

# Rio Del Oro

1220 Zanes Drive • Plumas Lake, CA 95961 • 530-749-0690 • Grades K-5

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Plumas Lake Elementary School District

2743 Plumas School Road  
Plumas Lake, CA 95961  
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www.plUSD.org

#### District Governing Board

David Villanueva  
Derek Bratton  
Michele Perrault  
Frankye Doig  
Laurence Day

#### District Administration

Jeff Roberts  
**Superintendent**  
Ajit Kang  
**Director of Business Services**  
Lori Greenwood  
**Director of Curriculum, Instruction  
and Special Education**  
Ray McKinney  
**Director of Facilities, Maintenance,  
Operations & Transportation**  
Jason Hofhenke  
**Director of Student Services**  
Brian Briggs  
**Director of Innovation &  
Instructional Technology**

### School Description

Rio Del Oro is one of the two elementary schools in the Plumas Lake Elementary School District. Rio Del Oro is located in a residential section of Yuba County about 30 miles north of Sacramento. Approximately 465 students are enrolled in grades TK-5. At Rio Del Oro, our mission is to promote a life-long love of learning that is reflected in students' performance, self-esteem, and citizenship. To achieve this goal, the school staff, pupils, parents and community must work together to create a positive school climate that encourages high expectations and excellence for all students.

Rio Del Oro offers a full day transitional kindergarten and kindergarten which allows the teachers to extend daily literacy and math activities. Physical education is offered on a weekly basis for all students. All students in 3rd grade are tested for GATE and students that qualify are clustered during our Universal Access, where students are placed at their learning level for one hour during the day. Monday collaboration days are used for professional development in all academic areas. In 2015-2016, the agenda for Mondays focused on the school-wide goals: Common Core Math, Treasures reading program, Math, and ELD. Topics for staff meetings also supported the school-wide goals.

Students are rewarded for participation, attendance, and achievement on a regular basis. Rio Del Oro has a positive school climate and reflects a focus on the success of each individual student in a safe environment.

The goals from our single school plan are as follow:  
All English Learners will improve one CELDT level.

All classes use the State/District adopted curriculum based on the District Academic Standards. The various grade levels have a variety of reward systems to help encourage good behavior and strong academic performance.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	94
Grade 1	63
Grade 2	67
Grade 3	73
Grade 4	74
Grade 5	82
<b>Total Enrollment</b>	<b>453</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.9
Asian	4.9
Filipino	1.1
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.7
White	55.8
Two or More Races	11.3
Socioeconomically Disadvantaged	34.7
English Learners	10.4
Students with Disabilities	7.3
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

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 Credentials			
Rio Del Oro	14-15	15-16	16-17
With Full Credential	22	22	23
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Del Oro	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students in the Plumas Elementary School District have access to their own copy of the Standards-aligned textbooks and instructional materials. The Williams Act provides an additional measure of compliance through yearly checks. All textbooks are adopted from the most recent state-approved or local governing board approved list. They are consistent with the content and cycles of the curriculum framework.R

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Treasures, MacMillan McGraw Hill/2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mcmillan McGraw Hill/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill 2nd, 3rd, 4th, 5th/2006 Houghton-McMillian McGraw Hill K, 1st, 5th/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Del Oro Elementary was opened during the 2004-2005 school year in the Plumas Lake Elementary School District. There are 24 regular classrooms, a library, a computer lab, Science lab, an art lab, a multipurpose room, and three Special Education rooms. The design capacity of the school is 725 students. As we are a Transitional Kindergarten through fifth grade, we have a variety of different playground equipment areas and facilities including a track area. We are proud of our campus and strive to keep our school in good repair so it is clean, safe, functional, and provide an orderly environment for teaching and learning. Rio Del Oro Elementary School is a newer school in excellent condition. Two full time custodians maintain a clean, manicured campus. Classroom, restrooms, and multi-purpose room are cleaned daily.

Four Yard Duty Supervisors supervise the students during lunch recess. Teachers are assigned to other recess duties. The Principal monitors the morning recess as well as the after school bus/car pick up. Fire drills are conducted monthly. Earthquake drills are paired with fire drills once per trimester. The drills help students practice safety procedures.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/01/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	Exemplary	Good	Fair	Poor
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	59	65	53	57	44	48
Math	54	55	39	41	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	69	65	71	72	75	68	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.1	26.9	30.8

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	81	80	98.8	71.3
Male	45	44	97.8	77.3
Female	36	36	100.0	63.9
Hispanic or Latino	16	16	100.0	62.5
White	45	44	97.8	75.0
Socioeconomically Disadvantaged	34	34	100.0	58.8

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	77	76	98.7	59.2
	4	78	78	100.0	64.1
	5	81	79	97.5	70.9
Male	3	45	44	97.8	54.5
	4	42	42	100.0	59.5
	5	45	44	97.8	79.5
Female	3	32	32	100.0	65.6
	4	36	36	100.0	69.4
	5	36	35	97.2	60.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	20	20	100.0	50.0
	4	14	14	100.0	21.4
	5	16	16	100.0	68.8
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	43	43	100.0	62.8
	4	44	44	100.0	75.0
	5	45	44	97.8	75.0
Two or More Races	3	--	--	--	--
	4	11	11	100.0	81.8
	5	--	--	--	--
Socioeconomically Disadvantaged	3	35	35	100.0	48.6
	4	21	21	100.0	42.9
	5	34	34	100.0	58.8

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	77	76	98.7	61.8
	4	78	78	100.0	51.3
	5	81	79	97.5	50.6
Male	3	45	44	97.8	56.8
	4	42	42	100.0	50.0
	5	45	44	97.8	56.8
Female	3	32	32	100.0	68.8
	4	36	36	100.0	52.8
	5	36	35	97.2	42.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	20	20	100.0	70.0
	4	14	14	100.0	21.4
	5	16	16	100.0	43.8
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	43	43	100.0	62.8
	4	44	44	100.0	61.4
	5	45	44	97.8	52.3
Two or More Races	3	--	--	--	--
	4	11	11	100.0	63.6
	5	--	--	--	--
Socioeconomically Disadvantaged	3	35	35	100.0	45.7
	4	21	21	100.0	38.1
	5	34	34	100.0	38.2
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the education program at Rio Del Oro. Teachers invite parents into their classrooms to serve as a volunteer aides and to help with classroom projects, special events and to accompany the student field trips. Parents may also serve as library aides. They oftentimes bring their own expertise as guest speakers in the classroom. We are very fortunate to have dedicated volunteers and welcome all parents to participate. For further information, please contact our office at (530) 749-0690.

### State Priority: 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 Plan

Rio Del Oro provides a safe, clean environment for students, staff, and volunteers. Students are supervised by classified staff, teachers and administrators before and after school. During lunch and recess, yard duties and administrators supervise students. Crossing guards assists with supervision in the morning and after school. All students enter the school through the cafeteria in the morning and the gates are locked while school is in session. There is a designated student drop off and pickup area at the main entrance of the school. All visitors must sign in at the front office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teachers prior notification when visiting classroom.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.7	4.9	2.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.2	5.0	3.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### D. 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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.33
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.33
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	22	17	17	1	5	4	3		1			
1	22	24	24			2	3	3	1			
2	20	22	22	3	1		1	2	3			
3	22	24	24				4	3	3			
4	30	27	27				2	3	3			
5	24	30	30				3	2	3			
Other	4	4	4	1	1	1						

**Professional Development provided for Teachers**

Rio Del Oro teachers participate each Monday in professional development and collaboration through the use of early release days. These professional development days as well as grade level conferences allocate time for teachers to develop and refine strategies that ensure all students needs are met. 'Non Student Attendance Days' are utilized for training in best first time instruction and academic linguistic writing. Professional Development opportunities are also available to teachers in the areas of comprehension and technology

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,819	\$44,507
Mid-Range Teacher Salary	\$58,650	\$68,910
Highest Teacher Salary	\$83,271	\$88,330
Average Principal Salary (ES)	\$116,751	\$111,481
Average Principal Salary (MS)	\$118,787	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$151,900	\$169,821
Percent of District Budget		
Teacher Salaries	35%	39%
Administrative Salaries	10%	6%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,600.18	\$829	\$5,771.18	\$60,184
District	♦	♦	\$6,988.27	\$55,699.13
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-17.4	8.1
Percent Difference: School Site/ State			1.7	-16.0

\* Cells with ♦ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

- Class Size Reduction
- Dental Van
- Discretionary Site Block
- Donations
- Lottery
- School & Library Improvement
- Safe & Drug Free Schools

**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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.