



# Rio Elementary Rio Vista Middle School



## 2022-2023 School Accountability Report Card

Published: January 2024

### SCHOOL ADMINISTRATION

**Robert Guynn**  
rguynn@rioschools.org

### SCHOOL INFORMATION

56725610113977  
3050 Thames River Dr.  
Oxnard, CA 93036-5338  
(805) 981-1507  
www.rioschools.org/riovista

### SUPERINTENDENT

**John Puglisi**  
jpuglisi@rioschools.org

### DISTRICT INFORMATION

Rio Elementary  
1800 Solar Dr.  
Oxnard, CA 93030-2655  
(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	50.10
Male	49.70
Non-Binary	0.10
American Indian or Alaska Native	0.60
Asian	1.70
Black or African American	2.00
Filipino	3.20
Hispanic or Latino	84.10
Native Hawaiian or Pacific Islander	0.40
White	6.40
Two or More Races	1.30
EL Students	32.40
Foster Youth	0.10
Homeless	6.20
Military	
Socioeconomically Disadvantaged	62.60
Migrant Education	1.00
Students with Disabilities	10.50

#### ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
6th	236
7th	241
8th	221
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)	28.80	87.57	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)	0.60	1.97	2.10	0.94	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.61	7.00	3.06	12,115.80	4.41
Unknown	2.20	6.82	14.30	6.26	18,854.30	6.86
Total Teaching Positions	32.90	100.00	228.60	100.00	274,759.10	100.00

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)	31.60	91.07	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)	0.00	0.00	9.90	4.16	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	4.01	4.60	1.95	11,953.10	4.28
Unknown	1.70	4.90	7.70	3.22	15,831.90	5.67
Total Teaching Positions	34.70	100.00	239.40	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.60	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.10	1.30
Total Out-of-Field Teachers	1.10	1.30

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)	1.90	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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: 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 Littell / Series: World History / Adoption: 2006	Yes	0
	Grades: 8th / Course: History/Social Studies / Publisher: McDougal Littell / 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

**SCHOOL FACILITIES**

Rio Vista Middle School was originally constructed in 2007 and is comprised of 34 classrooms, a gym, multipurpose room/cafeteria, library, staff lounge, computer lab, and sports fields. Rio Vista has a Joint Use Agreement with the City of Oxnard, allowing the use of school facilities and fields after school hours.

**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:	10/18/2023
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	Girls Restroom: 2. Vent Cover Is Missing.
INTERIOR: Interior Surfaces	Poor	E103-A: 4. Ceiling Tile Has A Hole. C 106 A, C 203 B, C 205 B, C 206 B, C119 B/ Teachers Workroom, F-4, Girls Locker Room Coaches Office, Staff Lounge, Work Room (Outside Of Entry): 4. Ceiling Tile Has A Water Stain. C 203 B, C114, F-4, Girls Locker Room Coaches Office, Music Do6 Band, Staff Lounge: 4. Ceiling Tile Is Broken. F-2: 4. Ceiling Tile Is Loose. C 104/ Workroom, C 207 A, C 210 A, Mpr: 4. Ceiling Tiles Are Broken. C 104/ Workroom, C 204/ Workroom, C 215/ Art 2, C105 A, E101-A, E103-A, E104-A, F-1, F-2, Music Do6 Band: 4. Ceiling Tiles Have Water Stains. F-4: 4. Floor Tiles Are Broken At Entry. E101-A: 4. Formica Trim Is Missing On Counter Top. C 208 A: 4. Hand Sanitizer Is Missing. Stage: 4. Plaster Is Chipped Exposing Metal On Ramp To Stage. Library: 4. Trim Is Chipping On Counter Top. Ceiling Tiles Have Water Stains In Reference Room. Ceiling Tiles Are Loose In Book Repair Room. C 108 A, C 209 A, C 212 A, E101-A, Music D13 Choral: 4. Wall Has A Hole. Mpr: 4. Wall Is Marred. Plaster Is Chipped. Chair Rail Is Becoming Dislodged From Wall. C 104/ Workroom, C 107 A, C 204/ Workroom, C115, E101-A, F-4: 4. Wallpaper Is Torn.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	Boys Restroom, Girls Restroom, Girls Restroom: 5. Metal Trash Can Removed. C 104/ Workroom: 5. Room Is Cluttered. C 104/ Workroom, C 204/ Workroom, C119 B/ Teachers Workroom, Music Do6 Band: 5. Unsecured Items Are Stored Too High. E103-A: 5. Unsecured Items Are Unsecured. C 204/ Workroom: 5. Workroom Is Cluttered.
ELECTRICAL: Electrical	Poor	E101-A: 7. Electrical Appliance In Close Proximity To Water Source. Outlet Cover Is Broken. C103 B: 7. Electrical Cover Is Missing In Ceiling. Room Is Exceptionally Dim And Not Suitable For Learning. C 206 B: 7. Electrical Outlet Cover Is Missing. Music D13 Choral: 7. Extension Cord And Surge Protector Are Daisy Chained. C 213 B: 7. Extension Cords Creating A Trip Hazard. E103-A, E104-A: 7. Light Diffuser Has A Water Stain. C114: 7. Low Voltage Box Cover Is Missing. Library, Stage: 7. Multiple Can Lights Are Out. Girls Restroom: 7. No Lighting. Kitchen: 7. One Can Light Is Out. C 109 A: 7. One Light Bulb Is Out. C 104/ Workroom: 7. One Light Diffuser Is Missing. Gym: 7. One Light Fixture Is Out. Admin, C 207 A, C 210 A, C 213 B, C115, Speech/ Resource Specialist, Staff Lounge: 7. One Light Panel Is Out. C 203 B: 7. Two Light Panels Are Out. Carpet Covering Extension Cord Creating Trip Hazard.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	Girls Restroom: 8. Toilet Leaks At Fittings. Fittings Have Mineral Build Up. C103 B: 9. Access To Safety Shower Is Blocked. C215/ Art 2: 9. All Faucets Are Turned Off Per Teacher. F-1: 9. Faucet Has No Flow. Girls Restroom: 9. Faucets Have No Flow. C105 A: 9. One Faucet Has No Flow.
SAFETY: Fire Safety, Hazardous Materials	Poor	Music D13 Choral: 10. Access To Fire Extinguisher Is Blocked. C 109 A: 10. Computer Cart Is Blocking Egress. C219: 10. Egress Is Blocked. C 106 A, C 107 A, C 108 A, C 109 A, C 203 B, C 205 B, C 206 B, C 208 A, C 209 A, C 210 A, C 213 B, C215/ Art 2, C103 B, C105 A, C112, C113, C114, C115, E101-A, E102-A, E103-A, E104-A, F-1, F-2, F-3, F-4, Music Do6 Band, Music D13 Choral: 10. Evacuation Map Is Not Posted. C 107 A, Girls Locker Room Coaches Office: 10. Fire Sprinkler Escutcheon Is Missing. F-1: 10. No Room Id. C105 A, F-4, V. P. : 10. Plug In Air Freshener. C 206 B: 11. Paint Is Chipped On Support Beam. Girls Locker Room: 11. Paint Is Peeling On Door. F-4, F-1 (Entry): 11. Paint Is Peeling On Exterior Wall. C115: 11. Paint Is Peeling On Interior Wall. F-3: 11. Paint Is Peeling On The Door Frame. Music Do6 Band: 11. Paint Is Peeling On Wall In Office.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	F-3: 15. Door Closer Cover Is Missing. C103 B: 15. Door Lock Does Not Work Properly. C 210 A: 15. Window Screen Is Torn.

**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>						
	<b>School</b>	<b>School</b>	<b>District</b>	<b>District</b>	<b>State</b>	<b>State</b>
	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2022-23</b>
English Language Arts/Literacy (Grades 3-8 and 11)	33	30	34	35	47	46
Mathematics (Grades 3-8 and 11)	18	17	21	24	33	34
Science (Grades 5, 8, and 10)	13	14	16	19	29	30

<b>Assessment Results by Student Group - English Language Arts</b>					
<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	695	688	98.99	1.01	30.23
Male	341	339	99.41	0.59	25.66
Female	353	348	98.58	1.42	34.77
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100	0	61.54
Black or African American	13	13	100	0	23.08
Filipino	22	22	100	0	50
Hispanic or Latino	581	576	99.14	0.86	28.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	51	50	98.04	1.96	36
Two or More Races	--	--	--	--	--
EL Students	201	197	98.01	1.99	10.15
Foster Youth	--	--	--	--	--
Homeless	45	45	100	0	20
Military	0	0	0	0	0
Socioeconomically Disadvantaged	425	423	99.53	0.47	24.35
Migrant Education	--	--	--	--	--
Students with Disabilities	76	75	98.68	1.32	2.67

**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	695	691	99.42	0.58	17.08
Male	341	340	99.71	0.29	20.88
Female	353	350	99.15	0.85	13.43
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	45.45
Hispanic or Latino	581	579	99.66	0.34	13.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	51	50	98.04	1.96	28.00
Two or More Races	--	--	--	--	--
EL Students	201	200	99.50	0.50	1.50
Foster Youth	--	--	--	--	--
Homeless	45	45	100.00	0.00	8.89
Military	0	0	0	0	0
Socioeconomically Disadvantaged	425	423	99.53	0.47	12.29
Migrant Education	--	--	--	--	--
Students with Disabilities	76	75	98.68	1.32	1.33

**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	221	220	99.55	0.45	14.09
Male	108	107	99.07	0.93	14.95
Female	113	113	100.00	0.00	13.27
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	182	182	100.00	0.00	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	25.00
Two or More Races	--	--	--	--	--
EL Students	61	61	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	15.79
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	140	100.00	0.00	12.86
Migrant Education	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00



**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/>.

<b>2022-23 Physical Fitness Test Participation</b>					
<b>Grade</b>	<b>Component 1: Aerobic Capacity</b>	<b>Component 2: Abdominal Strength and Endurance</b>	<b>Component 3: Trunk Extensor and Strength and Flexibility</b>	<b>Component 4: Upper Body Strength and Endurance</b>	<b>Component 5: Flexibility</b>
7th					

**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.

<b>Chronic Absenteeism Rate (Percentage)</b>				
<b>2022-23</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate (Percentage)</b>
All Students	734	725	210	29.0
Female	370	365	98	26.8
Male	363	359	111	30.9
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	4	4	0	0.0
Asian	13	13	2	15.4
Black or African American	15	15	4	26.7
Filipino	22	22	0	0.0
Hispanic or Latino	614	606	180	29.7
Native Hawaiian or Pacific Islander	3	3	2	66.7
White	53	52	18	34.6
Two or More Races	9	9	3	33.3
EL Students	221	217	67	30.9
Foster Youth	2	2	0	0.0
Homeless	46	45	11	24.4
Military	--	--	--	--
Socioeconomically Disadvantaged	468	463	146	31.5
Migrant Education	12	12	5	41.7
Students with Disabilities	80	80	31	38.8



**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**

Rio Vista Middle School recognizes the correlation between successful students and parent involvement and strongly encourages parents to become involved in their students' education. Parents have the opportunity to participate in School Site Council, ELAC, and PTSA. The school has a strong base of parent volunteers who actively support Rio Vista's many activities. Parents are encouraged to join a variety of district and site committees. The school also benefits from several community partnerships, including Rio School District After School Program. Parent participation is essential and highly encouraged. Please contact the school at (805) 981-1507 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.

**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	6.72	9.95	0.00	0.00	0.54
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	9.95	0.54
Female	6.76	0.27
Male	13.22	0.83
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.59	0.65
Native Hawaiian or Pacific Islander	0.00	0.00
White	5.66	0.00
Two or More Races	0.00	0.00
EL Students	12.22	0.45
Foster Youth	0.00	0.00
Homeless	10.87	0.00
Military	--	--
Socioeconomically Disadvantaged	11.97	0.64
Migrant Education	0.00	0.00
Students with Disabilities	10.00	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)	349

#### 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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		
	21	22	23	21	22	23	21	22	23	21	22	23
6th	21	21	24	24	27	18	31	28	36	3	5	5
Other												

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	18	17	22	18	20	11	9	10	15			
Mathematics	24	19	23	4	15	4	14	8	9			1
Science	24	22	27	4	8	2	14	10	15			
Social Science	24	22	27	6	8	2	12	10	15			

### 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	\$ 9,117.76
School: From Supplemental/Restricted Sources	\$ 294.48
School: From Basic/Unrestricted Sources	\$ 8,823.28
District: From Basic/Unrestricted Sources	\$ 10,289.02
Percentage of Variation between School & District	-14.25 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	15.99 %

#### 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	\$ 93,238.39
District	\$ 83,644.00
Percentage of Variation between School & District	11.47 %
All Similar School Districts	\$ 88,288.00
Percentage of Variation between School & State	5.61 %