

# Rio Elementary School District

## Rio del Sol STEAM Academy

### 2021-2022 School Accountability Report Card

#### SCHOOL ADMINISTRATION

Dr. Ryan Emery  
remery@rioschools.org

#### SCHOOL INFORMATION

56725610137018  
3001 North Ventura Road  
Oxnard, CA 93036  
(805) 307-0080  
<https://rioschools.org/riodelsol/>

#### SUPERINTENDENT

Dr. John Puglisi  
jpuglisi@rioschools.org

#### DISTRICT INFORMATION

Rio Elementary School District  
1800 Solar Drive  
Oxnard, CA 93030  
(805) 485-3111

#### BOARD OF EDUCATION

Eleanor Torres  
Felix Eisenhower  
Kristine Anderson  
Alesia Martin  
Rosa Balderrama

#### DISTRICT ADMINISTRATION

Dr. John D. Puglisi,  
Superintendent  
jpuglisi@rioschools.org  
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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code above.

#### DATAQUEST

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

#### CALIFORNIA SCHOOL DASHBOARD

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



## DISTRICT STATEMENTS

### District Mission:

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

### District Vision:

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

## SCHOOL PROFILE

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	
2021-22	Percentage
Female	49.2
Male	50.6
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	3.5
Black or African American	2.4
Filipino	6.4
Hispanic or Latino	66.6
Native Hawaiian or Pacific Islander	0.4
White	14.8
Two or More Races	5.7
EL Students	14.9
Foster Youth	0.1
Homeless	1.5
Military	
Socioeconomically Disadvantaged	34.6
Migrant Education	
Students with Disabilities	7.8

## ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	92
1st	99
2nd	99
3rd	110
4th	59
5th	83
6th	84
7th	88
8th	77
Total	791

**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)	30.3	98.4	205.1	89.7	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	1.6	2.1	0.9	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	7.0	3.1	12,115.8	4.4
Unknown	0.0	0.0	14.3	6.3	18,854.3	6.9
Total Teaching Positions	30.8	100.0	228.6	100.0	274,759.1	100.0

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

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.5	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.5	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	0.0	N/A
Total Out-of-Field Teachers	0.0	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)	5.6	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:	10/03/2022
Data Collected:	October 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	RECORDS 0-12, UNISEX RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM, UNISEX RESTROOM: 2. DIRTY VENT. DATA 0-7: 2. HVAC SYSTEM HAS A WATER LEAK.
INTERIOR: Interior Surfaces	Good	MENS RESTROOM (HALLWAY), 0-6, OFFICE SCL-10A: 4. CEILING TILE HAS A WATER STAIN. BOYS RESTROOM: 4. FLOOR DRAIN IS CLOGGED WITH CEMENT. SPEECH: 4. WALL IS MARRED.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	A-1: 5. COB WEBS PRESENT AROUND EXIT SIGN. A-3, SCR-1, SCR-10, SCR-2, SCR-4, SCR-5, SCR-6, SCR-8, SCR-9, SM-1, SM-3, SM-8, SR-6, SCR-7, SM-2, SCR-3, SR-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
ELECTRICAL: Electrical	Fair	SERVING SCL-9: 7. FLOOR OUTLET COVER IS MISSING KITCHEN SCL-10 (SCL-10F), CUSTODIAL SCR-12, CUSTODIAL SR-105, CUSTODIAL SR-203, DATA 0-7, DATA SR-104, DATA SR-204, ELECTRICAL 0-8, ELECTRICAL SCL-14, ELECTRICAL SCR-14, ELECTRICAL SR-105, ELECTRICAL SR-205, MUSIC STORAGE: 7. LIGHT DIFFUSERS ARE MISSING. ELECTRICAL SR-106: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	SERVING SCL-9: 7. FLOOR OUTLET COVER IS MISSING KITCHEN SCL-10 (SCL-10F), CUSTODIAL SCR-12, CUSTODIAL SR-105, CUSTODIAL SR-203, DATA 0-7, DATA SR-104, DATA SR-204, ELECTRICAL 0-8, ELECTRICAL SCL-14, ELECTRICAL SCR-14, ELECTRICAL SR-105, ELECTRICAL SR-205, MUSIC STORAGE: 7. LIGHT DIFFUSERS ARE MISSING.
SAFETY: Fire Safety, Hazardous Materials	Fair	SM-9: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. C-100, C-201, COMMONS SCL-2, D101, SCR-1, SCR-10, SCR-2, SCR-4, SCR-5, SCR-6, SCR-8, SCR-9, SM-1, SM-10, SM-11, SM-12, SM-3, SM-4, SM-5, SM-6, SM-7, SM-8, SR-1, SR-4, SR-6, SR-7, SR-8: 10. EVACUATION MAP IS NOT POSTED. OFFICE SCL-10A: 10. PLUG IN AIR FRESHENER. SCR-1: 11. PAINT IS CHIPPED ON WALL.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	SR-2: 15. DOOR STICKS AT ENTRY. A-2: 15. WEATHER STRIP IS LOOSE ON DOOR.

#### SCHOOL FACILITIES

Rio Del Sol School has completed its final phase of construction. The school comprises 30 classrooms, a Gym, Multi-purpose Room/Cafeteria, Library and Media Center, Resource Lab, Speech Lab, Culinary Arts Lab, four Maker Spaces, sports fields, a primary playground and an intermediate playground.

##### 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
	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: K-5th / Course: Mathematics / Publisher: Math Learning Center / Series: Bridges / Adoption: 2016	Yes	0
	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: 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
	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: 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)	44	34	47
Mathematics (Grades 3-8 and 11)	31	21	33
Science (Grades 5, 8, and 10)	25	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	491	469	95.52	4.48	44.35
Male	254	247	97.24	2.76	36.03
Female	236	222	94.07	5.93	53.60
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	82.35
Black or African American	--	--	--	--	--
Filipino	30	30	100.00	0.00	70.00
Hispanic or Latino	345	327	94.78	5.22	38.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	66	62	93.94	6.06	56.45
Two or More Races	18	18	100.00	0.00	33.33
EL Students	62	61	98.39	1.61	18.03
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	142	136	95.77	4.23	36.76
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	42	39	92.86	7.14	7.69

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	491	463	94.30	5.70	30.67
Male	254	245	96.46	3.54	28.98
Female	236	218	92.37	7.63	32.57
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	58.82
Black or African American	--	--	--	--	--
Filipino	30	30	100.00	0.00	46.67
Hispanic or Latino	345	322	93.33	6.67	25.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	66	63	95.45	4.55	42.86
Two or More Races	18	16	88.89	11.11	37.50
EL Students	62	60	96.77	3.23	13.33
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	142	135	95.07	4.93	18.52
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	42	37	88.10	11.90	5.41

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	157	153	97.45	2.55	24.84
Male	85	84	98.82	1.18	22.62
Female	72	69	95.83	4.17	27.54
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	120	117	97.50	2.50	18.80
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	17	16	94.12	5.88	37.50
Two or More Races	--	--	--	--	--
EL Students	21	21	100.00	0.00	9.52
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	43	40	93.02	6.98	17.50
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	14	13	92.86	7.14	7.69

#### OTHER OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

#### PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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	813	804	163	20.3
Female	400	396	77	19.4
Male	411	406	85	20.9
Non-Binary				
American Indian or Alaska Native	2	2	0	0
Asian	30	30	1	3.3
Black or African American	20	20	4	20
Filipino	51	51	2	3.9
Hispanic or Latino	543	535	134	25
Native Hawaiian or Pacific Islander	3	3	0	0
White	119	118	16	13.6
Two or More Races	45	45	6	13.3
EL Students	126	124	29	23.4
Foster Youth	1	1	0	0
Homeless	12	12	3	25
Military				
Socioeconomically Disadvantaged	303	297	83	27.9
Migrant Education	0	0	0	0
Students with Disabilities	76	75	24	32

#### 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 have many opportunities to be involved at Rio del Sol School. Parents are involved in the Parent Teacher and Student Association, School Site Council, English Language Advisory Committee. Parent volunteers are active in the classrooms and with numerous special projects. Traditional events include: Hip Hop Mindset show cases; Coffee with the Principal; Color Run; Fall, Winter, and Spring Festivals, STEAM Events. Support services are in place to assist parents who may need referrals for counseling, English Language Development, assistance to reduce barriers due to homelessness. Teachers currently utilize applications such as Remind, Class Dojo, See-Saw to engage parents on a daily basis. The school a weekly website family update, as well as social media such as Twitter and Facebook to further inform and engage community stakeholders. Parents may find the links to social media sites on the district and school webpage. Parent participation is essential and highly encouraged. Please contact the school at (805) 307-0080 for more information about parent involvement opportunities.

#### 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	0.84	0	2.71	0.28	0	0.12
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	2.71	0.12
Female	1	0
Male	4.14	0.24
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	3.33	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.87	0.18
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	6.35	0
Foster Youth	0	0
Homeless	8.33	0
Military		
Socioeconomically Disadvantaged	5.28	0.33
Migrant Education	0	0
Students with Disabilities	6.58	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)	1318.33

**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)	0.6
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	1.5

**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	23	23				4	4	4			
1st	27	25	25				4	4	4			
2nd	29	28	25				2	4	4			
3rd	30	30	34				3	2	3			1
4th	29	29	30				3	3	2			
5th	25	30	28	1			1	3	3	1		
6th	23	23	18	7	1	16	17	3	15			1
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	22	26	20	2	2	5	4	6	6			
Mathematics	27	27	28				4	7	6			
Science	23	27	28	1			4	7	6			
Social Science	27	27	28		1		4	6	6			

**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	\$ 6,123
School: From Supplemental/Restricted Sources	\$ 1,250
School: From Basic/Unrestricted Sources	\$ 4,873
District: From Basic/Unrestricted Sources	\$ 8,975
Percentage of Variation between School & District	-45.7 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-26.1 %

#### 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	\$ 79,639
District	\$ 79,365
Percentage of Variation between School & District	0.35 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	-8.75 %