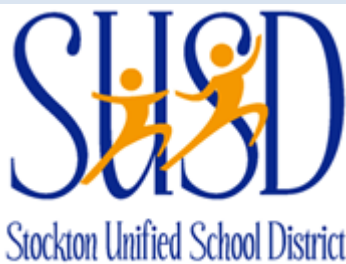


Rio Calaveras Elementary

1819 East Bianchi Rd. • Stockton, CA 95210 • (209) 933-7270 • Grades K-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Stockton Unified School District

701 North Madison St.
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District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Ms. Julie Penn
Superintendent
Ms. Julie Penn
Interim Superintendent
Dr. Mark Hagemann
Interim Deputy Superintendent

Principal's Message

I am proud to be the principal of Rio Calaveras Elementary School, a community of dedicated, knowledgeable professionals, responsible, smart students, and caring, concerned parents.

The staff, students, and parents collaborate to ensure a challenging curriculum, high academic standards, and a safe school environment for our students. Our students have worked hard to continue improving and excelling on state testing. We are proud to continue our tradition of excellence in education and continue to hold high expectations for all of our students in academics and behavior. With the Common Core State Standards Rio is continuing to provide students with a Rigorous Curriculum Design and differentiate our instruction to meet student needs. We are excited to be able to participate in the new Standards and encouraged by the rigorous instruction it allows us to provide.

Rio Calaveras Elementary School students participate in a number of contests such as Academic Pentathlon, and Young Author's Fair, winning numerous awards. The community and our students' families attend Orientation Day, Academic Achievement Assemblies, a Spring Open House, Multicultural Fair, Literacy Night, Science Night, our annual Fun Run, Kennedy Games, Parent Dinners, parent meetings and other family functions.

Gina Hall, PRINCIPAL

MISSION STATEMENT:

Rio Calaveras School provides academic programs that reflect high expectations for all students in a positive learning environment. Academic programs focus on mastery of the standards and build critical thinking skills through rigorous, engaging and evolving curriculum.

As a community of students, teachers, parents, staff and supporters, we will have a positive impact in the future of our community.

VISION STATEMENT

Rio Calaveras Elementary School provides academic programs that reflect high expectations for all students in a positive learning environment. Programs focus on master of the standards through rigorous, challenging and evolving curriculum. Students are inspired to become self-directed, goal oriented, creative problem solvers and life-long learners. Students are encouraged to become active citizens who pursue their passions to positively affect society.

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 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 at (209) 933-7270 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	97
Grade 2	127
Grade 3	124
Grade 4	125
Grade 5	124
Grade 6	105
Grade 7	122
Grade 8	95
Total Enrollment	1,038

SOURCE: California Department of Education

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	1.5
Asian	29.9
Filipino	6.2
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	1.3
White	6.6
Two or More Races	2.1
Socioeconomically Disadvantaged	83.1
English Learners	24.7
Students with Disabilities	5.5
Foster Youth	1.1

SOURCE: California Department of Education

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Rio Calaveras Elementary	13-14	14-15	15-16
With Full Credential	37	36	37
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1437
Without Full Credential	♦	♦	133
Teaching Outside Subject Area of Competence	♦	♦	12

SOURCE: This information is provided by the school district.

♦ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Calaveras Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	1

* "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.

SOURCE: This information is provided by the school district.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

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

SOURCE: California Department of Education

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 Earth Science Adopted in 2007 Life Science Adopted in 2007 Physical Science Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Rio Calaveras School is a fairly new school site. It was built in 1999.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/5/2015				
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	B-9: stained ceiling tile. F-2: rips on wall F-5: stained ceiling tile. overall: cracked and lifting floor tile through out site.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			E-1: internet wire running across room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			A-2: floor tile lifting, cracking. A-5: floor tile lifting
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	43	23	44
Math	42	17	33

* 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.

SOURCE: California Department of Education

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	49	49	59	32	31	29	59	60	56

* Results are for grades 5, 8, and 10. 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.

SOURCE: California Department of Education

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.30	15.30	17.80
7	16.10	14.40	51.70

* 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.

SOURCE: California Department of Education

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	29
All Student at the School	59
Male	59
Female	59
Black or African American	52
American Indian or Alaska Native	--
Asian	64
Filipino	--
Hispanic or Latino	53
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	13
Students with Disabilities	53
Foster Youth	--

* 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.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	129	128	99.2	31	36	20	13
	4	127	123	96.9	43	24	20	13
	5	122	121	99.2	28	22	36	13
	6	99	98	99.0	24	29	33	14
	7	122	119	97.5	29	20	38	12
	8	96	96	100.0	28	26	33	13
Male	3	129	72	55.8	31	36	22	11
	4	127	69	54.3	39	19	22	20
	5	122	61	50.0	34	25	33	8
	6	99	56	56.6	30	23	36	11
	7	122	66	54.1	33	17	42	8
	8	96	47	49.0	30	26	36	9

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3	129	56	43.4	32	36	18	14
	4	127	54	42.5	48	30	19	4
	5	122	60	49.2	22	20	40	18
	6	99	42	42.4	17	36	29	19
	7	122	53	43.4	25	25	32	17
	8	96	49	51.0	27	27	31	16
Black or African American	3	129	21	16.3	43	38	14	5
	4	127	11	8.7	64	27	9	0
	5	122	12	9.8	33	25	33	8
	6	99	6	6.1	--	--	--	--
	7	122	13	10.7	62	23	15	0
	8	96	13	13.5	38	23	38	0
American Indian or Alaska Native	3	129	3	2.3	--	--	--	--
	4	127	2	1.6	--	--	--	--
	5	122	1	0.8	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	122	3	2.5	--	--	--	--
	8	96	2	2.1	--	--	--	--
Asian	3	129	41	31.8	29	29	22	20
	4	127	38	29.9	34	32	16	18
	5	122	34	27.9	6	29	47	18
	6	99	26	26.3	15	27	42	15
	7	122	35	28.7	14	17	46	23
	8	96	21	21.9	24	19	38	19
Filipino	3	129	8	6.2	--	--	--	--
	4	127	5	3.9	--	--	--	--
	5	122	10	8.2	--	--	--	--
	6	99	9	9.1	--	--	--	--
	7	122	10	8.2	--	--	--	--
	8	96	6	6.3	--	--	--	--
Hispanic or Latino	3	129	50	38.8	32	40	20	8
	4	127	51	40.2	47	18	22	14
	5	122	55	45.1	45	20	27	7
	6	99	42	42.4	29	36	26	10
	7	122	48	39.3	33	19	35	10
	8	96	47	49.0	32	28	34	6

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	5	122	1	0.8	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	122	1	0.8	--	--	--	--
	8	96	2	2.1	--	--	--	--
White	3	129	4	3.1	--	--	--	--
	4	127	12	9.4	50	8	33	8
	5	122	8	6.6	--	--	--	--
	6	99	8	8.1	--	--	--	--
	7	122	8	6.6	--	--	--	--
	8	96	4	4.2	--	--	--	--
Two or More Races	3	129	1	0.8	--	--	--	--
	4	127	4	3.1	--	--	--	--
	6	99	1	1.0	--	--	--	--
	7	122	1	0.8	--	--	--	--
	8	96	1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3	129	109	84.5	32	35	21	12
	4	127	102	80.3	46	24	20	11
	5	122	101	82.8	31	26	33	11
	6	99	83	83.8	24	31	31	13
	7	122	99	81.1	32	22	33	11
	8	96	71	74.0	31	27	34	8
Students with Disabilities	3	129	9	7.0	--	--	--	--
	4	127	8	6.3	--	--	--	--
	5	122	7	5.7	--	--	--	--
	6	99	7	7.1	--	--	--	--
	7	122	10	8.2	--	--	--	--
	8	96	8	8.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	129	128	99.2	22	42	22	14
	4	127	124	97.6	17	42	24	17
	5	122	121	99.2	32	34	18	16
	6	99	98	99.0	22	22	27	29
	7	122	119	97.5	27	28	22	24
	8	96	96	100.0	33	26	20	21
Male	3	129	72	55.8	17	44	22	17
	4	127	69	54.3	14	39	23	23
	5	122	61	50.0	38	30	16	16
	6	99	56	56.6	32	21	20	27
	7	122	66	54.1	29	27	27	17
	8	96	47	49.0	38	30	17	15
Female	3	129	56	43.4	29	39	21	11
	4	127	55	43.3	20	45	25	9
	5	122	60	49.2	27	38	20	15
	6	99	42	42.4	10	24	36	31
	7	122	53	43.4	25	28	15	32
	8	96	49	51.0	29	22	22	27
Black or African American	3	129	21	16.3	38	43	14	5
	4	127	12	9.4	58	25	17	0
	5	122	12	9.8	50	25	8	17
	6	99	6	6.1	--	--	--	--
	7	122	13	10.7	77	0	23	0
	8	96	13	13.5	46	15	31	8
American Indian or Alaska Native	3	129	3	2.3	--	--	--	--
	4	127	2	1.6	--	--	--	--
	5	122	1	0.8	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	122	3	2.5	--	--	--	--
	8	96	2	2.1	--	--	--	--
Asian	3	129	41	31.8	17	37	24	22
	4	127	38	29.9	8	34	32	26
	5	122	34	27.9	9	47	21	24
	6	99	26	26.3	23	12	23	42
	7	122	35	28.7	9	37	17	37
	8	96	21	21.9	24	24	33	19

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	129	8	6.2	--	--	--	--
	4	127	5	3.9	--	--	--	--
	5	122	10	8.2	--	--	--	--
	6	99	9	9.1	--	--	--	--
	7	122	10	8.2	--	--	--	--
	8	96	6	6.3	--	--	--	--
Hispanic or Latino	3	129	50	38.8	26	44	22	8
	4	127	51	40.2	18	41	25	16
	5	122	55	45.1	47	29	16	7
	6	99	42	42.4	29	26	26	19
	7	122	48	39.3	25	29	27	19
	8	96	47	49.0	36	32	13	19
Native Hawaiian or Pacific Islander	5	122	1	0.8	--	--	--	--
	6	99	3	3.0	--	--	--	--
	7	122	1	0.8	--	--	--	--
	8	96	2	2.1	--	--	--	--
White	3	129	4	3.1	--	--	--	--
	4	127	12	9.4	0	83	17	0
	5	122	8	6.6	--	--	--	--
	6	99	8	8.1	--	--	--	--
	7	122	8	6.6	--	--	--	--
	8	96	4	4.2	--	--	--	--
Two or More Races	3	129	1	0.8	--	--	--	--
	4	127	4	3.1	--	--	--	--
	6	99	1	1.0	--	--	--	--
	7	122	1	0.8	--	--	--	--
	8	96	1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3	129	109	84.5	21	43	21	15
	4	127	103	81.1	17	42	26	15
	5	122	101	82.8	36	37	14	14
	6	99	83	83.8	23	23	28	27
	7	122	99	81.1	28	31	20	20
	8	96	71	74.0	32	27	25	15

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3	129	9	7.0	--	--	--	--
	4	127	8	6.3	--	--	--	--
	5	122	7	5.7	--	--	--	--
	6	99	7	7.1	--	--	--	--
	7	122	10	8.2	--	--	--	--
	8	96	8	8.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

SOURCE: California Department of Education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement:

- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Parent/Student conferences when possible
- Parent/Teacher organizations –PTA
- School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing and gaming
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom
- Monitoring student dress based on Uniform and Dress Code
- Monitor and encourage nightly reading
- Being involved with our PTA and school sponsored events

Parents and community members who wish to become a part of the school community and participate should call the school's office.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which was reviewed by our teachers on August 11, 2015 and our School Site Council on May 27, 2015, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Our staff and students are trained in emergency operations through drills and table top exercises as well as classroom discussions. Students are informed of expectations during each drill by their teachers prior to us having the drills and are reminded each time they are repeated. Our staff is trained at staff meetings and we have practice drills monthly.

Our staff and students participate in a Positive Behavior Plan across all grade levels at Rio Calaveras. Students are taught lesson that provide them with expectations for behavior in the classroom and all common areas such as playgrounds, bathrooms, halls, and cafeteria at the beginning of every school year. Expectations are taught and practiced over the first two weeks of each new school year and reviewed with students by classroom teachers when we return from every school break. The three tenets for behavior at Rio Calaveras are Safe, Respectful and Responsible. Our mascot is a river otter and our students earn "Otter Be Awesome" tickets for good behavior that goes into a weekly drawing for prizes. Rio has had very little instances where we have had to call in the authorities since implementing this plan. This plan is reviewed annually with teachers, staff, students and parents and throughout the year as needed.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	10.15	9.52	8.02
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	10.96	10.09	9.39
Expulsions Rate	0.02	0.08	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

SOURCE: California Department of Education

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

SOURCE: California Department of Education

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	20	24	3	8		3		5			
1	33	30	28			1	2	6	3	2		1
2	31	26	29		1		4	5	6			
3	30	31	31				3	4	4	1		1
4	33	27	31		1			4	4	3		1
5	33	26	30		1		1	1	3	2	2	2
6	32	23	30		2	1	2	2		2	2	3
Other		32						1				

SOURCE: California Department of Education

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	33	7	23		2		3		1	5		
Math	33	33	30				3	2	2	3	2	1
Science	33						3			3		
SS	33						2			3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.625
Psychologist	0.33
Social Worker	0.04
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.4
Other	1.4
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.

SOURCE: This information is provided by the school district.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,802	\$43,165
Mid-Range Teacher Salary	\$60,551	\$68,574
Highest Teacher Salary	\$76,281	\$89,146
Average Principal Salary (ES)	\$105,299	\$111,129
Average Principal Salary (MS)		\$116,569
Average Principal Salary (HS)	\$111,870	\$127,448
Superintendent Salary	\$232,300	\$234,382
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

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

SOURCE: California Department of Education

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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, the county, and the state. 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.

Professional Development provided for Teachers

Teachers collaborate within their grade levels and with grade levels above and below them for 6 hours per month. This collaboration centers around data and instructional strategies. We are working on Professional Learning Community collaboration because it allows us to come together and work interdependently to serve our students needs. We are participating in ongoing training related to the PLC process through the PLC Team who attended the conference and brought back the information to train the rest of our staff. Training is held before school, and teachers are supported through in-class and out of class coaching, planning and following the coaching model as well as supported by our Program Specialist in all areas of the curriculum. Our teachers meet 4 times per month to complete the training and collaboration related to PLC's.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4515.93	547.28	3968.65	67041.79
District	◆	◆	4983.64	\$61,632
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			-20.4	9.6
Percent Difference: School Site/ State			-15.4	-5.2

* Cells with ◆ do not require data.

SOURCE: Information is provided by the school district and California Department of Education.
◆ no data required.