

RIO DEL ORO ELEMENTARY SCHOOL



GRADES K-5

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Dione Beilby
Superintendent

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Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

A note to the reader:

In the 2007-08 school year, Plumas Lake ESD was pleased to add a new school to its District, bringing the total number of schools it proudly serves to four: Cobblestone Elementary School, Rio Del Oro Elementary School, Riverside Meadows Elementary School, and Plumas Lake Charter School.

By adding a new school, grade levels served at some schools have changed. Rio Del Oro Elementary School now serves grades K-5, but for 2006-07, it served grades K-8. Please contact the school directly if you have any questions.

Principal's Message



Welcome to the Plumas Lake Elementary School District. In our District we strive to provide a unique 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. Our staff is committed to meeting the learning needs of every child. We are committed to our mission. The Rio Del Oro Elementary community, consisting of students, staff and families, has the shared responsibility to: infuse essential skills necessary for each student to experience academic and social success; provide a safe and nurturing environment that fosters responsible citizenship; and model and develop respect for diversity, while recognizing commonality.

School Safety

The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the whole staff. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. 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 year.

Rio Del Oro school provides a safe, clean environment for students, staff, and volunteers. Teachers and administrators supervise students before and after school. During lunch and recess, yard duty supervisors supervise students. Crossing guards assist with supervision after school. There are designated student drop-off and pickup areas at the front of the school. All visitors must sign in at the office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teacher prior notification when visiting classroom.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on September 15, 2007.

Public Internet Access

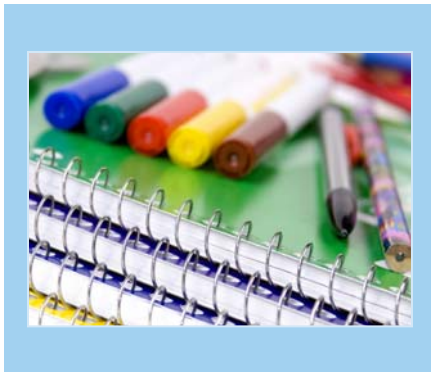
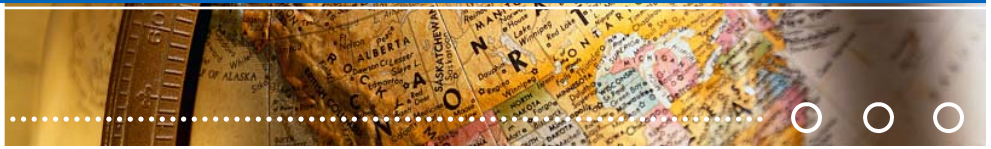
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, 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.



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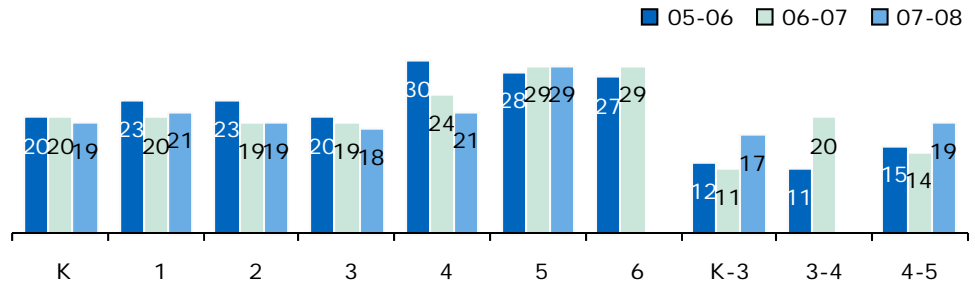
District Mission Statement

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 environment, where students understand and assume responsibility for lifelong learning; work to achieve their personal best; and become productive citizens in a diverse, global society.



Class Size

The bar graph displays the three-year data for average class size.



Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			3			4		
1		3		4			1	2	
2		4		4			3		
3	2	1		3			3		
4		2			2		1	2	
5		2			2			1	
6		2			1				
K-3	1			1			1		
3-4	1			1					
4-5	2			1			1		

California Physical Fitness Test

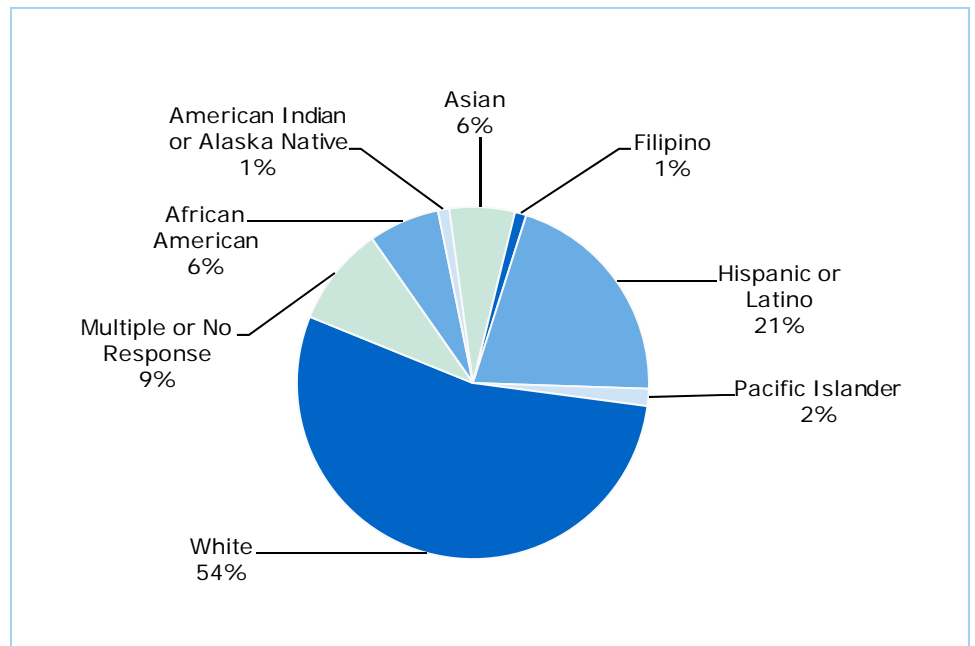
Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

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 2007-08, 31.4% of students in the 5th grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Enrollment and Demographics

The total enrollment was 383 students for the 2007-08 school year.





School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility 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				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 4, 2008, and the inspection form was most recently completed on September 4, 2008.

School Facilities

In the 2004-05 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 they are clean, safe, functional, and provide an orderly environment for teaching and learning.

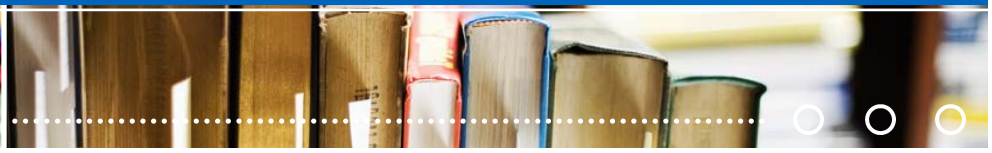
Rio Del Oro Elementary School is a new school in excellent condition. Two custodians clean the school on a daily basis. Staggering shifts allows us to have two custodians during the school day, and one custodian ends their shift in the evening (after school hours). There are 18 regular classrooms, a library, a computer lab, an art lab, a multi-purpose room, and one Special Education room. 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 2008-09 school year, the District budgeted \$28,000 for the Deferred Maintenance Program. This represents 0.3% of the District's general fund budget.

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 II (Teacher & Principal)
- 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)
- Special Education
- School Library Grant
- Tobacco Use Prevention Education (TUPE)
- AB1113 School Safety & Violence Prevention
- Instructional Materials
- Realignment Program
- Targeted Instructional Improvement
- School Library Block Grant
- Discretionary School Site Fund
- Instructional Materials
- Library and Ed. Technology One Time Funds
- Peer Assistance Review (PAR)
- Art & Music Block Grant
- California High School Exit Examination (CAHSEE) Intensive Instruction and Services
- Art, Music, and PE One Time Funds



Availability of Textbooks and Instructional Materials

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 and Performing Arts 0%
- Foreign Language 0%
- Health 0%

Parental Involvement

Parents are involved in many areas of school and are especially active in the Parent Teacher Organization (PTO). This organization provides students, staff, and the community with opportunities to service the students through events such as the School Carnival, Book Fair, Santa Shop, Tea with Mom, Donuts with Dad, and numerous other activities. The PTO President, Mandi Rubey, depends upon active parent involvement to continue these projects. The PTO Board meets on the second Tuesday every other month.

The School Site Council (SSC), chaired by Dawn Granata, combines the efforts of parents, teachers, and other school staff to provide general direction for the school. The SSC holds regular meetings on the second Wednesday of the month. Parents are involved in the classroom and in the library. Additionally, parents accompany classes on educational field trips to local and surrounding area sites.

For more information on how to become involved, contact the PTO President, Mandi Rubey, at (530) 743-3088.

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. Lab equipment is supplied in proper portions depending on whether students are working individually or in groups. Classes offered in the visual and performing arts include art and music. All textbooks are adopted from the most recent state-approved or local governing board approved list.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (1)	2002
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (2)	2002
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (3)	2002
English-Language Arts	<i>Reading CA Traditions</i> , Houghton Mifflin	2002
English-Language Arts	<i>Reading CA Expeditions</i> , Houghton Mifflin (5)	2002
Mathematics	<i>Saxon Math</i> , Houghton Mifflin (1)	2003
Mathematics	<i>Saxon Math</i> , McGraw-Hill (2)	2003
Mathematics	<i>Saxon Math</i> , McGraw-Hill (3)	2003
Mathematics	<i>Saxon Math</i> , McGraw-Hill (4)	2003
Science	<i>Science: Discovery Works</i> , McGraw-Hill (3)	2007
Science	<i>Saxon Science</i> , McGraw-Hill (4)	2007
Science	<i>Saxon Science</i> , Houghton Mifflin (5)	2007
History-Social Science	<i>My World</i> , Houghton Mifflin (K)	2006
History-Social Science	<i>School And Family</i> , Houghton Mifflin (1)	2006
History-Social Science	<i>CA Vistas People And Places</i> , McGraw-Hill (2)	2006
History-Social Science	<i>CA Vistas California Communities</i> (3)	2006
History-Social Science	<i>CA Vistas Our Golden State</i> (4)	2006
History-Social Science	<i>United States History Early Years</i> (5)	2006

Note: This data was most recently collected and verified on December 8, 2008.

Suspensions and Expulsions

The table 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.

Suspension and Expulsion Rates						
	Rio Del Oro ES			Plumas Lake ESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.027	0.024	0.076	0.036	0.062	0.170
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000



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		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	46%	44%	56%	43%	42%	44%	42%	43%	46%
Mathematics	53%	50%	69%	51%	46%	52%	40%	40%	43%
Science	40%	34%	39%	35%	30%	52%	35%	38%	46%
History-Social Science	39%	35%	◇	32%	25%	50%	33%	33%	36%

◇ Not applicable. In the 2007-08 school year, no students were enrolled in the eighth grade; therefore, there are no test scores.

CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2008 Results		
	English-Language Arts	Mathematics	Science
Male	54%	66%	38%
Female	58%	72%	42%
Economically Disadvantaged	38%	48%	◇
English Learners	33%	53%	◇
Students with Disabilities	◇	◇	◇
Migrant Education Services	◇	◇	◇
African American	53%	67%	◇
American Indian or Alaska Native	◇	◇	◇
Asian	59%	71%	◇
Filipino	◇	◇	◇
Hispanic or Latino	31%	53%	◇
Pacific Islander	◇	◇	◇
White	64%	74%	41%

◇ 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 2008 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 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

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





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

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Rio Del Oro ES		Plumas Lake ESD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		No	

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

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 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/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	5	6	5
Similar Schools API Rank	2	3	2

API Growth by Student Group — Three Year Comparison

Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	24	5	43	810
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	-36	■	■
Pacific Islander	■	■	■	■
White	15	18	43	841
Socioeconomically Disadvantaged	5	2	16	719
English Learners	■	38	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (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

Teacher Credential Information				
	Plumas Lake ESD	Rio Del Oro ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	50	27	30	19
Without Full Credential	7	4	2	2
Teaching Outside Subject Area of Competence		0	0	0

Teacher Qualifications

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

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Rio Del Oro ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Rio Del Oro ES	100.0%	0.0%
All Schools in District	98.6%	1.4%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

◆ Information not available.

Academic Counselors

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



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) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Professional Development

Our teachers receive ongoing training in the implementation of our State-adopted, 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 2005-06 school year, we had two days dedicated to staff and professional development. In 2006-07, we dedicated seven days, and in 2007-08, we dedicated four days for professional development.



SARC: Data provided by the California Department of Education (CDE), school and the district office. 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 data accurate as of February 2009.

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. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit 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 2006-07 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	✧	\$37,322
Mid-Range Teacher Salary	✧	\$53,824
Highest Teacher Salary	✧	\$67,700
Average Principal Salary (Elementary School)	✧	\$85,507
Average Principal Salary (Middle School)	✧	\$91,421
Average Principal Salary (High School)	✧	✧
Superintendent Salary	✧	\$104,993
% of Budget for Teacher Salaries	36.6%	37.6%
% of Budget for Administrative Salaries	7.6%	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	\$5,270	\$238	\$5,032	\$41,772
Plumas Lake ESD			\$6,910	\$44,860
California			\$5,300	\$54,322
% Difference Between School and District			-37.3%	-7.4%
% Difference Between School and California			-5.3%	-30.0%

✧ Information not available.