Rio Vista Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Rio Vista Elementary School
Street	20417 Cedarcreek Street

City, State, Zip	Canyon Country, CA 91351
Phone Number	(661) 294-5330
Principal	Nuvia Nevarez
Email Address	nnevarez@saugususd.org
School Website	
County-District-School (CDS) Code	19649986022685

2023-24 District Contact Information

District Name	Saugus Union School District
Phone Number	(661) 294-5300
Superintendent	Colleen Hawkins, Ed. D.
Email Address	chawkins@saugususd.org
District Website	www.saugususd.org

2023-24 School Description and Mission Statement

Mission Statement: Rio Vista is dedicated to developing and nurturing the whole child in an equitable, safe, inclusive environment while ensuring high levels of learning for all students and adults.

Vision: As instructional leaders we will set the benchmark for academic excellence by embracing change, creating a positive culture, and implementing current, evidence-based instructional practices. Through standards-based, focused instruction, meaningful common assessments, and collaboration around data, we will ensure all students achieve the academic proficiency necessary to become productive members of society.

School Description: Rio Vista serves approximately 480 students in kindergarten through sixth grade on an academic year calendar that begins in August and ends in June. Rio Vista's staff and community are dedicated to developing and nurturing the whole child through innovative, continuous learning. We have a multi-tiered system of supports in place to ensure that all students learn.

Volunteers work at the school daily to assist in the classroom, library, and office. Parents also serve on school and district committees and attend parent/family involvement meetings, activities and workshops. Weekly newsletters and the school website inform parents and students about important items and events.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	55
Grade 2	62
Grade 3	66
Grade 4	62
Grade 5	61
Grade 6	67
Total Enrollment	463

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
Asian	0.9%
Black or African American	2.8%
Filipino	5.2%
Hispanic or Latino	73%
Two or More Races	2.6%
White	15.1%
English Learners	24%
Foster Youth	0.2%
Homeless	1.5%
Socioeconomically Disadvantaged	51.8%
Students with Disabilities	11.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 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)	10.60	96.74	353.80	94.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.98	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	1.88	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.00	0.54	12115.80	4.41
Unknown	0.30	3.17	6.20	1.67	18854.30	6.86
Total Teaching Positions	11.00	100.00	372.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	17.00	100.00	347.90	94.74	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.40	2.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.50	0.70	11953.10	4.28
Unknown	0.00	0.00	6.10	1.68	15831.90	5.67
Total Teaching Positions	17.00	100.00	367.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	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
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders Grades K-5 McGraw-Hill Study Sync Grade 6 Certified 2018	Yes	0
Mathematics	McGraw-Hill My Math Grades K-5 McGraw-Hill Glencoe Math Course 1 Grade 6 Certified 2015	Yes	0
Science	STEMscopes Certified 2020	Yes	0
History-Social Science	Studies Weekly Grades K-6 Certified 2020	Yes	0

School Facility Conditions and Planned Improvements

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment in which learning can take place. Playground campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in fire drills, lockdown drills, and disaster drills on a regular basis to ensure preparedness in the event of an emergency. A disaster supply bin is maintained on our campus and the disaster plan is updated annually. Staff receives annual training in disaster preparedness, safety training and CPR/First Aid training.

Year and month of the most recent FIT report	12/11/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	56	64	63	47	46
Mathematics (grades 3-8 and 11)	45	44	57	59	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	252	99.21	0.79	56.35
Female	127	126	99.21	0.79	58.73
Male	127	126	99.21	0.79	53.97
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	184	184	100.00	0.00	50.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	78.38
English Learners	55	55	100.00	0.00	23.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	0.00	47.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	24.24

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	252	99.21	0.79	44.05
Female	127	126	99.21	0.79	47.62
Male	127	126	99.21	0.79	40.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	184	184	100.00	0.00	38.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	37	100.00	0.00	56.76
English Learners	55	55	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	0.00	33.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	33	94.29	5.71	15.15

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.85	44.26	53.86	53.85	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	44.26
Female	27	27	100.00	0.00	40.74
Male	34	34	100.00	0.00	47.06
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	36.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	98%	100%	100%	100%	100%

C. Engagement	State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

English Learner Advisory Committee (ELAC)
District English Learner Advisory Committee (DELAC)
District Parent Advisory Committee
School Site Council
PTA-Membership & Events
PBIS Committee Parent Representatives
Coffee with Principal
Parent Workshops
Family Nights
Back-to-School Night
Open House
Parent/Teacher Conferences
Gifted and Talented Education (GATE) Parent meeting
Title I Parent Meetings

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	479	52	10.9
Female	249	244	22	9.0
Male	239	235	30	12.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	5	0	0.0
Black or African American	14	14	3	21.4
Filipino	24	24	1	4.2
Hispanic or Latino	353	346	34	9.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	2	15.4
White	75	74	10	13.5
English Learners	116	116	10	8.6
Foster Youth	3	2	0	0.0
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	265	260	34	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	69	13	18.8

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.42	0.20	0.02	0.21	0.46	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0
Female	0	0
Male	0.42	0
Non-Binary		
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
Two or More Races	0	0
White	0	0
English Learners	0.86	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.45	0

2023-24 School Safety Plan

Rio Vista Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Our Comprehensive School Safety Plan is updated annually. The plan includes sections on child abuse reporting, disaster preparedness, suspension and expulsion, dangerous student notification, sexual harassment, dress codes, and hate crime reporting. Fire drills are conducted monthly and earthquake and lockdown drills are held four times each year. The plan was discussed at our school site council and staff meetings in December/January and submitted to the Board of Trustees for approval in March.

Rio Vista Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in to our volunteer management system, wear a visitor's badge during their stay, and check out at the front office upon departure.

The Comprehensive School Safety Plan developed under SB187 guidelines addresses each of the following three elements:
- School-wide Positive Behavior Support
- Safe School Environment
- Disaster Preparedness

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	1	
1	22	1	1	
2	17	1	1	
3	17	2		
4	20	1	1	
5	26		2	
6	19	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		2	
1	27		2	
2	22	1	2	
3	28		2	
4	30		2	
5	22	1	2	
6	27		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	28	0	2	0
2	21	1	2	0
3	22	1	2	0
4	31	0	2	0
5	31	0	2	0
6	34	0	0	1
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	1
Nurse	0.2
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13758	4724	9034	98532
District	N/A	N/A	8165	$93,001
Percent Difference - School Site and District	N/A	N/A	10.1	17.6
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	31.2	12.1

Fiscal Year 2022-23 Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,009	$54,215
Mid-Range Teacher Salary	$92,409	$86,843
Highest Teacher Salary	$108,129	$111,440
Average Principal Salary (Elementary)	$143,844	$140,851
Average Principal Salary (Middle)	$0	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$211,150	$252,466
Percent of Budget for Teacher Salaries	31.6%	33.16%
Percent of Budget for Administrative Salaries	4.25%	5.15%

Professional Development

Professional growth activities are planned annually based on current need and input received from staff. For each of the last several years the teachers' work calendar has included professional development days. Weekly and monthly collaborative instructional planning (CIP) time is provided for teachers to plan lessons and activities, review assessment data, and research instructional practices and resources. Professional development for our school centers around early literacy and science of reading, academic vocabulary, integration of math and ELD, social-emotional learning, and the development of Professional Learning Communities.

Standards-based lessons are the foundation for what is taught and assessed in our district and therefore at our school. Teachers use a positive growth mindset while planning and delivering instruction for students and encourage them to use the same when working and playing with classmates. Rio Vista teachers have received specific training and professional development in Orton-Gillingham literacy techniques, Systematic English Language Development, Positive Behavioral Interventions and Supports, Social Emotional Learning, Standards-Based Math, Strategies for Teaching Writing, and Professional Learning Community approach to learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2