



# Rio Elementary Rio Plaza Elementary School



## 2022-2023 School Accountability Report Card

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### SCHOOL ADMINISTRATION

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### SCHOOL INFORMATION

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### SUPERINTENDENT

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### DISTRICT INFORMATION

Rio Elementary  
1800 Solar Dr.  
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(805) 485-3111

### BOARD OF EDUCATION

Eleanor Torres  
Alesia Martin  
Felix Eisenhower  
Kristine Anderson  
Rosa Balderrama

### DISTRICT ADMINISTRATION

Dr. John D. Puglisi,  
Superintendent  
Wael Saleh,  
Assistant Superintendent,  
Business Services  
Oscar Hernandez,  
Assistant Superintendent,  
Educational Services

### 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.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- 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 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.

#### ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	50.70
Male	49.30
Non-Binary	
American Indian or Alaska Native	0.20
Asian	
Black or African American	0.20
Filipino	0.40
Hispanic or Latino	95.80
Native Hawaiian or Pacific Islander	0.20
White	3.20
Two or More Races	
EL Students	71.50
Foster Youth	
Homeless	24.70
Military	
Socioeconomically Disadvantaged	85.00
Migrant Education	3.40
Students with Disabilities	11.40

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	99
1st	62
2nd	76
3rd	80
4th	79
5th	77
Total	473

#### 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>.

<b>Teacher Preparation and Placement</b>						
<b>2020-21</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	86.99	205.10	89.73	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.10	0.94	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.35	7.00	3.06	12,115.80	4.41
Unknown	1.90	8.66	14.30	6.26	18,854.30	6.86
<b>Total Teaching Positions</b>	<b>22.90</b>	<b>100.00</b>	<b>228.60</b>	<b>100.00</b>	<b>274,759.10</b>	<b>100.00</b>

<b>Teacher Preparation and Placement</b>						
<b>2021-22</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.90	82.14	215.90	90.18	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.48	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.30	13.74	9.90	4.16	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.13	4.60	1.95	11,953.10	4.28
Unknown	0.00	0.00	7.70	3.22	15,831.90	5.67
<b>Total Teaching Positions</b>	<b>24.20</b>	<b>100.00</b>	<b>239.40</b>	<b>100.00</b>	<b>279,044.80</b>	<b>100.00</b>

<b>Teachers Without Credentials and Misassignments</b>		
	<b>2020-21</b>	<b>2021-22</b>
Permits and Waivers	0.00	2.00
Misassignments	0.00	1.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>3.30</b>

<b>Credentialed Teachers Assigned Out-of-Field</b>		
	<b>2020-21</b>	<b>2021-22</b>
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>1.00</b>	<b>1.00</b>

<b>Class Assignments</b>		
	<b>2020-21</b>	<b>2021-22</b>
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.70	0.00

**INSTRUCTIONAL MATERIALS**

Rio School District held a public hearing on September 13, 2023, 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.

<b>2023-24 Instructional Materials</b>			
<b>Subject</b>	<b>Textbooks and Other Instructional Materials / Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
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
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

**SCHOOL FACILITIES**

Rio Plaza School is comprised of 20 regular education classrooms, 4 special education classrooms, 1 intervention room, library, speech room, resource room, counseling office, cafeteria, administration building with staff workroom and lounge, and two 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.

**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.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	10/17/2023
Data Collected:	October 2023
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	Nurse, Principal: 2. Exhaust Fan Not Working In Rr. 26, 27: 2. Hvac Vents Are Dirty. Nurse: 2. Old Phone Outlet Cover Is Missing.
INTERIOR: Interior Surfaces	Poor	29: 4. Carpet Is Loose. Ceiling Tile Has A Water Stain. 26: 4. Ceiling Tile Has A Hole. 25: 4. Ceiling Tile Has A Water Stain. 19: 4. Ceiling Tile Is Broken. Campfire/ Head Start, Staff Lounge/ 108: 4. Ceiling Tile Is Loose. 23: 4. Ceiling Tile Is Missing. 22, 27: 4. Ceiling Tile Is Torn. Campfire/ Head Start: 4. Ceiling Tiles Are Broken. 24, 25: 4. Ceiling Tiles Are Loose. 19: 4. Formica Is Chipped On Countertop. 27: 4. Formica Is Chipping On Counter Top. 17, 23: 4. Formica Trim Is Chipping On Countertop. 22: 4. Formica Trim Is Missing On Counter Top. Nurse: 4. Hole In Patient Bed. Hole In Wall. Conduit Cover Is Missing. Boys Restroom (Near 17): 4. Hvac Vent Cover Is Missing. 46219: 4. Rubber Covings Is Chipped. 5: 4. Rubber Molding Is Loose. Cafeteria: 4. Wall Has Holes. 19: 4. Wall Is Marred. 12: 4. Wall Tiles Are Broken. 23, 25, 26: 4. Wallpaper Is Torn.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Nurse: 5. Floors Are Dingy In Rr. Girls Restroom (Near 5): 5. Algae Is Growing In Toilet Bowls. Women's Restroom (Admin): 5. Floor Covings Is Dirty. Boys Restroom (Near 1): 5. Floor Is Dirty. Kitchen: 5. Flooring And Cove Base Are Dirty. Boys Restroom (Near 17): 5. Flooring Is Dirty. Staff Lounge/ 108: 5. Floors Are Dingy In Rr. 11: 5. Floors Are Dirty In Rr And Hand Sink Areas. Rr Has Strong Urine Odor. 12, Boys Restroom (Near 5), Girls Restroom (Near 13), Mens Restroom (Admin): 5. Floors Are Dirty. 27: 5. Room Is Cluttered.
ELECTRICAL: Electrical	Poor	29: 7. Plug In Air Freshener. 24: 7. Clock Is Missing. Principal, Work Room: 7. Conduit Cover Is Missing. 23: 7. Electrical Conduit End Cap Is Missing. Electrical Box Cover Is Missing. 25: 7. Electrical Cover Plate Is Broken. Access To Electrical Panel Is Blocked. Work Room: 7. Electrical Outlet Cover Is Missing On Island. Loose Wires Are Hanging On Wall Below Clock. Wires Are Draped On Ceiling. 19: 7. Extension Cord Being Permanently Used, Causing Trip Hazard. 27: 7. Incomplete Conduit Installation. Admin: 7. Light Cover Is Missing In Storage. Nurse: 7. Light Cover Missing In Restroom. Electrical Cover Is Missing. Unisex Restroom (Cafeteria): 7. Light Diffuser Is Missing. 22: 7. One Light Diffuser Is Broken. 12: 7. Outlet Cover Is Broken. 15: 7. Section Of Electrical Conduit Is Broken.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Girls Restroom (Near 5): 8. One Toilet Leaks At Fitting. Girls Restroom (Near 5): 9. Faucets Have A Low Flow.
SAFETY: Fire Safety, Hazardous Materials	Poor	Kitchen: 10. Access To Fire Extinguisher Is Blocked. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 27, 29, 30, Campfire/ Head Start: 10. Evacuation Map Is Not Posted. 23: 10. Fire Extinguisher Is Missing. Staff Lounge/ 108: 10. Fire Extinguisher Is Not Hung Properly. 13, 18: 11. Paint Is Chipping On Door Frame. 12: 11. Paint Is Chipping On Door. 17: 11. Paint Is Chipping On Exterior Pipes. 6, 12, 16, 20: 11. Paint Is Chipping On Wall. Boys Restroom (Near 17): 11. Paint Is Peeling On Door Frame. 30: 11. Paint Is Peeling On Ramp Railing. Paint Is Peeling On Door. Staff Lounge/ 108: 11. Paint Is Peeling On Wall. 19: 11. Paint Is Peeling On Window Sill. Girls Restroom (Near 5): 11. Paint Peeling On Interior Walls.
STRUCTURAL: Structural Damage, Roofs	Good	30: 12. Siding Has Dry Rot. Campfire/ Head Start: 13. Eaves Have A Hole Rusted Through Metal. Ramp Is Rusted. 24: 13. Gutter And Roof Leak. 29, 30: 13. Gutter Is Rusted And Has A Hole. 29: 13. Gutter Leaks. 27: 13. Ramp Siding Has Dry Rot.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	Campfire/ Head Start: 14. Excessive Weed Growth On Grounds. 26: 14. Large Gap In Ramp Seam. Trip Hazard On Asphalt Near Drain. 24: 14. Ramp Is Rusted. Admin: 14. Trip Hazard At Asphalt/Cement Seam. 5: 15. Door Closer Cover Is Missing. Admin: 15. Door Closer Covers Are Missing. Boys Restroom (Near 17): 15. Door Frame Is Rusted At The Base. Boys Restroom (Near 5): 15. Door Is Rusting At Base. 22: 15. Window Screen Is Missing. 23: 15. Window Screens Are Missing.

**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).

<b>Assessment Results by Subject</b>						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	24	25	34	35	47	46
Mathematics (Grades 3-8 and 11)	17	18	21	24	33	34
Science (Grades 5, 8, and 10)	5	9	16	19	29	30

<b>Assessment Results by Student Group - English Language Arts</b>					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	236	229	97.03	2.97	25.33
Male	115	110	95.65	4.35	20
Female	121	119	98.35	1.65	30.25
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	233	226	97	3	24.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	159	153	96.23	3.77	13.07
Foster Youth	0	0	0	0	0
Homeless	56	54	96.43	3.57	14.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	199	96.6	3.4	24.12
Migrant Education	11	11	100	0	0
Students with Disabilities	25	24	96	4	4.17

**Assessment Results by Student Group - Mathematics**

<b>2022-23</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	236	235	99.58	0.42	18.30
Male	115	114	99.13	0.87	20.18
Female	121	121	100.00	0.00	16.53
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	233	232	99.57	0.43	18.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	159	159	100.00	0.00	9.43
Foster Youth	0	0	0	0	0
Homeless	56	55	98.21	1.79	12.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	205	99.51	0.49	18.05
Migrant Education	11	11	100.00	0.00	18.18
Students with Disabilities	25	24	96.00	4.00	4.17

**Assessment Results by Student Group - Science**

<b>2022-23</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	77	76	98.70	1.30	9.21
Male	43	42	97.67	2.33	4.76
Female	34	34	100.00	0.00	14.71
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	76	75	98.68	1.32	8.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	44	44	100.00	0.00	2.27
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	68	98.55	1.45	8.82
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

**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/>.

2022-23 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					

### 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)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	494	483	131	27.1
Female	249	243	70	28.8
Male	245	240	61	25.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	474	463	125	27.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
White	15	15	5	33.3
Two or More Races	0	0	0	0.0
EL Students	366	361	85	23.5
Foster Youth	0	0	0	0.0
Homeless	121	119	27	22.7
Military	--	--	--	--
Socioeconomically Disadvantaged	425	416	108	26.0
Migrant Education	22	21	4	19.0
Students with Disabilities	70	66	24	36.4

### 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**

You are very important, and your involvement makes a difference in your child’s success.

**Six Ways to Get Involved at Your Child’s School**

- Communicating (Parent conference, coffee with the principal)
  - Learning at Home (Support with homework, projects)
  - Volunteering (PTA, classroom and school activities)
  - Leadership and Decision Making (PTA, SSC, ELAC)
  - Collaborating with the Community (PTA, District Advisory Council)
  - Parent English Classes
- You are encouraged to attend student recognition ceremonies, such as:
- 5 Cs Awards (communication, collaboration, critical thinking, creativity, caring)
  - Character trait of the month
  - Perfect Attendance
- Parent participation is essential and highly encouraged.

**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.

**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 2020-2021 rate data is not comparable. 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.

<b>Suspension and Expulsion Rates</b>						
	<b>Suspensions</b>			<b>Expulsions</b>		
	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
School	0.00	0.72	0.40	0.00	0.00	0.00
District	0.02	2.61	3.83	0.00	0.13	0.13
State	0.20	3.17	3.60	0.00	0.07	0.08

<b>Suspension &amp; Expulsion Rates by Student Group</b>		
<b>2022-23</b>	<b>Suspensions</b>	<b>Expulsions</b>
All Students	0.40	0.00
Female	0.00	0.00
Male	0.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.55	0.00
Foster Youth	0.00	0.00
Homeless	0.83	0.00
Military	--	--
Socioeconomically Disadvantaged	0.24	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

**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 2023 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.

**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.

<b>Professional Development Days</b>			
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
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.

<b>2022-23 Ratio of Number of Pupils per Academic Counselor</b>	
Academic Counselor(s)	473

**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.

<b>Counseling and Support Staff</b>	
<b>2022-23</b>	<b>Full Time Equivalent</b>
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

### 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		
	21	22	23	21	22	23	21	22	23	21	22	23
K	15	15	20	4	2	1	3	4	4			
1st	18	17	21	1	3	1	4	2	2			
2nd	21	22	26	1	1		3	3	2			
3rd	20	20	27	1	1		3	3	3			
4th	22	19	26	1	1		3	3	3			
5th	24	23	19	1	1	1	3	3	3			
Other		2	25		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.

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>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,711.50
School: From Supplemental/Restricted Sources	\$ 373.12
School: From Basic/Unrestricted Sources	\$ 6,338.39
District: From Basic/Unrestricted Sources	\$ 10,289.02
Percentage of Variation between School & District	-38.4 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-16.67 %

#### 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.

<b>2021-22 Average Salary Information</b>		
	<b>District</b>	<b>State</b>
Beginning Teachers	\$ 49,851.00	\$ 54,045.78
Mid-Range Teachers	\$ 82,883.00	\$ 84,515.22
Highest Teachers	\$ 108,799.00	\$ 110,866.99
Elementary School Principals	\$ 128,539.00	\$ 136,840.86
Middle School Principals	\$ 130,306.00	\$ 141,476.95
High School Principals	\$ 0.00	\$ 137,985.00
Superintendent	\$ 213,731.00	\$ 217,473.29
Teacher Salaries	31.46 %	32.43 %
Administrative Salaries	4.71 %	5.62 %

#### 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.

<b>2021-22 Average Teacher Salary</b>	
School	\$ 86,304.55
District	\$ 83,644.00
Percentage of Variation between School & District	3.18 %
All Similar School Districts	\$ 88,288.00
Percentage of Variation between School & State	-2.25 %