Rio Elementary School District
Rio Rosales Elementary
2021–2022 School Accountability Report Card

SCHOOL ADMINISTRATION
Ryan Howatt
rhowatt@rioschools.org

SCHOOL INFORMATION
56725616118061
1001 Kohala Street
Oxnard, CA 93030
(805) 983-0277
https://rioschools.org/riorosales/

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.

<table>
<thead>
<tr>
<th>Enrollment by Student Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>50.6</td>
</tr>
<tr>
<td>Male</td>
<td>49.4</td>
</tr>
<tr>
<td>Non-Binary</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.8</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3.5</td>
</tr>
<tr>
<td>Filipino</td>
<td>4.5</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>81.8</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4.5</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.8</td>
</tr>
<tr>
<td>EL Students</td>
<td>34.2</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.2</td>
</tr>
<tr>
<td>Homeless</td>
<td>5.2</td>
</tr>
<tr>
<td>Military</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>60.8</td>
</tr>
<tr>
<td>Migrant Education</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14.3</td>
</tr>
</tbody>
</table>

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

<table>
<thead>
<tr>
<th>Enrollment by Grade Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>92</td>
</tr>
<tr>
<td>1st</td>
<td>76</td>
</tr>
<tr>
<td>2nd</td>
<td>85</td>
</tr>
<tr>
<td>3rd</td>
<td>56</td>
</tr>
<tr>
<td>4th</td>
<td>80</td>
</tr>
<tr>
<td>5th</td>
<td>73</td>
</tr>
<tr>
<td>6th</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
</tr>
</tbody>
</table>
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.

### 2020-21

<table>
<thead>
<tr>
<th>Teacher Preparation and Placement</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</strong></td>
<td>18.0</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>Intern Credential Holders Properly Assigned</strong></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Teachers Without Credentials and Misassignments (ineffective under ESSA)</strong></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Credentialed Teachers Assigned Out-of-Field (out-of-field under ESSA)</strong></td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total Teaching Positions</strong></td>
<td>20.0</td>
<td>22.0</td>
</tr>
</tbody>
</table>

### 2021-22

<table>
<thead>
<tr>
<th>Teacher Preparation and Placement</th>
<th>2021-22</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Intern Credential Holders Properly Assigned</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Teachers Without Credentials and Misassignments (ineffective under ESSA)</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Credentialed Teachers Assigned Out-of-Field (out-of-field under ESSA)</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total Teaching Positions</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Teachers Without Credentials and Misassignments

<table>
<thead>
<tr>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Permits and Waivers</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Misassignments</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Vacant Positions</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total Teachers Without Credentials and Misassignments</strong></td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Credentialed Teachers Assigned Out-of-Field

<table>
<thead>
<tr>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credentialed Teachers Authorized on a Permit or Waiver</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Local Assignment Options</strong></td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total Out-of-Field Teachers</strong></td>
<td>0.0</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Date of Last Inspection:</th>
<th>10/05/2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collected:</td>
<td>October 2022</td>
</tr>
<tr>
<td>Overall Summary of School Facility Conditions:</td>
<td>Fair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
<td>K2 (K5), K1, K3, NURSE: 2. EXHAUST FAN IS NOT WORKING IN RR. ALL GENDER RESTROOM (ADMIN), BOYS RESTROOM (B4), BOYS RESTROOM (G7), BOYS RESTROOM (MPR), GIRLS RESTROOM (B5), GIRLS RESTROOM (G6): 2. EXHAUST FAN IS NOT WORKING. ADMIN/A1: 2. HVAC IS EXTREMELY LOUD.</td>
</tr>
<tr>
<td>CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
<td>5. UNSECURED ITEMS ARE STORED TOO HIGH.</td>
</tr>
<tr>
<td>RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains</td>
<td>Good</td>
<td>B3: 9. DRAIN GUARD IS BROKEN IN EXTERIOR DRINKING FOUNTAIN. BOYS RESTROOM (G7): 9. EXTERIOR DRINKING FOUNTAIN DRAIN IS BROKEN.</td>
</tr>
<tr>
<td>SAFETY: Fire Safety, Hazardous Materials</td>
<td>Fair</td>
<td>C1: 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. B1, B2, B3, C1, C2, C3, C4, D1, D2, D3, D4, E1, E2, E3, E4, F1, F2, F3, F4, G3, G4, G5, G6, K1, K2, K3: 10. EVACUATION MAP IS NOT POSTED. B2: 10. PLUG IN AIR FRESHENER.</td>
</tr>
</tbody>
</table>

**School Facilities**

Rio Rosales School is comprised of 25 classrooms, a multipurpose room/cafeteria, library, staff lounge, a teacher workroom, a flex lab, and a 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Other Instructional Materials / Year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent of Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>English / Language Arts</td>
<td>Grades: K-6th / Course: English Language Arts / Publisher: Houghton Mifflin / Series: A Legacy of Literacy / Adoption: 2003</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Grades: K / Course: English Language Development / Publisher: Ballard &amp; Tighe / Series: Hands On English / Adoption: 2022</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Grades: 1st-3rd / Course: English Language Development / Publisher: Ballard &amp; Tighe / Series: Carousel / Adoption: 2022</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Grades: 1st-5th / Course: English Language Development / Publisher: Cengage Learning / Series: Look / Adoption: 2022</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Grades: K-5th / Course: Mathematics / Publisher: Math Learning Center / Series: Bridges / Adoption: 2016</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>History / Social Science</td>
<td>Grades: K-3rd / Course: History/Social Studies / Publisher: Scott Foresman / Series: History/Social Science / Adoption: 2006</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Grades: 4th-5th / Course: History/Social Studies / Publisher: Houghton Mifflin / Series: History/Social Science / Adoption: 2006</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>Grades: K-5th / Course: Science / Publisher: Pearson/Scott Foresman / Series: Science / Adoption: 2008</td>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Visual / Performing Arts</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Health Education</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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).

<table>
<thead>
<tr>
<th>Assessment Results by Subject</th>
<th>School 2021-22</th>
<th>District 2021-22</th>
<th>State 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts/Literacy (Grades 3-8 and 11)</td>
<td>36</td>
<td>34</td>
<td>47</td>
</tr>
<tr>
<td>Mathematics (Grades 3-8 and 11)</td>
<td>24</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>Science (Grades 5, 8, and 10)</td>
<td>29</td>
<td>16</td>
<td>29</td>
</tr>
</tbody>
</table>
## Assessment Results by Student Group - English Language Arts

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>% Met or Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>210</td>
<td>208</td>
<td>99.05</td>
<td>0.95</td>
<td>36.06</td>
</tr>
<tr>
<td>Male</td>
<td>106</td>
<td>105</td>
<td>99.06</td>
<td>0.94</td>
<td>37.14</td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>103</td>
<td>99.04</td>
<td>0.96</td>
<td>34.95</td>
</tr>
<tr>
<td>Non-Binary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>173</td>
<td>171</td>
<td>98.84</td>
<td>1.16</td>
<td>29.82</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>EL Students</td>
<td>67</td>
<td>66</td>
<td>98.51</td>
<td>1.49</td>
<td>18.18</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>104</td>
<td>103</td>
<td>99.04</td>
<td>0.96</td>
<td>28.16</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>40</td>
<td>39</td>
<td>97.50</td>
<td>2.50</td>
<td>10.26</td>
</tr>
</tbody>
</table>

## Assessment Results by Student Group - Mathematics

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>% Met or Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>210</td>
<td>209</td>
<td>99.52</td>
<td>0.48</td>
<td>24.40</td>
</tr>
<tr>
<td>Male</td>
<td>106</td>
<td>105</td>
<td>99.06</td>
<td>0.94</td>
<td>27.82</td>
</tr>
<tr>
<td>Female</td>
<td>104</td>
<td>104</td>
<td>100.00</td>
<td>0.00</td>
<td>21.15</td>
</tr>
<tr>
<td>Non-Binary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>173</td>
<td>172</td>
<td>99.42</td>
<td>0.58</td>
<td>20.93</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>EL Students</td>
<td>67</td>
<td>67</td>
<td>100.00</td>
<td>0.00</td>
<td>17.91</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>104</td>
<td>103</td>
<td>99.04</td>
<td>0.96</td>
<td>20.39</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>40</td>
<td>39</td>
<td>97.50</td>
<td>2.50</td>
<td>7.69</td>
</tr>
</tbody>
</table>
### Assessment Results by Student Group - Science

<table>
<thead>
<tr>
<th>2021-22</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Not Tested</th>
<th>% Met or Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>73</td>
<td>73</td>
<td>100.00</td>
<td>0.00</td>
<td>28.77</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>35</td>
<td>100.00</td>
<td>0.00</td>
<td>40.00</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>38</td>
<td>100.00</td>
<td>0.00</td>
<td>18.42</td>
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<tr>
<td>Non-Binary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>59</td>
<td>59</td>
<td>100.00</td>
<td>0.00</td>
<td>25.42</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>EL Students</td>
<td>18</td>
<td>18</td>
<td>100.00</td>
<td>0.00</td>
<td>5.56</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>37</td>
<td>37</td>
<td>100.00</td>
<td>0.00</td>
<td>32.43</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Component 1: Aerobic Capacity</th>
<th>Component 2: Abdominal Strength and Endurance</th>
<th>Component 3: Trunk Extensor and Strength and Flexibility</th>
<th>Component 4: Upper Body Strength and Endurance</th>
<th>Component 5: Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Chronic Absenteeism Rate (Percentage)</th>
</tr>
</thead>
</table>
| 2021-22
<table>
<thead>
<tr>
<th>Cumulative Enrollment</th>
<th>Chronic Absenteeism Eligible Enrollment</th>
<th>Chronic Absenteeism Count</th>
<th>Chronic Absenteeism Rate (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>492</td>
<td>481</td>
<td>193</td>
</tr>
<tr>
<td>Female</td>
<td>252</td>
<td>245</td>
<td>98</td>
</tr>
<tr>
<td>Male</td>
<td>240</td>
<td>236</td>
<td>95</td>
</tr>
<tr>
<td>Non-Binary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>18</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Filipino</td>
<td>22</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>400</td>
<td>392</td>
<td>170</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>23</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>14</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>EL Students</td>
<td>176</td>
<td>173</td>
<td>70</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Homeless</td>
<td>28</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>304</td>
<td>295</td>
<td>122</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>81</td>
<td>79</td>
<td>35</td>
</tr>
</tbody>
</table>

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

Parent involvement is strongly encouraged at Rio Rosales School. Parents are kept informed of school activities through monthly calendars, newsletters, reminders, marquee, EdConnect, and invitations to special programs and events. Each parent also receives an annual district master calendar including listings for conference days, minimum days, and holidays.

Teachers maintain regular communication with parents through formal and informal conferences, telephone calls, emails, behavior contracts, notes home, report cards, and celebrations of student success. Parents are also encouraged to volunteer in their children’s classrooms and to assist teachers in the preparation of instructional materials. The PTA is an active group that provides funding for field trips, supplementary materials, social interaction activities, and equipment. Executive Board and General meetings are held per a pre-established schedule. Parents, teachers, and students are encouraged to participate in a variety of PTA activities including family fun evenings, safety events, parent information sessions and special school wide activities.

Parent involvement is further promoted through participation in regularly scheduled School Site Council and English Learner Advisory Committee (ELAC) meetings. These meetings are announced in the school’s monthly calendar, and through postings and special flyers. Parent participants are engaged in purposeful decision making in support of school effectiveness efforts. Parents are also encouraged to join in Family Movie Nights, Lunch on the Lawn, Literacy on the Laen, Coffee with the Principal, and many other school community events scheduled throughout the school year.

Parent participation is essential and highly encouraged. Please contact the school at (805) 983-0277 for parent involvement information. Online meetings have been established as a way to share important information and policies.

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.

<table>
<thead>
<tr>
<th></th>
<th>Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>0.76</td>
<td>0.2</td>
</tr>
<tr>
<td>District</td>
<td>1.84</td>
<td>0.02</td>
</tr>
<tr>
<td>State</td>
<td>2.45</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Suspension & Expulsion Rates by Student Group

<table>
<thead>
<tr>
<th>2021-22</th>
<th>Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>1.02</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>2.08</td>
<td>0</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>0</td>
</tr>
<tr>
<td>Asian</td>
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</tr>
<tr>
<td>Black or African American</td>
<td>11.11</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0.75</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EL Students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>1.64</td>
<td>0</td>
</tr>
<tr>
<td>Migrant Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2.47</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Professional Development Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Professional Days</td>
</tr>
</tbody>
</table>
ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

<table>
<thead>
<tr>
<th>2021-22 Academic Counselor to Pupil Academic Counselor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor(s)</td>
</tr>
</tbody>
</table>

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.

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

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.

<table>
<thead>
<tr>
<th>Class Size Distribution By Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
</tr>
<tr>
<td>3rd</td>
</tr>
<tr>
<td>4th</td>
</tr>
<tr>
<td>5th</td>
</tr>
<tr>
<td>6th</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>2020-21 Expenditures per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: Total Expenditures Per Pupil</td>
</tr>
<tr>
<td>School: From Supplemental/Restricted Sources</td>
</tr>
<tr>
<td>School: From Basic/Unrestricted Sources</td>
</tr>
<tr>
<td>District: From Basic/Unrestricted Sources</td>
</tr>
<tr>
<td>Percentage of Variation between School &amp; District</td>
</tr>
<tr>
<td>State: From Basic/Unrestricted Sources</td>
</tr>
<tr>
<td>Percentage of Variation between School &amp; State</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>2020-21 Average Salary Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Beginning Teachers</td>
</tr>
<tr>
<td>Mid-Range Teachers</td>
</tr>
<tr>
<td>Highest Teachers</td>
</tr>
<tr>
<td>Elementary School Principals</td>
</tr>
<tr>
<td>Middle School Principals</td>
</tr>
<tr>
<td>High School Principals</td>
</tr>
<tr>
<td>Superintendent</td>
</tr>
<tr>
<td>Teacher Salaries</td>
</tr>
<tr>
<td>Administrative Salaries</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>2020-21 Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>Percentage of Variation between School &amp; District</td>
</tr>
<tr>
<td>All Similar School Districts</td>
</tr>
<tr>
<td>Percentage of Variation between School &amp; State</td>
</tr>
</tbody>
</table>