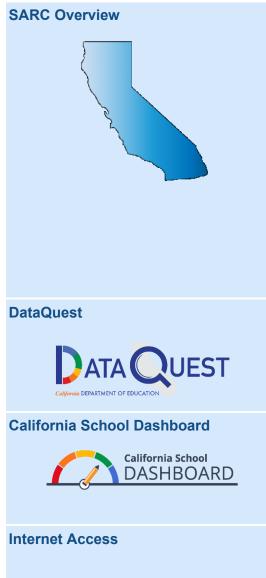# Rio Del Oro Elementary
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Rio Del Oro Elementary
Street	1220 Zanes Drive
City, State, Zip	Plumas Lake, CA 95961
Phone Number	530-749-0690
Principal	Steven Brown
Email Address	sbrown@plusd.org
School Website	http://rdo.plusd.org/
County-District-School (CDS) Code	0107375

2022-23 District Contact Information

District Name	Plumas Lake Elementary School District
Phone Number	(530) 743-4428
Superintendent	Jeff Roberts
Email Address	jroberts@plusd.org
District Website Address	www.plusd.org

2022-23 School Overview

Rio Del Oro Elementary is committed to student safety, building relationships in a kind and respectful environment, and providing student enrichment opportunities. Our school is in Plumas Lake, Yuba County, approximately 30 miles from Sacramento, and serves about 520 students in grades transitional kindergarten to 5. Our staff works with students, parents, and community stakeholders to create a school climate that focuses on high social expectations and academic excellence.

We offer extended days for transitional kindergarten and kindergarten students, allowing high-quality and deeper learning in all subject matters. In addition, students receive physical education and instruction in Visual and Performing Arts weekly. Rio Del Oro provides targeted instruction, intervention, and enrichment for all students during a daily block of Universal Access.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	91
Grade 2	84
Grade 3	90
Grade 4	97
Grade 5	89
Total Enrollment	540

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.4
Asian	5.2
Black or African American	1.7
Filipino	0.4
Hispanic or Latino	31.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.6
White	48.0
English Learners	7.0
Foster Youth	0.7
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	35.0
Students with Disabilities	11.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	100.00	63.00	90.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	5.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	2.90	4.26	18854.30	6.86
Total Teaching Positions	22.50	100.00	70.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Plumas Elementary School District students have access to Standards-aligned textbooks and instructional materials. The Williams Act provides an additional measure of compliance through yearly checks. Adopted texts are from the state-approved or local governing board-approved list.

Year and month in which the data were collected	December 18, 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill Education 2017	Yes	0
Mathematics	Bridges in Mathematics 2nd Edition, Math Learning Center 2016	Yes	0
Science	McGraw Hill/2007	Yes	0
History-Social Science	McGraw Hill 2nd, 3rd, 4th, 5th/2006 Houghton-McMillian McGraw Hill K, 1st, 5th/2006	Yes	0

School Facility Conditions and Planned Improvements

Rio Del Oro Elementary opened in the Plumas Lake Elementary School District during the 2004-2005 school year. There are 24 general education classrooms, two special education classrooms, counselors and a particular service room, a library, an art lab/music facilities, a multipurpose room with a fully equipped stage, and a sound system. The design capacity of the school is 725 students. As a transitional kindergarten through fifth grade, we have various playground equipment 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, and functional and provides an orderly environment for teaching and learning. Two full-time custodians maintain a neat, manicured campus.

Five Yard Duty Supervisors are at lunch supervising the students in the cafeteria and at the playground. Teachers monitor students during early morning recess, morning recess, and bus pick-up.

Year and month of the most recent FIT report	7/18/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	57	N/A	52	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	37	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	269	97.46	2.54	57.25
Female	132	128	96.97	3.03	67.97
Male	144	141	97.92	2.08	47.52
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	52.94
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	88	96.70	3.30	47.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	66.67
White	121	118	97.52	2.48	61.02
English Learners	15	14	93.33	6.67	28.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	31	100.00	0.00	58.06
Socioeconomically Disadvantaged	101	98	97.03	2.97	47.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	41	40	97.56	2.44	17.50

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	272	98.55	1.45	43.75
Female	132	129	97.73	2.27	43.41
Male	144	143	99.31	0.69	44.06
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	44.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	89	97.80	2.20	35.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	47.22
White	121	119	98.35	1.65	47.90
English Learners	15	14	93.33	6.67	35.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	31	100.00	0.00	35.48
Socioeconomically Disadvantaged	101	98	97.03	2.97	35.71
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	41	40	97.56	2.44	15.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	51.16	NT	42.86	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85	1.15	51.16
Female	42	42	100	0	50
Male	45	44	97.78	2.22	52.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	30	30	100	0	43.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.5	2.5	56.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100	0	61.54
Socioeconomically Disadvantaged	37	36	97.3	2.7	52.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	27.27

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00	100.00	100.00	100.00	100.00

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Here at Rio Del Oro, we emphasize parent involvement significantly. Our PTO (Parent Teacher Organization) and other parent support play a prominent role in how students grow academically, socially, and emotionally. To get involved with the Rio Del Oro PTO, go to http://rdo.plusd.org/PTO/index.html. We welcome parents to volunteer during school events with classroom projects, can volunteer as a chaperone on field trips, and on limited occasions, assist the teacher in the classroom.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	575	69	12.0
Female	283	278	24	8.6
Male	303	297	45	15.2
American Indian or Alaska Native	2	2	0	0.0
Asian	29	28	2	7.1
Black or African American	10	9	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	180	178	21	11.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	81	80	5	6.3
White	275	270	41	15.2
English Learners	43	41	6	14.6
Foster Youth	4	4	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	214	208	32	15.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	84	22	26.2

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.39	4.01	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.19	1.88	0.34	5.20	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	0.35	0.00
Male	3.30	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.47	0.00
White	2.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.35	0.00

2022-23 School Safety Plan

Rio Del Oro takes proactive measures to protect our students and staff. Staff members attend safety training yearly to keep updated on new procedures and policies. Our emergency and safety plans are regularly reviewed and updated. School personnel practice drills regularly to prepare staff and students in a crisis.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	24		4	
2	23		4	
3	24		3	
4	28		3	
5	25		3	
Other	7	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	19	3		
2	19	4		
3	21	2	2	
4	24		3	
5	27		3	
Other	8	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		4	
2	20	3	1	
3	21	1	3	
4	23		4	
5	28		3	
Other	8	3		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8276.69	$1797.07	$5515.44	$72,683
District	N/A	N/A	$12,256.73	$66,717
Percent Difference - School Site and District	N/A	N/A	-75.9	8.6
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-17.8	-15.2

2021-22 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 and Math Intervention
- English Language Development
- Science Enrichment
- After School Enrichment
- Saturday School Enrichment

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,502	$51,591
Mid-Range Teacher Salary	$71,391	$79,620
Highest Teacher Salary	$97,556	$104,866
Average Principal Salary (Elementary)	$121,355	$131,473
Average Principal Salary (Middle)	$122,989	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$169,355	$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	9%	6%

Professional Development

Rio Del Oro teachers participate each Monday in professional development and collaboration through early release days. These professional development days and grade-level conferences allow teachers to develop and refine strategies that support all student's academic and social/emotional needs. 'Non-Student Attendance Days' are utilized for training in best first-time instruction, academic linguistic writing, and mathematical concepts for grades TK-5. Professional Development opportunities are also available to teachers in trauma, restorative practices, and ProAct.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement		35	35