Rio Del Oro Elementary

1220 Zanes Drive • Plumas Lake, CA 95961 • 530-749-0690 • Grades K-5
Tiffany Steele, Principal
tsteele@plusd.org
www.rdo.plusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Plumas Lake Elementary School District
2743 Plumas School Road
Plumas Lake, CA 95961
(530) 743-4428
www.plusd.org

District Governing Board

David Villanueva

Derek Bratton

Michele Perrault

Frankye Doig

Angela Covil

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 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 500 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 art from August- December, and music 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.

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

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).

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.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	85
Grade 2	72
Grade 3	84
Grade 4	67
Grade 5	74
Total Enrollment	494

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.2
Asian	5.7
Filipino	1.2
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.2
White	53.4
Two or More Races	10.1
Socioeconomically Disadvantaged	36.4
English Learners	8.1
Students with Disabilities	9.9
Foster Youth	1.2
Homeless	0.6

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 for Rio Del Oro Elementary	17-18	18-19	19-20
With Full Credential	23	26	26
Without Full Credential	1	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Plumas Lake	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Rio Del Oro Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

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: December 18, 2018

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

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 general education classrooms, two special education classrooms, a counselors and special 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 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. Two full time custodians maintain a clean, 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 08/07/2019

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

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	68	59	59	50	50
Math	63	64	45	52	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.7	21.3	44.0

Note: 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.

School Year 2018-19 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	230	227	98.70	68.28
Male	135	132	97.78	66.67
Female	95	95	100.00	70.53
Black or African American	14	14	100.00	57.14
Asian	15	15	100.00	80.00
Filipino	--	--	--	--
Hispanic or Latino	55	55	100.00	61.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	112	98.25	75.00
Two or More Races	26	26	100.00	53.85
Socioeconomically Disadvantaged	94	93	98.94	60.22
English Learners	34	33	97.06	63.64
Students with Disabilities	31	31	100.00	25.81
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	230	227	98.70	63.88
Male	135	132	97.78	63.64
Female	95	95	100.00	64.21
Black or African American	14	14	100.00	64.29
Asian	15	15	100.00	73.33
Filipino	--	--	--	--
Hispanic or Latino	55	55	100.00	58.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	114	112	98.25	66.96
Two or More Races	26	26	100.00	57.69
Socioeconomically Disadvantaged	94	93	98.94	59.14
English Learners	34	33	97.06	57.58
Students with Disabilities	31	31	100.00	25.81
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)
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 sponsors the Annual Harvest Festival, Pastries with Parents, Teacher Appreciation Week, and other activities throughout the year. Many of these are community events that families participate in together. The other events are fundraisers and provide extra resources for our students. The proceeds from theses fundraisers 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 collaborate 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 are prepared in the event of an emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.1	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.8	2.8	5.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	3		24		4		22	1	4	
1	21	1	3		23		3		21	1	3	
2	18	3			21		4		23		3	
3	24		3		18	3			21		4	
4	20	1	3		23		3		22	1	2	
5	24		3		25		3		24		3	
Other**					4	1			6	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	33	34

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, allow time for teachers to develop and refine strategies that ensure all student's academic and social/emotional needs are met. '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 the areas of trauma, restorative practices, and ProAct.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,261	$49,378
Mid-Range Teacher Salary	$66,620	$77,190
Highest Teacher Salary	$91,037	$96,607
Average Principal Salary (ES)	$107,768	$122,074
Average Principal Salary (MS)	$106,499	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$162,778	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	9%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,943.61	$990.11	$5,953.50	$60,302.00
District	N/A	N/A	$8,440.68	$62,094.00
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-34.6	-2.9
School Site/ State	-23.1	-25.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.