

# Rio Del Oro Elementary

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 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/fq/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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 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	Kimberly Toledo
Email Address	ktoledo@plusd.org
School Website	<a href="http://rdo.plusd.org/">http://rdo.plusd.org/</a>
Grade Span	TK-5
County-District-School (CDS) Code	0107375

## 2025-26 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	<a href="http://www.plusd.org">www.plusd.org</a>

## 2025-26 School Description and Mission Statement

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

## 2025-26 School Description and Mission Statement

Oro provides targeted instruction, intervention, and enrichment for all students during a daily block of Universal Access.

### About this School

#### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	71
Kindergarten	67
Grade 1	74
Grade 2	106
Grade 3	68
Grade 4	87
Grade 5	85
<b>Total Enrollment</b>	<b>558</b>

#### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.2
Asian	9.9
Black or African American	3.7
Filipino	0.2
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.9
Two or More Races	13.3
White	36.7
English Learners	8.5
Foster Youth	0.7
Homeless	1.6
Socioeconomically Disadvantaged	43.6
Students with Disabilities	14.9

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.5	100	62.9	89.29	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.42	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	5.1	7.35	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0.1	0.23	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	1.1	1.69	15831.9	5.67
<b>Total Teaching Positions</b>	25.5	100	70.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25	94.34	61	80.59	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.5	1.89	1.5	1.98	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	11	14.55	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	3.77	2.1	2.85	14303.8	5.15
<b>Total Teaching Positions</b>	26.5	100	75.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.5	94	60.6	77.06	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.5	2	1.5	1.91	6213.8	2.23
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	4	16	20.39	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0.5	0.64	13705.8	4.91
<b>Total Teaching Positions</b>	25	100	78.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw Hill Education 2017	0
Mathematics	Bridges in Mathematics 2nd Edition, Math Learning Center 2016	0
Science	McGraw Hill/2007	0
History-Social Science	McGraw Hill 2nd, 3rd, 4th, 5th/2006 Houghton-McMillian McGraw Hill K, 1st, 5th/2006	0

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

## 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 26 general education classrooms, three 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

7/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

## School Facility Conditions and Planned Improvements

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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	56	47	49	47	48
<b>Mathematics</b> (grades 3-8 and 11)	38	44	36	35	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	249	246	98.80	1.20	56.10
<b>Female</b>	124	122	98.39	1.61	59.84
<b>Male</b>	125	124	99.20	0.80	52.42
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	52.17
<b>Black or African American</b>	11	11	100.00	0.00	63.64
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	81	81	100.00	0.00	50.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	30	100.00	0.00	63.33

<b>White</b>	100	97	97.00	3.00	57.73
<b>English Learners</b>	14	14	100.00	0.00	14.29
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	66.67
<b>Socioeconomically Disadvantaged</b>	91	90	98.90	1.10	45.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	39	100.00	0.00	23.08

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	249	246	98.80	1.20	44.31
<b>Female</b>	124	122	98.39	1.61	43.44
<b>Male</b>	125	124	99.20	0.80	45.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	23	100.00	0.00	52.17
<b>Black or African American</b>	11	11	100.00	0.00	45.45
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	81	81	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	30	30	100.00	0.00	53.33
<b>White</b>	100	97	97.00	3.00	47.42
<b>English Learners</b>	14	14	100.00	0.00	7.14
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	12	12	100.00	0.00	66.67

<b>Socioeconomically Disadvantaged</b>	91	90	98.90	1.10	32.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	39	100.00	0.00	12.82

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	40.66	37.93	35.73	30.92	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	87	97.75	2.25	37.93
Female	48	47	97.92	2.08	36.17
Male	41	40	97.56	2.44	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	38	100.00	0.00	28.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	41.67
White	31	29	93.55	6.45	48.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100	100	100	100

## 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.

### 2025-26 Opportunities for Parental Involvement

Here at Rio Del Oro, we encourage parent involvement. 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, volunteer as a chaperone on field trips, and on limited occasions, assist the teacher in the classroom.

### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	606	602	44	7.3
Female	275	274	24	8.8
Male	331	328	20	6.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	71	70	6	8.6
Black or African American	27	27	4	14.8
Filipino	--	--	--	--
Hispanic or Latino	205	205	13	6.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	79	78	6	7.7
White	213	212	15	7.1
English Learners	59	57	6	10.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	277	274	25	9.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	99	99	9	9.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.79	3.39	2.97	4.66	3.9	4.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.97	0.00
Female	1.09	0.00
Male	4.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.41	0.00
Black or African American	7.41	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.53	0.00
White	4.69	0.00
English Learners	1.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.05	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	1	3	0
1	20	4	0	0
2	20	4	0	0
3	19	4	0	0
4	21	1	3	0
5	22	0	4	0
6	0	0	0	0
Other	8	1	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	0	3	0
1	21	2	2	0
2	20	4	0	0
3	22	0	4	0
4	27	0	3	0
5	22	0	4	0
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		2	
1	19	4		
2	21	2	3	
3	19	4		
4	23		4	
5	29		3	
Other	22		1	

## 2024-25 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

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, 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	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$16,817,.76	\$5,614.72	\$11,203.04	\$88,633
District	N/A	N/A	\$9,718.90	\$78,524
Percent Difference - School Site and District	N/A	N/A	14.2	12.1
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	0.5	-12.1

## Fiscal Year 2024-25 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
- Saturday School Enrichment

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,987	\$61,516
Mid-Range Teacher Salary	\$86,824	\$95,479
Highest Teacher Salary	\$118,645	\$125,208
Average Principal Salary (Elementary)	\$147,589	\$152,668
Average Principal Salary (Middle)	\$160,209	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$205,965	\$242,781
Percent of Budget for Teacher Salaries	31.42%	29.76%
Percent of Budget for Administrative Salaries	8.73%	5.74%

## 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	35	34	35