



Rio Calaveras Elementary

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

Gina Hall, Principal

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<https://www.stocktonusd.net/RioCalaveras>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

701 North Madison St.
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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
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District Administration

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Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	99
Grade 2	108
Grade 3	81
Grade 4	91
Grade 5	123
Grade 6	126
Grade 7	127
Grade 8	125
Total Enrollment	976

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	1.0
Asian	32.0
Filipino	6.7
Hispanic or Latino	41.3
Native Hawaiian or Pacific Islander	1.1
White	5.5
Socioeconomically Disadvantaged	73.0
English Learners	17.9
Students with Disabilities	6.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Rio Calaveras Elementary	16-17	17-18	18-19
With Full Credential	34	36	37
Without Full Credential	2	1	3
Teaching Outside Subject Area of Competence	0	1	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Calaveras Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	1

* 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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
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 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 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)

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 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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	A-4: entrance door and frame both sides-paint, some floor tile crack-replace B-4: counter top trim-repair, some floor tile cracks-replace, entrance dorr and frame both sides-paint B-North Boys R/R: metal trash receptacle-paint, toilet paper dispensers rusted-replace all, ceiling-paint D-1: entrance door and frame both sides-paint, some floor tile crack-replace, metal trash receptacle-paint E-7: some ceiling tile stain-replace, sink counter top trim-repair Multipurpose/ Kitchen: entrance double doors and frames both sides-paint, stage west wallholes-repair and paint, kitchen manager door and frame both sides-paint,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	B-North Girls R/R: entrance door kick down rubber tip-replace, some ceiling lamps burnt-replace, metal trash receptacle-paint
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	B-North Boys R/R: metal trash receptacle-paint, toilet paper dispensers rusted-replace all, ceiling-paint D-1: entrance door and frame both sides-paint, some floor tile crack-replace, metal trash receptacle-paint South/west Boys R/R: metal trash receptacle-paint South/west Girls R/R: toilet paper dispensers rusted-replace, metal trash receptacle-paint
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	A-4: entrance door and frame both sides-paint, some floor tile crack-replace B-4: counter top trim-repair, some floor tile cracks-replace, entrance door and frame both sides-paint B-North Girls R/R: entrance door kick down rubber tip-replace, some ceiling lamps burnt-replace, metal trash receptacle-paint D-1: entrance door and frame both sides-paint, some floor tile crack-replace, metal trash receptacle-paint Multipurpose/ Kitchen: entrance double doors and frames both sides-paint, stage west wallholes-repair and paint, kitchen manager door and frame both sides-paint,
Overall Rating	Fair	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	49.0	50.0	26.0	28.0	48.0	50.0
Math	42.0	42.0	20.0	21.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	9.6	25.6	40.8
7	13.4	19.7	44.9

* 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.

**School Year 2017-18 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	675	673	99.70	49.63
Male	360	358	99.44	44.69
Female	315	315	100.00	55.24
Black or African American	62	61	98.39	29.51
American Indian or Alaska Native	--	--	--	--
Asian	221	220	99.55	62.27
Filipino	47	47	100.00	76.60
Hispanic or Latino	266	266	100.00	39.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100.00	52.50
Two or More Races	27	27	100.00	40.74
Socioeconomically Disadvantaged	489	487	99.59	43.33
English Learners	220	219	99.55	42.47
Students with Disabilities	49	49	100.00	10.20
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 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	675	674	99.85	42.14
Male	360	359	99.72	42.06
Female	315	315	100	42.22
Black or African American	62	62	100	22.58
American Indian or Alaska Native	--	--	--	--
Asian	221	220	99.55	54.55
Filipino	47	47	100	61.7
Hispanic or Latino	266	266	100	32.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	50
Two or More Races	27	27	100	33.33
Socioeconomically Disadvantaged	489	488	99.8	37.09
English Learners	220	219	99.55	35.62
Students with Disabilities	49	49	100	6.12
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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 State priority: School Climate (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	2015-16	2016-17	2017-18
Suspensions Rate	7.9	8.2	6.4
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.02
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.12
Nurse	0.20
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1.20
Other	1.00
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	24				9	9	8			
1	27	26	23	1	2	2	7	8	8			
2	29	28	26	1		1	7	7	8			
3	32	28	25		1	1	8	6	6	1		
4	30	27	28		2	1	9	8	6			
5	31	30	30		1		5	6	9	4	2	
6	28	30	29	1	1	1	8	8	6			2

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

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 on-going 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

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

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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6066.57	612.73	5453.85	84659.31
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-12.9	20.6
Percent Difference: School Site/ State			-18.6	6.6

* Cells with ◆ 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.