Rio Del Mar Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians 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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Rio Del Mar Elementary School
Street	819 Pinehurst Drive

City, State, Zip	Aptos, CA 95003
Phone Number	(831) 728-7838
Principal	Meghan Green
Email Address	meghan_green@pvusd.net
School Website	https://rio-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6049779

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

The goal of Rio del Mar Elementary School is to ensure that all students are college and career ready by creating an environment for each student to grow to their highest potential as learners and members of society. Rio provides a healthy, safe, and welcoming school environment. Our staff is highly collaborative. We promote strong family and community participation through our classroom volunteers, School Site Council, Parent Alliance, and partnerships with families at home.

We monitor student progress regularly, using formative assessments that are aligned with the Common Core State Standards for reading, writing, and math. We use the Benchmark Advance curriculum for reading and writing, enabling teachers to focus on our three core actions of 1. Giving access to high quality text for ALL students 2. Integrating standards to build student's comprehension of the text and its meaning, and 3. Engaging students to do the work and thinking. In this way, we are able to meet each and every student where they currently are in terms of skills and application, enabling growth for students at any achievement level. Working in concert with our school budget and our Parent Alliance fundraising efforts, we are able to provide SIPPs reading instruction for all K-3rd grade students in both whole group and small group settings depending. In math, we use a Cognitively Guided Instructional (CGI) lens implementing Engage New York and Number Corner curriculum to deeply address the standards. We provide math intervention at target grade levels to ensure that all students see themselves as belonging in math. Our sixth grade uses Big Ideas curriculum in math and My Perspectives for language arts, and Amplify for Science. All 3rd-6th grade students also use Khan Mappers to accelerate mathematical thinking and learning.

We monitor student progress in language arts and math using the following formative and summative assessments: SBAC, NWEA Maps, SIPPs Mastery Tests, DIBELS, and PVUSD Performance Tasks.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	52
Grade 2	50
Grade 3	59

Grade 4	67
Grade 5	59
Grade 6	74
Total Enrollment	404

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.1%
Male	55.9%
American Indian or Alaska Native	0.5%
Asian	2.7%
Black or African American	1%
Filipino	0.7%
Hispanic or Latino	22.3%
Two or More Races	8.9%
White	63.9%
English Learners	3.5%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	29.5%
Students with Disabilities	19.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	94.87	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53

Authorization/Assignment						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.13	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	19.50	100.00	893.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	94.29	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	1.00	5.71	43.40	4.93	15831.90	5.67
Total Teaching Positions	17.50	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Technology
All students have been provided a Chromebook and if necessary, a hotspot.
Our teachers and students use chromebooks and desk top computers on a daily basis. We have one to one chromebooks for all students and our youngest students have touch screen chormebooks. We have a district tech on campus twice a week.

Textbooks
We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. For Math, we utilize Engage New York and Number Corner for our K-5 grades and Big Ideas for our 6th grade.

Curriculum
The textbooks we use and the tests we give are based on the Common Core State Standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging. As a school we embed Cognitive Guided Instruction practices such as Number Talks across the grade levels within our Math instruction. As a school we are continuing to fully implement the Common Core State Standards.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2019; 6th grade My perspectives, Pearson/2017	Yes	0%

Mathematics	K-5 Bridges, The Math Learning Center/2016; 6th grade iReady, Curriculum Associates/2023	Yes	0%
Science	K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007; 6th grade Amplify/2020	Yes	0%
History-Social Science	Reflections California, Harcourt Achieve/2006; History Alive! The Ancient World, TCI/2018	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	NA

School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	9/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	11: replace ceiling tiles (6) 18: replace ceiling tiles (3) secure bookcase 19: replace ceiling tiles (2) 2: secure bookcase/ replace 1 ceiling tiles 21: secure bookcase replace celiling tiles (3) 28: replace ceiling tile (4) 3: loose ceiling tile secure bookcase 4: replace ceiling tiles (8) 5: replace ceiling tiles (4) 6: replace ceiling tiles (10+)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			10: drinking fountain issues 12: water station needs filter expired tag 16: loose faucet expired tag
Safety: Fire Safety, Hazardous Materials	X			12: water station needs filter expired tag 13: missing 1"x 2"y 8'-10- woud boarder expired tag 14: expired tag 15: expired tag 16: loose faucet expired tag
Structural: Structural Damage, Roofs			X	23:00 13: missing 1"x 2"y 8'-10- woud boarder expired tag 18: replace ceiling tiles (3) secure bookcase

School Facility Conditions and Planned Improvements

			2: secure bookcase/ replace 1 ceiling tiles 20: secure bookcase + rack 21: secure bookcase replace celiling tiles (3) 22: secure file cabinet 24: secure bookcase + 2 racks 3: loose ceiling tile secure bookcase
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		17: sliding door hard to open + cloose

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	59	28	26	47	46
Mathematics (grades 3-8 and 11)	55	50	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	248	94.66	5.34	59.27
Female	128	123	96.09	3.91	61.79
Male	134	125	93.28	6.72	56.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	46	83.64	16.36	45.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	69.57
White	170	167	98.24	1.76	61.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	68	88.31	11.69	41.18
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	55	43	78.18	21.82	30.23

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	249	95.04	4.96	50.20
Female	128	123	96.09	3.91	52.85
Male	134	126	94.03	5.97	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	47	85.45	14.55	34.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	23	95.83	4.17	52.17
White	170	167	98.24	1.76	54.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	68	88.31	11.69	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	42	76.36	23.64	26.19

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.19	56.14	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	57	95.00	5.00	56.14
Female	34	33	97.06	2.94	54.55
Male	26	24	92.31	7.69	58.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	9	75.00	25.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	41	100.00	0.00	56.10
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	15	88.24	11.76	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	95	95	95	95	95

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The SSC approves our school's annual plan and budget; the group meets the last Wednesday of each month virtually from 6:30-8:00pm. The Parent Alliance meets from 6:30-8:00pm the second Tuesday of each month also virtually. The Parent Alliance helps fund many classroom activities, professional development for teachers, support staff for the implementation of the Response to Instruction (leveled reading) as well as upgrading our technology equipment. Our Parent Alliance also provides funding for student rewards and our enrichment program. Both meetings are open to all stakeholders.

There are opportunities for parents and guardians to participate in parent information nights that include the following: Math Festival, STEAM week, and Back to School Night.

Parents are active volunteers in our classrooms and our Life Lab Garden. They volunteer in classrooms, drive on field trips, help students plant our gardens, and assist with school projects.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	421	417	108	25.9
Female	183	183	37	20.2
Male	238	234	71	30.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	12	12	3	25.0
Black or African American	4	4	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	96	94	31	33.0

Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	37	37	8	21.6
White	267	265	65	24.5
English Learners	16	15	3	20.0
Foster Youth	1	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	135	131	43	32.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	94	34	36.2

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.89	2.38	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0
Female	0	0
Male	4.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.13	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0

White	2.62	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.22	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.29	0

2023-24 School Safety Plan

Our Safe School Plan focuses on people, programs, and the physical environment. The administration, SSC, and District Assistant Superintendent review the plan annually. The CSSP was updated on 2/22/23.

Working in collaboration with the district, we receive the ALICE training annually. Rio's Principal is also a certified ALICE trainer.

Our campus is clean and safe, reflecting our pride in our community and ourselves. Staff provides supervision before and after school. We conduct monthly fire, earthquake, lockdown, and shelter-in-place drills. Our Safety Plan was revised during the 21-22 school year and will be reviewed and revised again this year.

We have a fully fenced campus as of Spring 2023.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3		
1	18	3		
2	20	2	1	
3	17	3		
4	30		2	
5	23		2	
6	31		2	
Other	18	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	19	2		
2	22		2	
3	24		3	
4	29		2	
5	25		3	
6	30		2	
Other	17	1	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	2	0
1	23	0	2	0
2	23	0	2	0
3	23	0	2	0
4	28	0	2	0
5	28	0	2	0
6	24	0	3	0
Other	14	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,576.84	$1,521.77	$7,196.74	$72,492.66
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	38.8	-0.3
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	-5.5	-22.2

Fiscal Year 2022-23 Types of Services Funded

Through fund-raising efforts by the Parent Alliance, we have been able to fund Engage New York curriculum, professional development opportunities for teachers (for example, attending the Asilomar Math Conference), classroom funds, and book funds.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

Our school and the district offer numerous training opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training. Our faculty has participated in ongoing professional development opportunities to enhance our instruction and social/emotional environment.

1. During the 2020-present day all K-5 grade teachers received training around our Language Arts Curriculum, Benchmark Advance and our Science Cirruclum, Twig. The 6th grade team received training around the new Science Curriculum, Amplify as well as the 6th grade Language Arts Curriculum, My Perspectives. During the 2018-2019 academic year, all Rio teachers received training in Reader's Workshop through Momentum in Teaching. In 2020-2021 teachers received extensive training on different online platforms for academic discourse such as Google Classroom, Seesaw, Jamboard, and Peardeck.

2. All teachers attended the Asilomar Math Conference in Monterey during the 15-16, 19-20, 22-23, and 23-24 school years. Teachers shared lessons/activities learned at Asilomar at staff meetings.

3. During 19-20, 20-21, 22-23, and 23-24 K-3 teachers and our reading intervention team received ongoing professional development with SIPPs.

4. All staff received training around Tier 1 Evidence-Based practices, including Community Circles and Calming Corner. These practices are evident in all classrooms. Some staff, including administration, have also had training and utilized Tier 2 Evidence-Based practices such as behavior contracts and Check in Check Out.

5. The primary focus in ELA for the 2023-2024 school year is around our three core actions:

Core Action 1 - Complexity: Are students focused on high-quality text(s) during the lesson
Students spend the majority of the lesson reading, writing, or speaking about text(s). Students are grouped and engaged in the lesson appropriate for their proficiency level.

Core Action 2 - Evidence: Do questions and tasks integrate the standards and build students' comprehension of the text(s) and its meaning
Students' tasks are aligned with reading and language objectives in the lesson.
Students use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.
Students use academic language when communicating about the content (written and/or oral).
Students use the words (academic vocabulary), phrases, and sentences that are within the text.
Students engage in explicit vocabulary development through strategically selected tier 2 and tier 3 words and are provided multiple exposures to the words.

Professional Development

Students' tasks are sequenced to build knowledge and dive deeper into the text and graphics to support knowledge.

Core Action 3 - Knowledge: Are all students responsible for doing the thinking in this classroom

6. The primary focus in Math for the 2023-2024 school year is around our three core actions:
Core Action 1- Focus, Coherence and Rigor
Students focus on the grade level content standards
The learning goal is clearly stated
Students build knowledge along the way and relate new learning to previous learning
Lesson targets conceptual understanding, procedure skill and fluency and application

Core Action 2- Employ instructional practices that allow all students to learn the content
Components are made explicit through the use of explanations, representations, tasks and examples
Students are able to strengthen their understanding of the content by strategically sharing representations and/or solution methods
Teacher is deliberately checking for understanding throughout the lessons to surface misconceptions and opportunities for growth and adapts the lesson according to that understanding.
Teacher facilitates the summary of the mathematics with references to student work and discussion in order to reinforce the purpose of the lesson.

Core Action 3- Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lessons.
Students have the opportunity to work with and practice grade level problems and exercises and students work with and practice grade level problems and exercises.
Students are allowed to productively struggle while the teacher cultivates reasoning and problem solving. Students persevere in solving problems in the face of difficulty.
Students are prompted to explain their thinking about the content of the lesson. Students are able to share their thinking about the content of the lesson beyond stating answers.
Students are able to have conversations about each other's thinking. Students talk and ask questions about each other's thinking in order to clarify or improve their own mathematical understanding.
Students are able to connect and develop informal language and mathematical ideas to precise mathematical language and ideas and their use of precise mathematical language increases over time.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	10