



Rio Del Oro Elementary

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Plumas Lake Elementary School District

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District Governing Board

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Derek Bratton
Michele Perrault
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District Administration

Jeff Roberts
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Director of Business Services

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Director of Curriculum, Instruction and Special Education

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School Description

Rio Del Oro Elementary is a school committed to student safety, building relationships, and provided enriched learning opportunities for all students. Our school is located in Plumas Lake, Yuba County approximately 30 miles from Sacramento. Rio Del Oro serves approximately 445 students in grades transitional kindergarten to fifth. Our school staff works with students, parents, and community members to create a school climate that focuses on high expectations and excellence for all students.

We offer extended day for transitional kindergarten and kindergarten students which allows for high quality and deeper learning in all subject matters. In addition, students receive physical education weekly. Students also have instruction in music from August- December, and art from January-June. As well as offering various electives during the year, Rio Del Oro provides targeted instruction for all our students during a block of Universal Access (UA). This is a time during the day where instruction is delivered to the students at their level of need.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	83
Grade 2	54
Grade 3	72
Grade 4	78
Grade 5	72
Total Enrollment	459

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	1.3
Asian	5.7
Filipino	1.1
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	0.2
White	55.8
Two or More Races	11.1
Socioeconomically Disadvantaged	31.2
English Learners	9.4
Students with Disabilities	5.7
Foster Youth	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Rio Del Oro Elementary	15-16	16-17	17-18
With Full Credential	22	23	23
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Del Oro Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: August 20,2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw Hill Education 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges in Mathematics 2nd Edition, Math Learning Center 2016 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

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: 08/01/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/01/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	65	71	75	68	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	65	64	57	51	48	48
Math	55	57	41	40	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.9	14.9	38.8

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	221	97.79	63.8
Male	135	132	97.78	57.58
Female	91	89	97.8	73.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	72.73
Filipino	--	--	--	--
Hispanic or Latino	49	48	97.96	64.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	116	96.67	65.52
Two or More Races	29	29	100	58.62
Socioeconomically Disadvantaged	75	73	97.33	46.58
English Learners	23	23	100	52.17
Students with Disabilities	26	26	100	19.23
Foster Youth	--	--	--	--

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

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 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	226	221	97.79	57.01
Male	135	132	97.78	58.33
Female	91	89	97.8	55.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	45.45
Filipino	--	--	--	--
Hispanic or Latino	49	48	97.96	52.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	116	96.67	62.07
Two or More Races	29	29	100	48.28
Socioeconomically Disadvantaged	75	73	97.33	36.99
English Learners	23	23	100	43.48
Students with Disabilities	26	26	100	19.23
Foster Youth	--	--	--	--

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

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 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 State priority: Parental Involvement (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 2017-18)

Here at Rio Del Oro, we place a huge emphasis on parent involvement. We know that parent support affects how students grow academically, socially, and emotionally. We welcome parents to volunteer during school events, with classroom projects, and they have the opportunity to volunteer as a chaperone on field trips.

In addition, our PTO (Parent Teacher Organization) is always looking for parent volunteers! The PTO supports the Annual Harvest Festival, Pastries with Parents, Teacher Appreciation Week, and other activities throughout the year. Many of these are community events that the family participates in together. Others are fundraisers where proceeds go back into the classroom to support students and their learning. To get involved with the Rio Del Oro PTO, go to www.facebook.com/RioDelOroPto or email them at rioptok5@gmail.com.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Rio Del Oro takes proactive measures to protect the safety of all our students and staff members. Staff members attend safe schools trainings each year to keep up to date on new procedures and policies. School representatives work in close collaboration to develop and maintain plans for coping with a variety of emergency response situations. Our emergency and safety plans are regularly reviewed and updated. In addition, school personnel practice drills on a regular basis so that staff and students know what to do in the event of an emergency.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	4.9	2.0	3.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.0	3.5	4.8
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		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		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	19	20	5	4	2		1	3			
1	24	21	21		1	1	3	2	3			
2	22	22	18	1		3	2	3				
3	24	24	24				3	3	3			
4	27	24	20			1	3	3	3			
5	30	27	24				2	3	3			
Other	4	6		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 allot time for teachers to develop and refine strategies that ensure all students academic and social/emotional needs are met. 'Non Student Attendance Days' are utilized for training in best first time instruction and academic linguistic writing for grades TK-5. Professional Development opportunities are also available to teachers in the areas of comprehension, grammar, and technology.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,655	\$47,034
Mid-Range Teacher Salary	\$59,823	\$73,126
Highest Teacher Salary	\$84,936	\$91,838
Average Principal Salary (ES)	\$121,163	\$116,119
Average Principal Salary (MS)	\$121,163	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$154,938	\$178,388
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	9%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Rio Del Oro allocates funds to support programs that address the whole child. It is our goal that these programs assist our students in growing academically, socially and emotionally.

- Class Size Reduction
- Literacy Intervention
- English Language Development

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,155.06	\$902.52	\$6,252.54	\$61,733.00
District	♦	♦	\$6,673.96	\$55,877
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-6.5	10.0
Percent Difference: School Site/ State			-5.0	-18.3

* Cells with ♦ do not require data.