

# Rio Del Oro Elementary School



## School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Grades K-8  
1220 Zanes Drive Plumas Lake, CA 95961  
Phone: (530) 749-0690 Fax: (530) 749-0689  
Web site: [www.plusd.org/schools/riodeloro](http://www.plusd.org/schools/riodeloro)

**Dione Beilby**  
Superintendent  
**Meredith Putman**  
Principal

### Principal's Message

Dear Families,



Welcome to the Plumas Lake Elementary School District. In our district we strive to provide a unique and wonderful educational experience for children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing children with the skills they need to be successful learners. It remains our single most important goal to ensure that your child enjoys academic success throughout his or her educational experience at either of our campuses.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Where the environment is committed to ensuring a student-focused, safe, and challenging, where students understand and assume responsibility for lifelong learning; work to achieve their personal best; and become productive citizens in a diverse, global society.

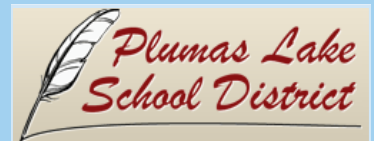
We encourage an environment where students are physically, socially, emotionally, intellectually, and psychologically supported, and one free of drugs, that are safe and conducive to learning. Our long list of NCLB-supported activities and programs includes Red Ribbon Week, clubs, events, athletics, specialized PE, and School Spirit Committee.

Parent support and involvement continue to be important aspects of the success of the Plumas Elementary School District. This support is given, recognized, and appreciated, in many different ways. Parents can assist the planning of the programs and policies, while others serve as classroom and library volunteers, plan family activities, or work as art docents. Parents also support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family. Parent volunteers are coordinated by our school principals. The safety of our students is this school's first priority and the discipline policy is strictly enforced. We emphasize co-operation and responsible, respectful behavior. All adults visiting campus are required to check in through the school office. The atmosphere of the schools makes our students feel comfortable and secure.

### School Safety

Your child's safety is important to us in the Plumas Elementary School District. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our district is committed to providing a safe, secure environment for learning. Our students and staff participate in regularly planned fire drills. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the office of our school. Random periodic school safety inspections are conducted by the district maintenance staff. The Yuba County Sheriff's Department works closely with our school sites to provide a safe, secure environment for all students.

The School Safety Plan was drafted in 2001 and is reviewed at the beginning of each school year. It includes drills for fire, earthquakes, and other disasters. It was reviewed in August 2007.



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Marysville, CA 95901  
Phone: (530) 743-4428  
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### Plumas ESD Mission Statement

*Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Where the environment is committed to ensuring a student-focused, safe, and challenging, where students understand and assume responsibility for lifelong learning; work to achieve their personal best; and become productive citizens in a diverse, global society.*



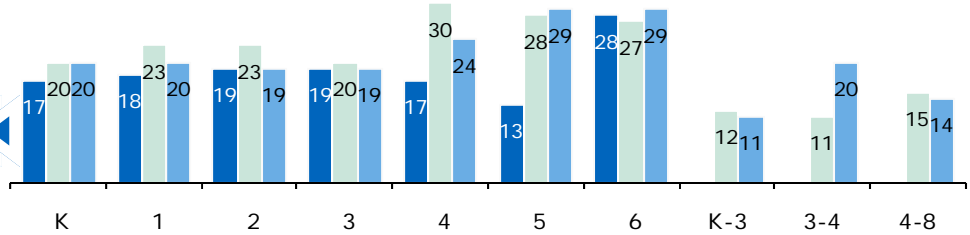
# Plumas Lake Unified School District



## Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 ■ 06-07



## Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title I Migrant Education
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- School Improvement Program (SIP)
- Special Education
- School Library Grant
- TUPE (Tobacco Use Prevention Education)
- AB1113 School Safety & Violence Prevention

Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			4			3		
1	2				3		4		
2	2				4		4		
3	2			2	1		3		
4	2				2			2	
5	2				2			2	
6		1			2			1	
K-3				1			1		
3-4				1			1		
4-8				2			1		

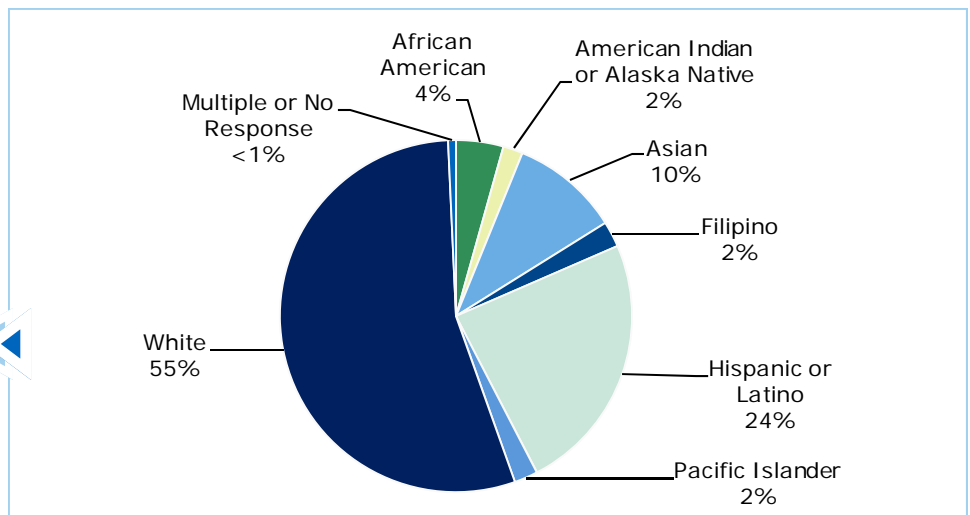
## Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Rio Del Oro ES			Plumas Lake ESD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspension Rate</b>	0.007	0.027	0.024	0.011	0.036	0.062
<b>Expulsion Rate</b>	0.000	0.000	0.000	0.000	0.000	0.000

## Enrollment and Demographics

The total enrollment was 552 students for the 2006-07 school year.





Textbooks and Instructional Materials

Quality and Availability of Textbooks	
Grades	Textbook
K	<i>History-Social Science: My World</i>
1	<i>Saxon Math</i> , Houghton Mifflin
	<i>History-Social Science: School And Family</i>
	<i>Reading CA</i> , Houghton Mifflin
2	<i>Saxon Math</i> , Mcgraw Hill
	<i>History-Social Science: CA Vistas People And Places</i>
	<i>Reading CA</i> , Houghton Mifflin
3	<i>Saxon Math</i> , Mcgraw Hill
	<i>Science: Discovery Works</i> , Mcgraw Hill
	<i>History- Social Science: CA Vistas California Communities</i>
	<i>Reading CA</i> , Houghton Mifflin
4	<i>Saxon Math</i> , Mcgraw Hill
	<i>Saxon Science</i> , Mcgraw Hill
	<i>History-Social Science: CA Vistas Our Golden State</i>
	<i>Reading Ca Traditions</i> , Houghton Mifflin
5	<i>Saxon Science</i> , Houghton Mifflin
	<i>History-Social Science: United States History Early Years</i>
	<i>Reading CA Expeditions</i> , Houghton Mifflin
6	<i>Saxon Math</i> , Mcdougal Littell
	<i>Science Voyages</i> , Mcdougal Littell
	<i>History: Ancient Civilizations</i> , Mcdougal Littell
	<i>Language Of Literature</i>
7	<i>Pre-Algebra</i> , Prentice Hall
	<i>Science Voyages</i> , Mcdougal Littell
	<i>History: Medieval And Early Modern Times</i> , Mcdougal Littell
	<i>Language Of Literature</i>
8	<i>Algebra</i> , Prentice Hall
	<i>Science Voyages</i> , Mcdougal Littell
	<i>History: Creating America</i> , Mcdougal Littell
	<i>Language Of Literature</i>



Textbooks and Instructional Materials

All students in the Plumas Elementary School District have access to their own copy of the standards aligned textbooks and instructional materials. There is no lack of textbooks or instructional materials in the core curriculum areas of foreign language or Health. Lab equipment is supplied in proper portions depending on whether students are working individually or in groups. Depending on lesson design, some lab equipment is given to 100% of students. However, when working in groups is most beneficial for learning, some equipment may be distributed to 25% of students to allow workgroups and discussion groups of 4 students (i.e. one piece of lab equipment per each group of 4 students).

Classes offered in the visual and performing arts include art and music.

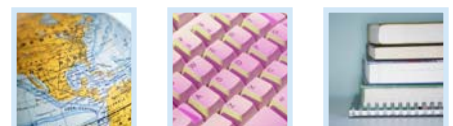
Availability of Textbooks

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

- Reading/Language Arts 0%
- Mathematics 0%
- Science 0%
- History-Social Science 0%
- Visual & Performing Arts 0%
- Health 0%
- Foreign Language 0%

Quality and Availability of Textbooks	
Subject	Year of Textbook Adoption
English-Language Arts	2001
Mathematics	2000
Science	1999
History-Social Science	2006-07

Note: This data was most recently collected and verified in September 2007.





### Parental Involvement

Parental involvement in their child's education is an important aspect at Plumas Elementary. Parental involvement is ongoing, and includes sitting on the School Site Council (SSC), which develops the School Plan; parent conferences; and parent and community outreach. The district provides after-school training for parents in learning English, and for learning how to assist their children with their education.

Parents are an important part of the planning process, and are involved with athletic activities, school wide assemblies, field trips, and Red Ribbon Week.

Parents receive a packet at the beginning of each school year, containing all required notifications, district discipline policies, the safe-school status determined by NCLB, and more. They can also view the School Accountability Report Cards (SARCs) on the district Web site, by visiting [www.plusd.org](http://www.plusd.org).

There are a number of ways to become involved with your child's education. Our schools have active Booster Clubs that raised over \$10,000 through various fundraising events last year. We have a Back to School Night and two parent conferences during the year. You are always welcome to volunteer in your child's classroom; or become involved by attending parent conferences and Back to School Night, and by joining the Booster Clubs or the School Site Council. For more information on parent involvement opportunities, you may contact your site principal at 749-0690 for Rio Del Oro Elementary and 743-4428 for the Plumas Lake Charter School.

### School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

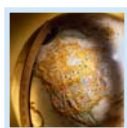
Note: The most recent school site inspection occurred on September 5, 2007, and the inspection form was most recently completed on September 5, 2007.

### School Facilities

In the 2004-2005 school year we opened our first new school Rio Del Oro Elementary School in the Plumas Lake area, with the Plumas Elementary site becoming the Plumas Lake Charter School. The original Plumas Elementary site was completed in 1990. We are proud of our campuses and strive to keep our schools in good repair so it is clean, safe, functional, and provides an orderly environment for teaching and learning.

Rio Del Oro Elementary School is a new school in excellent condition. Two custodians clean the school on a daily basis. Staggering shifts allows us to have two custodians during the school day, and one custodian ends their shift in the evening after school hours. There are 12 regular classrooms, a science lab, a library, a computer lab, an art lab, a multipurpose room, and three special education rooms. The design capacity of the school is 725 students.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted \$45,720.00 for the deferred maintenance program. This represents 0.6 percent of the District's general fund budget.





## California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Rio Del Oro ES			Plumas Lake ESD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	39%	46%	44%	35%	43%	42%	40%	42%	43%
Mathematics	46%	53%	50%	39%	51%	46%	38%	40%	40%
Science	31%	40%	34%	26%	35%	30%	27%	35%	38%
History-Social Science	23%	39%	35%	21%	32%	25%	32%	33%	33%



## CST Subgroup Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	38%	54%	30%	44%
Female	51%	45%	39%	24%
Economically Disadvantaged	28%	35%	22%	29%
English Learners	23%	44%	36%	45%
Students with Disabilities	20%	13%	❖	❖
Migrant Education Services	❖	❖	❖	❖
African American	35%	25%	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	41%	64%	25%	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	32%	37%	24%	47%
Pacific Islander	❖	❖	❖	❖
White	50%	57%	46%	33%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Standards Tests

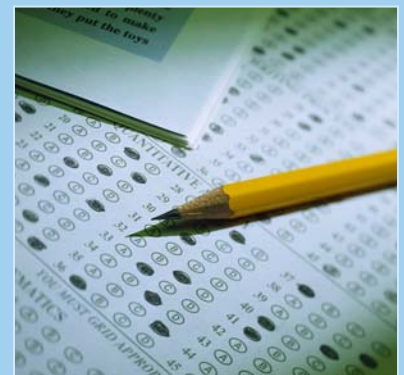
For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

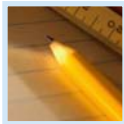




### Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.



### Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
<b>Rio Del Oro ES</b>	52%	45%	46%	63%	55%	51%
<b>Plumas Lake ESD</b>	45%	45%	48%	52%	56%	53%
<b>California</b>	41%	42%	42%	52%	53%	53%

### NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
	Spring 2007 Results	
Subgroup	Reading	Mathematics
<b>Male</b>	47%	53%
<b>Female</b>	45%	49%
<b>Economically Disadvantaged</b>	28%	36%
<b>English Learners</b>	33%	29%
<b>Students with Disabilities</b>	❖	❖
<b>Migrant Education Services</b>	❖	❖
<b>African American</b>	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖
<b>Asian</b>	31%	54%
<b>Filipino</b>	❖	❖
<b>Hispanic or Latino</b>	39%	43%
<b>Pacific Islander</b>	❖	❖
<b>White</b>	52%	56%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 42.4% of students in the fifth grade and 54.3% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).



## Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Rio Del Oro ES		Plumas Lake ESD	
Met Overall AYP	Yes		Yes	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		Yes	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

## Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	⌘	*	6
Similar Schools API Rank	⌘	*	3

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	*	24	5	767
African American	*	■	■	■
American Indian or Alaska Native	*	■	■	■
Asian	*	■	■	■
Filipino	*	■	■	■
Hispanic or Latino	*	■	-36	706
Pacific Islander	*	■	■	■
White	*	15	18	799
Socioeconomically Disadvantaged	*	5	2	704
English Learners	✧	■	38	731
Students with Disabilities	✧	■	■	■

⌘ Rio Del Oro ES opened in the 2004-05 year. Therefore, there is no data prior to 2004-05 for the school.

\* Rio Del Oro ES did not have a valid 2005 API Base and will not have any growth or target information.

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

## Academic Performance Index

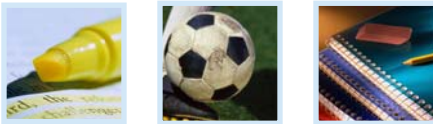
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/).

**Testing Note:** Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



### Teacher Qualifications

The adjacent table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



### No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

### School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.00
- Library Media Services Staff (paraprofessional) 0.45
- Psychologist 0.20
- Social Worker 0.00
- Nurse 0.00
- Speech/Language/Hearing Specialist 1.00
- Resource Specialist (non-teaching) 1.00
- Other 0.00

### Teacher Qualifications

Teacher Credential Information				
	Plumas Lake ESD	Rio Del Oro ES		
Teachers	2006-07	04-05	05-06	06-07
<b>With Full Credential</b>	52	17	27	30
<b>Without Full Credential</b>	7	1	4	2
<b>Teaching Outside Subject Area of Competence</b>		0	0	0
		05-06	06-07	07-08*
<b>Teacher Misassignments of English Learners—</b> Teachers of English Learners (EL) without EL certification		0	0	0
<b>Total Teacher Misassignments</b>		0	0	0
<b>Vacant Teacher Positions—</b> teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

\* Most current data.

### No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
<b>Rio Del Oro ES</b>	100%	0.0%
<b>All Schools in District</b>	100%	0.0%
<b>High-Poverty Schools in District</b>	◆	◆
<b>Low-Poverty Schools in District</b>	◆	◆

◆ Information not available.

### Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

### Professional Development

Our teachers receive ongoing training in the implementation of our adopted state standards-based curriculum. Each year, our teachers complete hundreds of hours of professional learning. This includes professional learning in differentiated instruction, which allows all students to access the adopted curriculum and progress towards the state standards. Helping teachers learn how to support English Learners has been a priority at our school. In addition, teachers receive training in using technology to analyze student achievement data. Our school has received ongoing training in the effective implementation of the Houghton Mifflin English Language Arts adoption.

For the previous three school years, we had ten days each year dedicated to staff and professional development.



## Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Federal Intervention Program		
	Rio Del Oro ES	Plumas Lake ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

◇ Not applicable.

## Financial Information

The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Plumas Lake ESD	Similar Sized District
Beginning Teacher Salary	◇	\$36,760
Mid-Range Teacher Salary	◇	\$52,816
Highest Teacher Salary	◇	\$64,666
Average Principal Salary	◇	\$83,075
Superintendent Salary	◇	\$98,053
% of Budget for Teacher Salaries	39.5%	38.5%
% of Budget for Administrative Salaries	7.5%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Rio Del Oro ES	\$3,495	\$433	\$3,062	\$36,432
Plumas Lake ESD			\$3,168	\$36,394
California			\$4,943	\$54,130
% Difference Between School and District			-3%	0.1%
% Difference Between School and California			-61.4%	-48.6%

◇ Information not available.

## Public Internet Access

Students have access to the Internet and library resources during the school day and during extended classes.

**Public Internet Access:** Computers with Internet access are available for student use at each school library; for information on usage of the school library, please contact the school.

For information on usage of Yuba County public libraries, including public use of computers with Internet access, please call (530) 749-7380, e-mail [library@co.yuba.ca.us](mailto:library@co.yuba.ca.us), or visit [www.co.yuba.ca.us/departments/library](http://www.co.yuba.ca.us/departments/library).

For information on usage of Sutter County public libraries, including public use of computers with Internet access, please call (530) 822-7137 or visit [www.co.sutter.ca.us/doc/government/depts/library/library](http://www.co.sutter.ca.us/doc/government/depts/library/library).



“We encourage an environment where students are physically, socially, emotionally, intellectually, and psychologically supported, and one free of drugs, that are safe and conducive to learning.”



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## Rio Del Oro Elementary School

Grades K-8

1220 Zanes Drive Plumas Lake, CA 95961

Phone: (530) 749-0690 Fax: (530) 749-0689

Web site: [www.plusd.org/schools/riodeloroes](http://www.plusd.org/schools/riodeloroes)

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**SARC**—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>.

DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of March 13, 2008.

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