Rio Elementary School District
Rio del Valle Middle
2021-2022 School Accountability Report Card

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SCHOOL INFORMATION
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SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.
- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code above.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

DISTRICT STATEMENTS
District Mission:
The Rio School District and community nurture learners to be self-driven to fully engage with the 21st century curriculum and tools aimed to develop the 5C practices; Communication, Collaboration, Critical Thinking, Creativity, and Caring.

District Vision:
The Rio School District and community empower students to achieve their full potential in our community, our American democracy and our diverse and changing world.

SCHOOL PROFILE
Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	**Percentage**
Female	49.5
Male	50.5
Non-Binary	
American Indian or Alaska Native	
Asian	0.6
Black or African American	0.6
Filipino	3.5
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	
White	5.4
Two or More Races	0.3
EL Students	45
Foster Youth	0.4
Homeless	12
Military	
Socioeconomically Disadvantaged	74.9
Migrant Education	1.7
Students with Disabilities	15.7

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	**Count**
6th	216
7th	215
8th	278
Total	709

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.0	76.2	205.1	89.7	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	2.1	0.9	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.5	12.5	7.0	3.1	12,115.8	4.4
Unknown	4.1	11.3	14.3	6.3	18,854.3	6.9
Total Teaching Positions	36.7	100.0	228.6	100.0	274,759.1	100.0

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

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

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	3.2	N/A
Local Assignment Options	1.3	N/A
Total Out-of-Field Teachers	4.5	N/A

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

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

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/04/2022
Data Collected:	October 2022
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	MENS RESTROOM (LIBRARY): 2. EXHAUST FAN NOT WORKING. 38: 2. HVAC EXHAUST FAN DOES NOT WORK.
INTERIOR: Interior Surfaces	Poor	11: 4. CARPET IS SEPERATING AT SEAM. 1, 4, 8, 9, 10, 13, 17, 21, 22, 31: 4. CEILING TILE HAS HOLE. 2, 9, 12, 19: 4. CEILING TILE HAS WATER STAIN. 2: 4. CEILING TILE HAS HOLES. LIBRARY STORAGE ROOM, ADMIN, 2, 8, 13: 4. CEILING TILE IS BROKEN. 28, 39: 4. CEILING TILE IS LOOSE. 3: 4. CEILING TILES ARE BROKEN. A117/ CONFERENCE ROOM: 4. CEILING TILES ARE LOOSE. 17: 4. CEILING TILES ARE MARRED. 20, 30: 4. CEILING TILES HAVE HOLES. 13, 18, 22, 23: 4. CEILING TILES HAVE WATER STAINS. 18: 4. FLOOR TILE IS BROKEN. 16: 4. FLOOR TILES ARE BROKEN. 33: 4. FLOOR TILES ARE DAMAGED DOWN MIDDLE OF ROOM. MENS RESTROOM (ADMIN): 4. FLOOR TILES ARE MISSING AT ENTRY. MENS RESTROOM (LIBRARY): 4. FLOOR TILES BROKEN AT ENTRY DOOR. 4: 4. CHIPPED FORMICA ON COUNTERTOP. ADMIN: 4. CHIPPING FORMICA ON COUNTER. STAFF LOUNGE: 4. FORMICA TRIM CHIPPING ON COUNTER TOP. 5, 10: 4. FORMICA TRIM MISSING ON COUNTERTOP. WOMENS RESTROOM (GYM): 4. ONE STALL DOOR BROKEN. 20: 4. PIPE STICKS OUT OF WALL. KITCHEN: 4. PLASTER CHIPPING ON WALL. 25: 4. RUBBER COVING CHIPPED. 5: 4. RUBBER MOLDING LOOSE. GIRLS RESTROOM (NEXT TO 7): 4. STALL DIVIDER BROKEN AT BASE. 8: 4. TABLE TOP COMPUTER CONDUIT IS MISSING. 9: 4. WALL HAS BARE SPOTS OF PAINT. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. RUBBER MOLDING IS MISSING. 16, 26, 27, 28, 36: 4. WALLPAPER IS TORN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	MENS RESTROOM (LIBRARY), WOMENS RESTROOM (LIBRARY): 5. COVE BASE AND FLOORING ARE VERY DIRTY. KITCHEN: 5. COVE BASE IS VERY DIRTY. FAUCET IS DIRTY FROM PRIOR LEAK. GIRLS RESTROOM (NEXT TO 7): 5. ROOM IS VERY DIRTY. 21, 16 (STORAGE): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 36: 6. COB WEBS PRESENT ON WALL.
ELECTRICAL: Electrical	Fair	ADMIN: 7. ELECTRICAL CONDUIT COVER MISSING. MULTIPURPOSE AREA: 7. ELECTRICAL COVER BROKEN. LIBRARY: 7. LIGHT DIFFUSER HAS WATER STAIN. A117/ CONFERENCE ROOM: 7. LIGHT DIFFUSER BROKEN. CAFETERIA, MULTIPURPOSE AREA: 7. ONE LIGHT DIFFUSER IS MISSING. ALL GENDER RESTROOM (ADMIN): 7. ONE LIGHT FIXTURE IS OUT. GIRLS LOCKER ROOM, COUNSELOR, 19, 37: 7. ONE LIGHT PANEL IS OUT. GIRLS LOCKER ROOM, 34: 7. OUTLET COVER IS MISSING. 34: 7. OUTLET COVERS ARE BROKEN. PRINCIPAL: 7. TWO LIGHT BULBS ARE OUT IN FAN LIGHTS. STAFF LOUNGE: 7. TWO LIGHT PANELS ARE OUT. MENS RESTROOM (ADMIN): 7. TWO OF THREE LIGHTS ARE OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	WOMENS RESTROOM (LIBRARY): 9. FAUCET HAS NO FLOW. 36: 9. MULTIPLE FAUCETS NOT FUNCTIONING PROPERLY. 16: 9. ONE FAUCET HAS DRIP. ALL GENDER RESTROOM (ADMIN): 9. SINK BASIN IS RUSTED.
SAFETY: Fire Safety, Hazardous Materials	Fair	GIRLS LOCKER ROOM: 10. FIRE EXTINGUISHER IS NOT MOUNTED. F105 CONFERENCE A: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED (F109). 17, 26: 11. PAINT IS CHIPPING DOOR FRAME. 21: 11. PAINT IS CHIPPING ON CABINETS. 13, 22: 11. PAINT IS CHIPPING ON DOOR FRAME. 2: 11. PAINT IS CHIPPING ON WALL. 20: 11. PAINT IS PEELING ON CABINETS. 4, 19, 23: 11. PAINT IS PEELING ON DOOR FRAME. LIBRARY: 11. PAINT IS PEELING ON EXTERIOR WALL OF LIBRARY. 5, 7: 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. 3, 15: 11. PAINT IS PEELING ON INTERIOR WALL. 4: 11. PAINT IS PEELING ON WALL. 1: 11. PAINT IS PEELING ON WINDOW SILL.
STRUCTURAL: Structural Damage, Roofs	Good	23: 12. DRY ROT ON EXTERIOR WALL TRIM. CAFETERIA: 13. DRY ROT ON EAVES.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	17: 14. EXTERIOR BACK PACK HOOK IS BROKEN. 22: 14. EXTERIOR DRAIN IS CLOGGED. 35: 14. RAMP IS RUSTED. 28: 14. RAMP IS RUSTING ON STEPS. TRIP HAZARD ON WALKWAY. 34, 35: 14. TRIP HAZARD AT

		CEMENT/ASPHALT SEAM AT RAMP. GYM: 14. TRIP HAZARD ON WALKWAY FROM SCHOOL AT THE CURB. 4, 34: 14. TRIP HAZARD ON WALKWAY. 25, 26: 15. DOOR HANDLE IS LOOSE. 22, 23: 15. DOOR IS RUSTING AT THE BASE. 27: 15. DOOR SWEEP IS BROKEN. WINDOW SCREENS ARE MISSING. 19: 15. DRY ROT ON DOOR FRAME. MENS RESTROOM (ADMIN): 15. DRY ROT ON WINDOW SILLS. WOMENS RESTROOM (LIBRARY): 15. EXTERIOR DOOR CLOSER COVER IS MISSING.

SCHOOL FACILITIES

Rio del Valle is clean, well-apportioned and inviting. It has 34 classrooms, one library, one technology labs, one gymnasium, one multipurpose room, a teacher's lounge, a conference room, two science labs, and front office. The playing fields include seven basketball courts, one football and one soccer field, a track, three softball/baseball fields, two handball courts, and open space.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

INSTRUCTIONAL MATERIALS

Rio School District held a public hearing on September 21, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: 6th-8th / Course: English Language Arts / Publisher: Houghton Mifflin / Series: Collections / Adoption: 2022	Yes	0
	Grades: 6th-8th / Course: English Language Development / Publisher: Pearson / Series: iLit / Adoption: 2022	Yes	0
Mathematics	Grades: 6th-8th / Course: Mathematics / Publisher: Pearson / Series: Connected Math Program / Adoption: 2016	Yes	0
	Grades: 7th-8th / Course: Mathematics / Publisher: Pearson / Series: Algebra / Adoption: 2016	Yes	0
History / Social Science	Grades: 6th / Course: History/Social Studies / Publisher: Houghton Mifflin / Series: History/Social Science / Adoption: 2006	Yes	0
	Grades: 7th / Course: History/Social Studies / Publisher: McDougal Littel / Series: World History / Adoption: 2006	Yes	0
	Grades: 8th / Course: History/Social Studies / Publisher: McDougal Littel / Series: Creating America / Adoption: 2006	Yes	0
Science	Grades: 6th / Course: Science / Publisher: Glencoe / Series: Focus on Earth / Adoption: 2007	Yes	0
	Grades: 7th / Course: Science / Publisher: Glencoe / Series: Focus on Life Science / Adoption: 2008	Yes	0
	Grades: 8th / Course: Science / Publisher: Glencoe / Series: Focus on Physical Science / Adoption: 2008	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	34	34	47
Mathematics (Grades 3-8 and 11)	18	21	33
Science (Grades 5, 8, and 10)	14	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	700	687	98.14	1.86	33.53
Male	352	344	97.73	2.27	29.15
Female	348	343	98.56	1.44	37.90
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	80.00
Hispanic or Latino	630	617	97.94	2.06	31.98
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	35	35	100.00	0.00	20.00
Two or More Races	--	--	--	--	--
EL Students	278	270	97.12	2.88	11.52
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	403	400	99.26	0.74	29.32
Migrant Education	12	12	100.00	0.00	16.67
Students with Disabilities	108	107	99.07	0.93	5.61

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	700	690	98.57	1.43	18.00
Male	352	346	98.30	1.70	18.84
Female	348	344	98.85	1.15	17.15
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	64.00
Hispanic or Latino	630	620	98.41	1.59	15.83
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	35	35	100.00	0.00	20.00
Two or More Races	--	--	--	--	--
EL Students	278	273	98.20	1.80	5.15
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	403	399	99.01	0.99	14.57
Migrant Education	12	12	100.00	0.00	0.00
Students with Disabilities	108	107	99.07	0.93	3.74

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	272	265	97.43	2.57	13.58
Male	137	133	97.08	2.92	18.05
Female	135	132	97.78	2.22	9.09
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	258	251	97.29	2.71	12.75
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	109	104	95.41	4.59	0.96
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	159	156	98.11	1.89	7.69
Migrant Education	--	--	--	--	--
Students with Disabilities	32	31	96.88	3.12	0.00

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

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7th	100	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	742	729	181	24.8
Female	365	357	80	22.4
Male	377	372	101	27.2
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	4	4	1	25
Black or African American	5	5	2	40
Filipino	25	25	2	8
Hispanic or Latino	664	653	166	25.4
Native Hawaiian or Pacific Islander	0	0	0	0
White	40	39	9	23.1
Two or More Races	3	2	0	0
EL Students	347	341	86	25.2
Foster Youth	6	6	3	50
Homeless	92	92	23	25
Military				
Socioeconomically Disadvantaged	564	556	153	27.5
Migrant Education	45	45	9	20
Students with Disabilities	118	117	40	34.2

PARENT ENGAGEMENT
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT
The parents of Rio del Valle Middle School are actively involved and interested in the education of their children. Rio del Valle has a School Site Council composed of parents, students and staff representatives that plan, monitor, and evaluate the Single Plan for Student Achievement. The Parent Teacher Student Association actively recruits parents and community members throughout the year in order to support student activities and the educational program at Rio del Valle Middle School. The English Learner Advisory Committee is actively involved in many facets of school life to ensure quality education for English Learners. There is a strong partnership between the school, parents and the community at Rio del Valle. We have active parent groups that support ASB and AVID. In addition, we offer our parent community opportunities to be a vital part of Rio Del Valle Middle School through our monthly parent meetings, parent conferences, and a number of school activities that are open to students and their families. The Parent Square communication platform has been added to increase and improve the school-parent communication. Parents and students also have access to Parent Portal, a system designed to provide parents access to information such as attendance, grades, and teacher emails. Rio del Valle also has multiple social media platform for the dissemination of school events. Parent participation is essential and highly encouraged. Please contact the school at (805) 485-3119 for parent involvement information.

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

SCHOOL SAFETY
The safety of students and staff is a primary concern of Rio School District schools. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2022 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.
The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during breaks by teachers, administrators and additional school staff. There is a designated area for student drop off and pick up. All visitors must check in at the office and get a badge before they walk onto campus.

SUSPENSIONS AND EXPULSIONS
The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	3.97	0	5.66	0.58	0	0.81
District	1.84	0.02	2.61	0.15	0	0.13
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	**Suspensions**	**Expulsions**
All Students	5.66	0.81
Female	4.38	0.27
Male	6.9	1.33
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.72	0.9
Native Hawaiian or Pacific Islander	0	0
White	7.5	0
Two or More Races	0	0
EL Students	5.76	0.86
Foster Youth	0	0
Homeless	5.43	0
Military		
Socioeconomically Disadvantaged	5.32	0.53
Migrant Education	6.67	2.22
Students with Disabilities	4.24	0

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

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Ventura County, which contain numerous computer workstations. For more information on hours and locations please visit: http://www.vencolibrary.org/.

PROFESSIONAL DEVELOPMENT
As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Three staff development days were offered for the past three years.

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

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

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	506.43

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2021-22	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	**21**	**22**	**20**	**21**	**22**	**20**	**21**	**22**	**20**	**21**	**22**
6th	20	20	19	33	24	38	46	36	39	6	5	3
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	**21**	**22**	**20**	**21**	**22**	**20**	**21**	**22**	**20**	**21**	**22**
English	19	20	20	17	18	16	16	12	15		1	
Mathematics	22	24	21	13	5	11	13	18	13			
Science	24	25	21	6	4	5	16	17	12			
Social Science	26	23	21	4	8	13	17	14	11			

DISTRICT REVENUE SOURCES
In addition to general state funding, Rio School District received state and federal funding for the following categorical funds and other support programs:
- Economic Impact Aid (EIA)
- Migrant Education
- Special Education
- Gifted and Talented Education
- Title I
- Title II
- Title III

SCHOOL AND DISTRICT EXPENDITURES

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 8,041
School: From Supplemental/Restricted Sources	$ 866
School: From Basic/Unrestricted Sources	$ 7,175
District: From Basic/Unrestricted Sources	$ 8,975
Percentage of Variation between School & District	-20.06 %
State: From Basic/Unrestricted Sources	$ 6,594
Percentage of Variation between School & State	8.81 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

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

SCHOOL SITE TEACHER SALARIES

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

2020-21 Average Teacher Salary	
School	$ 87,612
District	$ 79,365
Percentage of Variation between School & District	10.39 %
All Similar School Districts	$ 87,271
Percentage of Variation between School & State	0.39 %