

# Rio Elementary School District

## Rio Real School

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

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#### SCHOOL INFORMATION

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#### SUPERINTENDENT

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#### DISTRICT INFORMATION

Rio Elementary School District  
1800 Solar Drive  
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(805) 485-3111

#### BOARD OF EDUCATION

Eleanor Torres  
Felix Eisenhower  
Kristine Anderson  
Alesia Martin  
Rosa Balderrama

#### DISTRICT ADMINISTRATION

Dr. John D. Puglisi,  
Superintendent  
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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.

#### DATAQUEST

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

#### CALIFORNIA SCHOOL DASHBOARD

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



## DISTRICT STATEMENTS

### District Mission:

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

### District Vision:

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

## SCHOOL PROFILE

Rio School District serves the unincorporated community of El Rio, the RiverPark development and portions of the City of Oxnard. The District strives to provide world-class education to its more than 5,050 students through five elementary schools, two K-8 school schools, and two middle schools. Through teaching excellence, close working relationships and community partnerships, Rio School District inspires students and employees to strive to be lifelong learners who are engaged in the community.

Rio Real Dual Immersion Academy is a dual language, 5Cs and Leader in Me school serving kindergarten through eighth grade. Rio Real students and teachers strive for the ideals of Responsible, Respectful, Enthusiastic, Accepting, Leaders (REAL).

## ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	49.9
Male	50.1
Non-Binary	
American Indian or Alaska Native	
Asian	
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	
White	1.3
Two or More Races	0.3
EL Students	67.5
Foster Youth	0.1
Homeless	12.3
Military	
Socioeconomically Disadvantaged	65.5
Migrant Education	0.4
Students with Disabilities	10.2

**ENROLLMENT BY GRADE**

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	71
1st	98
2nd	93
3rd	94
4th	94
5th	78
6th	68
7th	63
8th	39
Total	698

**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)	27.8	89.9	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)	1.0	3.2	2.1	0.9	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.7	7.0	3.1	12,115.8	4.4
Unknown	1.9	6.2	14.3	6.3	18,854.3	6.9
Total Teaching Positions	30.9	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	1.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	1.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.2	N/A
Total Out-of-Field Teachers	0.2	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)	8.8	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	ALL GENDER RESTROOM-MPR, ALL GENDER RESTROOM-NEAR 34: 2. DIRTY VENT. MENS RESTROOM-NEAR LOUNGE, ALL GENDER RESTROOM-NEAR 14, ALL GENDER RESTROOM- NEAR 34, ALL GENDER RESTROOM-NEAR LOUNGE, GIRLS RESTROOM, NURSE RESTROOM, ALL GENDER RESTROOM- NEAR 7: 2. EXHAUST FAN NOT WORKING. BOYS RESTROOM-NEXT TO 4: 2. VENT COVER RUSTED.
INTERIOR: Interior Surfaces	Poor	PRINCIPAL, 3, 6, 11, 31, 34: 4. CEILING TILE HAS A HOLE. 10, 11, 20, 29, 37, 40: 4. CEILING TILE HAS A WATER STAIN. 5, 11, 31, 32, ADMIN (ENTRY), PRINCIPAL, K1: 4. CEILING TILE IS BROKEN. 26: 4. CEILING TILE IS LOOSE. ALL GENDER RESTROOM (NEAR 34), 18, 30, 34, 39: 4. CEILING TILES HAVE WATER STAINS. ADMIN (ENTRY), GIRLS RESTROOM (NEXT TO 14): 4. FLOOR TILES ARE BROKEN. 8, 22: 4. FORMICA COUNTER TOP IS CHIPPING. 7: 4. FORMICA IS CHIPPING ON COUNTERTOP. 32: 4. FORMICA TRIM IS CHIPPING ON CABINETS. WALLPAPER IS TORN. 39: 4. LINOLEUM FLOORING IS LIFTING AND CRACKING. 23: 4. RUBBER MOLDING IS LOOSE. 20, 24: 4. RUBBER MOLDING IS PEELING AT ENTRY. MENS RESTROOM (NEAR LOUNGE): 4. URINAL PARTITION IS DETERIORATING/RUSTED. GIRLS RESTROOM (NEXT TO 7): 4. WALL TILES ARE BROKEN.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	ALL GENDER RESTROOM (NEAR 34): 5. TRASH CAN IS MISSING. 22: 6. ANTS ARE PRESENT.
ELECTRICAL: Electrical	Fair	ALL GENDER RESTROOM (NEAR 14) (B103), BOYS RESTROOM (NEXT TO 23) (C102), ALL GENDER RESTROOM (NEAR 7) (E103), KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. WORK ROOM: 7. CLOCK IS MISSING EXPOSING WIRES. 34: 7. ELECTRICAL COVER IS MISSING. 30: 7. ELECTRICAL OUTLET COVER IS BROKEN. 3: 7. ELECTRICAL OUTLET IS BROKEN. 28: 7. EXTENSION CORD IS A TRIP

		HAZARD. K2: 7. EXTENSION CORD CREATING TRIP HAZARDS. K- WORKROOM: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 32, 39: 7. LIGHT DIFFUSER IS BROKEN. 11: 7. LIGHT DIFFUSER IS LOOSE. 22: 7. ONE LIGHT BULB IS OUT. 6, 18: 7. ONE LIGHT PANEL IS OUT. 40: 7. OUTLET COVER IS MISSING. GIRLS RESTROOM: 7. SWITCH PLATE IS BROKEN.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	11: 9. DRINKING FOUNTAIN TAPED SHUT. FAUCET HAS LOW FLOW. FAUCET HAS DRIP. 23: 9. EXTERIOR DRINKING FOUNTAIN DRAIN GUARD BROKEN, CLOGGED AND OVERFLOWING ONTO CONCRETE. 6: 9. FAUCET MAKES HISsing NOISE WHEN SENSOR NOT ACTIVATED. GIRLS RESTROOM -NEXT TO 7: 9. WATER CONNECTION COVER MISSING ON EXTERIOR WALL.
SAFETY: Fire Safety, Hazardous Materials	Fair	9, 15, 24, 25, 30: 10. EVACUATION MAP NOT POSTED. MPR/35: 10. FIRE EXTINGUISHER NOT MOUNTED. PRINCIPAL: 10. FIRE SENSOR IS COVERED. 30: 10. MULTIPLE PLUG IN AIR FRESHENERS. 6, 24, 28, 34: 10. PLUG IN AIR FRESHENER. 13: 10. PLUG IN CANDLE WARMER. 12: 11. PAINT CHIPPING ON EXTERIOR WALL. GIRLS RESTROOM-NEXT TO 14, GIRLS RESTROOM-NEXT TO 20: 11. PAINT PEELING ON CEILING. ADMIN: 11. PAINT PEELING ON DOOR. BOYS RESTROOM-NEXT TO 23, 13: 11. PAINT PEELING ON EXTERIOR WALL. GIRLS RESTROOM: 11. PEELING PAINT ON INTERIOR WALL. 32, 33, 37, 38, 39, 40: 11. PAINT PEELING ON RAMP RAILING. GIRLS RESTROOM-NEXT TO 7: 11. PAINT PEELING ON CEILING.
STRUCTURAL: Structural Damage, Roofs	Good	10: 12. DRY ROT ON SIDING. METAL IS RUSTED CREATING AN INJURY HAZARD. 26: 12. HOLE IN SIDING. DRY ROT ON SKIRTING. 31: 12. SIDING IS LOOSE AT THE BASE. 28: 13. EAVES ARE RUSTED. 31, 33, 40: 13. HOLES ARE RUSTED THROUGH GUTTER. 32: 13. HOLES RUSTED THROUGH GUTTER.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MENS RESTROOM (NEAR LOUNGE): 14. CURB IS BROKEN CREATING A TRIP HAZARD. 39: 14. EXTERIOR BACK PACK HOOK IS BROKEN. 31: 14. HOLE IN ASPHALT AT RAMP/ASPHALT SEAM. 13: 14. RAMP IS DETERIORATING. 33: 14. RAMP IS RUSTED. 28: 15. DOOR SWEEP IS BENT/BROKEN. K2: 15. DOOR WINDOW HAS A BB HOLE. 20: 15. THRESHOLD IS LIFTING. 32: 15. WINDOW SCREEN IS DISLODGED. 40: 15. WINDOW SCREEN IS MISSING. MPR/ 35, 13: 15. WINDOW SCREENS ARE MISSING.

#### SCHOOL FACILITIES

Rio Real School is comprised of 31 classrooms, two multipurpose rooms, a speech and language therapy office, library, staff lounge, staff work room, art room, band room, lockerrooms, a room for the counselor and assistant principal, an after school program room, and three playgrounds.

##### Cleaning Process

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

##### Maintenance and Repair

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

#### INSTRUCTIONAL MATERIALS

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

**TEXTBOOKS**

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-6th / Course: English Language Arts / Publisher: Houghton Mifflin / Series: A Legacy of Literacy / Adoption: 2003	Yes	0
	Grades: K / Course: English Language Development / Publisher: Ballard & Tighe / Series: Hands On English / Adoption: 2022	Yes	0
	Grades: 1st-3rd / Course: English Language Development / Publisher: Ballard & Tighe / Series: Carousel / Adoption: 2022	Yes	0
	Grades: 1st-5th / Course: English Language Development / Publisher: Cengage Learning / Series: Look / Adoption: 2022	Yes	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Math Learning Center / Series: Bridges / Adoption: 2016	Yes	0
History / Social Science	Grades: K-3rd / Course: History/Social Studies / Publisher: Scott Foresman / Series: History/Social Science / Adoption: 2006	Yes	0
	Grades: 4th-5th / Course: History/Social Studies / Publisher: Houghton Mifflin / Series: History/Social Science / Adoption: 2006	Yes	0
Science	Grades: K-5th / Course: Science / Publisher: Pearson/Scott Foreman / Series: Science / Adoption: 2008	Yes	0
	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)	33	34	47
Mathematics (Grades 3-8 and 11)	21	21	33
Science (Grades 5, 8, and 10)	14	16	29

**Assessment Results by Student Group - English Language Arts**

<b>2021-22</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	440	438	99.55	0.45	32.65
Male	222	221	99.55	0.45	25.34
Female	218	217	99.54	0.46	40.09
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	431	429	99.54	0.46	31.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	276	275	99.64	0.36	19.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	299	299	100.00	0.00	25.75
Migrant Education	--	--	--	--	--
Students with Disabilities	49	48	97.96	2.04	10.42

**Assessment Results by Student Group - Mathematics**

<b>2021-22</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>% Met or Exceeded Standard</b>
All Students	440	439	99.77	0.23	20.96
Male	222	221	99.55	0.45	22.17
Female	218	218	100.00	0.00	19.72
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	431	430	99.77	0.23	20.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	276	276	100.00	0.00	13.41
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	299	299	100.00	0.00	15.72
Migrant Education	--	--	--	--	--
Students with Disabilities	49	48	97.96	2.04	8.33

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	123	123	100.00	0.00	13.82
Male	65	65	100.00	0.00	15.38
Female	58	58	100.00	0.00	12.07
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	119	119	100.00	0.00	12.61
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	71	71	100.00	0.00	7.04
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	82	82	100.00	0.00	6.10
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

#### 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/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100
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	736	725	157	21.7
Female	363	357	74	20.7
Male	373	368	83	22.6
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	1	1	1	100
Filipino	1	1	0	0
Hispanic or Latino	720	709	155	21.9
Native Hawaiian or Pacific Islander	0	0	0	0
White	12	12	1	8.3
Two or More Races	2	2	0	0
EL Students	497	489	87	17.8
Foster Youth	4	4	4	100
Homeless	92	92	7	7.6
Military				
Socioeconomically Disadvantaged	491	481	99	20.6
Migrant Education	39	38	5	13.2
Students with Disabilities	90	89	24	27

## PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## PARENT INVOLVEMENT

Parents participate in regularly scheduled meetings of the School Site Council, English Learner Advisory Council, and Coffee with the Principal. Parents are also invited to attend evening Parent Education sessions on a variety of topics addressing the academic, social and emotional needs of the students. The site-based PTA chapter holds regular meetings, which all parents are invited to attend. Parents are encouraged to volunteer and visit their child's classroom. They are invited to attend the annual Back-to-School Night, and all events in the life of the school. Parent volunteers are encouraged to help teachers in the classroom with numerous special projects. Parent participation is essential and highly encouraged. Please contact the school at (805) 485-3117 for parent involvement information.

## SCHOOL CLIMATE

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

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

## SCHOOL SAFETY

The safety of students and staff is a primary concern of Rio School District schools. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2022 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during breaks by teachers, administrators and additional school staff. There is a designated area for student drop off and pick up. All visitors must check in at the office and get a badge before they walk onto campus.

### SUSPENSIONS AND EXPULSIONS

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

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0.72	0	2.04	0	0	0
District	1.84	0.02	2.61	0.15	0	0.13
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	2.04	0
Female	0.55	0
Male	3.49	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.08	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	2.21	0
Foster Youth	0	0
Homeless	1.09	0
Military		
Socioeconomically Disadvantaged	2.24	0
Migrant Education	2.56	0
Students with Disabilities	0	0

### OTHER SARC INFORMATION

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

### ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

### PROFESSIONAL DEVELOPMENT

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

### PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

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

**ACADEMIC COUNSELOR TO PUPIL RATIO**

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	698

**AVAILABLE COUNSELING AND SUPPORT STAFF**

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

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

**CLASS SIZE DISTRIBUTION**

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

\*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	24	24	18			4	4	4				
1st	25	24	25				4	4	4			
2nd	24	25	23				4	4	4			
3rd	30	32	31				3	3	3			
4th	31	28	31				3	3	3			
5th	28	31	26				3	3	3			
6th	16	19	19	15	7	6	6	19	22			
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	17	17	19	6	7	7	1		1			
Mathematics	21	21	20	3	4	4	1		1			
Science	18	19	20	4	5	4	1		1			
Social Science	21	20	20	3	4	4	1		1			

#### DISTRICT REVENUE SOURCES

In addition to general state funding, Rio School District received state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid (EIA)
- Migrant Education
- Special Education
- Gifted and Talented Education
- Title I
- Title II
- Title III

#### SCHOOL AND DISTRICT EXPENDITURES

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

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

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,862
School: From Supplemental/Restricted Sources	\$ 1,036
School: From Basic/Unrestricted Sources	\$ 6,826
District: From Basic/Unrestricted Sources	\$ 8,975
Percentage of Variation between School & District	-23.94 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	3.52 %

#### 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	\$ 84,737
District	\$ 79,365
Percentage of Variation between School & District	6.77 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	-2.9 %