1	--	--	--	--	3	3.1	--	--	--	--
American Indian or Alaska Native	97	1	1	--	--	--	--	1	1	--	--	--	--
Asian	97	1	1	--	--	--	--	1	1	--	--	--	--
Filipino	97	2	2.1	--	--	--	--	2	2.1	--	--	--	--
Hispanic or Latino	97	81	83.5	59	30	5	6	81	83.5	42	41	11	6
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	97	5	5.2	--	--	--	--	5	5.2	--	--	--	--
Two or More Races	97	1	1	--	--	--	--	1	1	--	--	--	--
Socioeconomically Disadvantaged	97	75	77.3	65	23	4	8	75	77.3	47	39	11	4
English Learners	97	36	37.1	61	22	3	14	36	37.1	50	31	14	6
Students with Disabilities	97	12	12.4	92	8	0	0	12	12.4	83	8	8	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	English-Language Arts		Percent Achievement Level				Mathematics		Percent Achievement Level			
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	99	97	98	47	22	18	13	97	98	41	37	16	5
Male	99	48	48.5	48	25	17	10	49	49.5	39	33	20	8
Female	99	49	49.5	47	18	18	16	48	48.5	44	42	13	2
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	99	1	1	--	--	--	--	2	2	--	--	--	--
Filipino	99	1	1	--	--	--	--	1	1	--	--	--	--
Hispanic or Latino	99	88	88.9	48	24	16	13	87	87.9	44	37	16	3
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	99	5	5.1	--	--	--	--	5	5.1	--	--	--	--
Two or More Races	99	2	2	--	--	--	--	2	2	--	--	--	--
Socioeconomically Disadvantaged	99	72	72.7	54	17	18	11	71	71.7	44	38	15	3
English Learners	99	39	39.4	72	21	8	0	40	40.4	58	40	3	0
Students with Disabilities	99	12	12.1	83	0	17	0	12	12.1	67	25	8	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	English-Language Arts		Percent Achievement Level				Mathematics		Percent Achievement Level			
		Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	82	82	100	57	22	16	5	82	100	66	18	11	5
Male	82	51	62.2	59	22	18	2	51	62.2	63	24	8	6
Female	82	31	37.8	55	23	13	10	31	37.8	71	10	16	3
Black or African American	82	1	1.2	--	--	--	--	1	1.2	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	82	2	2.4	--	--	--	--	2	2.4	--	--	--	--
Filipino	82	1	1.2	--	--	--	--	1	1.2	--	--	--	--
Hispanic or Latino	82	67	81.7	58	19	16	6	67	81.7	67	16	12	4
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	82	9	11	--	--	--	--	9	11	--	--	--	--
Two or More Races	82	2	2.4	--	--	--	--	2	2.4	--	--	--	--
Socioeconomically Disadvantaged	82	63	76.8	63	17	14	5	63	76.8	70	17	11	2
English Learners	82	32	39	78	16	6	0	32	39	81	16	3	0
Students with Disabilities	82	7	8.5	--	--	--	--	7	8.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test (CST)

The California Standards Test (CST) is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	28	35	26	43	44	38	59	60	56

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

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CASPP Results Web site at http://caaspp.cde.ca.gov/caaspp2015/Index.aspx.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	38
School	26
African American/Black	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	29
Native Hawaiian or Pacific Islander	*
White	*
Males	24
Females	30
Socioeconomically Disadvantaged	19
English Learners	*
Students with Disabilities	*
Migrant Education	*
Two or More Races	*
Foster Youth	*

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

State Priority: Other Pupil Achievement

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, the school district is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives.

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.5%	12.5%	2.5%

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 2015-16)

At Rio del Norte, parent involvement is welcomed and strongly encouraged. Parents are welcome to assist in classrooms with the teacher's permission and after signing in at the office. Parents may assist in a variety of ways, including preparation of materials for students, assisting in the classroom with small group instruction and partaking in special events such as field trips and special days. Parents are kept informed of school activities through monthly calendars, newsletters, reminders, and invitations. Each parent receives an annual district master calendar that lists conference dates, minimum days, and holidays.

Teachers maintain regular communication with parents through formal and informal conferences, telephone calls, behavior contracts, report cards, email and celebrations of student success.

Our PTA is an active group that helps to provide encouragement as well as funding for field trips, assemblies and other supplementary materials. Regular Executive and general Board meetings are held the second Tuesday of each month. Parents, teachers and students are encouraged to participate in a variety of PTA activities including safety events, parent information meetings and family fun nights.

Parent involvement is also promoted through participation in regularly scheduled School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. These meetings are held regularly and are announced on the monthly calendar and through special flyers.

Parent participation is essential and highly encouraged. Please contact Mr. Jake Waltrip at (805) 604-1412 or email at jwaltrip@rioschools.org for parent involvement information.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rio del Norte School at (805) 604-1412.

State Priority: 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.

Discipline & Climate for Learning

Students at Rio del Norte School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Rio del Norte utilizes the PeaceBuilders Program. Parents and students are informed of school rules and discipline policies through the student handbook.

The suspensions and expulsions table illustrates the suspension and expulsion rates for the past three years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	1.2%	0.3%	0.6%	0.0%	0.0%	0.0%
District	4.1%	3.0%	2.1%	0.0%	0.1%	0.1%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

The safety of students and staff is a primary concern of Rio del Norte School. 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 August 2015 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 and noon duty aides. There are designated areas for student drop off and pick up. All visitors must check in at the office, sign in and wear appropriate ID badge while on campus.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2004-2005	2004-2005
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	87.5%

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			1-20 Students			21-32 Students			33+ Students		
Class Size Distribution				Classrooms Containing:								
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	42	27	18	-	-	6	2	4	-	1	-	-
1	30	26	30	-	-	-	2	3	3	-	-	-
2	29	30	30	-	-	-	3	3	3	-	-	-
3	25	30	26	1	-	1	3	2	3	-	-	-
4	26	22	32	-	-	-	3	3	3	-	-	-
5	30	30	21	-	1	1	3	2	3	-	1	-

Counseling & Support Staff (School Year 2014-15)

It is the goal of Rio del Norte School 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 counselor-to-pupil ratio is 1:540. The table lists the support service personnel available at Rio del Norte 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 & Support Services Staff	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Health Aide	1	0.4
Library Clerk	1	1.0
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	0.5
RSP Aide	1	0.5
SDC Aide	6	5.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	1.0

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. During the 2012-13 school year, no staff development days were offered. Three staff development days were offered for the past two years.

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).

Extracurricular Activities & Student Recognition

Through the PeaceBuilder Program the Rio del Norte staff seeks to provide students with learning experiences that promote a positive school environment and motivate them to do their best. Each week begins with a schoolwide assembly in the Eagles' Nest, during which students participate in a patriotic observance, recite the PeaceBuilder Pledge, sing, and learn of upcoming events and schoolwide concerns. Individual, class, and schoolwide accomplishments are also celebrated during this assembly. Eagle Pride assemblies honor specific students for success in demonstrating PeaceBuilder principles. In addition, students are regularly recognized for excellent attendance, academic improvement and achievement. Students are also honored in classrooms, assembly areas and on the playgrounds with Peace Tickets and Praise Notes for demonstrating positive PeaceBuilder traits.

Students are encouraged to become actively involved in opportunities such as Student Council, Singing Eagles, classroom and grade level performances, spelling bees, jog-a-thon, field day, and school spirit days. The Rio del Norte PTA provides assemblies and many special events, such as game nights, movie nights, and the Rio del Norte Festival. These further enrich our students' positive educational experience.

Providing extracurricular support to over 190 students, our Rio School District After School Program provides homework support and a wide variety of enrichment opportunities, such as the arts and science, technology and sports. Due to grant funding and Local Control Funding, this program is provided at no cost to parents and provides service on days that school is in session until 6:00 p.m.

School Site Teacher Salaries (Fiscal Year 2013-14)

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	$73,427
District	$66,030
Percentage of Variation	11.2%
School & State	
All Elementary School Districts	$69,086
Percentage of Variation	6.3%

Teacher & Administrative Salaries (School Year 2013-14)

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 2013-14	District	State
Beginning Teachers	$38,884	$42,723
Mid-Range Teachers	$64,650	$65,936
Highest Teachers	$83,349	$84,545
Elementary School Principals	$102,534	$106,864
Middle School Principals	$110,521	$110,494
High School Principals	-	$103,499
Superintendent	$169,260	$159,133
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	40.0%
Administrative Salaries	6.0%	6.0%

District Expenditures (Fiscal Year 2013-14)

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,956
From Supplemental/Restricted Sources	$437
From Basic/Unrestricted Sources	$4,519
District	
From Basic/Unrestricted Sources	$4,426
Percentage of Variation between School & District	2.1%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-15.5%

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.

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.

District Revenue Sources (Fiscal Year 2014-15)

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