

Rio Valley Charter

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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 principal or the district office.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Rio Valley Charter
Street	1110 Kettlemen Ln, Ste. 10
City, State, Zip	Lodi, CA 95240
Phone Number	(209) 368-4934
Principal	Leslie Leedy
E-mail Address	leslie.leedy@riovalley.org
Web Site	www.riovalley.org
CDS Code	39685850122580

District Contact Information	
District Name	Rio Valley Charter School
Phone Number	(209) 331-7000
Superintendent	Washer, Cathy
E-mail Address	Cwasher@lodiUSD.net
Web Site	www.lodiUSD.net

School Description and Mission Statement (School Year 2017-18)

Our Mission: Rio Valley Charter School empowers students to take charge other education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem solvers and lifelong learners.

Independent Study: Rio Valley Charter School is an independent study charter school. A majority of curriculum is provided to students through a mentor teacher with the expectation that assigned work is completed at home and returned for review at a pre-determined weekly meeting. However, our Lodi Learning Center offers a wide range of courses on-site including science labs, math support, performing arts, digital arts, and more. Students participating in the independent study model rely on their teachers to choose and assign curriculum and have full access to our onsite courses and student assistance.

Home School: Rio Valley Charter School offers homeschooling for families seeking an option to be the primary teacher for their students. Families are supported with curriculum assistance, vendor options, and online options to allow for a robust set of educational platforms. Our families may utilize on-site enrichment labs as well as be supported by a support teacher at home. Through our Sacramento Arts Guild, homeschooling students have the opportunity to participate as a community in specialized local workshops including intensive theatre arts and video and film training.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	17
Grade 1	22
Grade 2	17
Grade 3	20
Grade 4	17
Grade 5	12
Grade 6	18
Grade 7	17
Grade 8	14
Grade 9	28
Grade 10	36
Grade 11	38
Grade 12	57
Total Enrollment	313

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.3
Asian	5.1
Filipino	0.3
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	1
White	54.3
Two or More Races	1.3
Socioeconomically Disadvantaged	57.2
English Learners	11.5
Students with Disabilities	7.3
Foster Youth	0

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16.5	16	33	33
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

The newest curriculum for this school is HMH Journeys K-5 ELA Curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Glencoe/Prentice Hall/Hampton Brown/2006 UCCI AME StudySync has been adopted for 2016-17 HMH Journeys (K-5)	Yes	0%
Mathematics	Holt/PLATO/2015 Houghton Mifflin 2015 Integrated Math I & II-HMH 2015	Yes	0%
Science	Glencoe/Holt/ 2013	Yes	0%
History-Social Science	Glencoe/Holt/ 2010	Yes	0%
Foreign Language	PLATO/Rosetta Stone/Glencoe/2012	Yes	0%
Health	Glencoe	Yes	0%
Visual and Performing Arts	Glencoe		

School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Valley Charter School is a non-site based charter school; however it leases a learning center. Walk- throughs are performed, and the current property management company responds within 24 hours to correct concerns. The landlord is currently bidding replacement of the current HVAC system. Our schools insurance provider ensures that all civil and local safety codes are kept in accordance to standards from local and county agencies.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Lodi Learning Center has moved to a new location, Landlord is scheduled to replace HVAC system in 2017. City of Lodi occupancy inspection for students passed Fall 2017.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2018				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	31	29	41	43	48	48
Mathematics (grades 3-8 and 11)	13	14	31	33	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	138	95.83	28.99
Male	64	61	95.31	22.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	80	77	96.25	33.77
Black or African American	--	--	--	--
Asian	13	13	100	23.08
Hispanic or Latino	38	37	97.37	18.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	78	96.3	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	23.94
English Learners	20	20	100	0
Students with Disabilities	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	144	138	95.83	13.77
Male	64	61	95.31	16.39
Female	80	77	96.25	11.69
Black or African American	--	--	--	--
Asian	13	13	100	15.38
Hispanic or Latino	38	37	97.37	8.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	81	78	96.3	15.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	8.45
English Learners	20	20	100	0
Students with Disabilities	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	23	24	51	50	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

RVCS students interested in taking CTE courses have access to local programs through Lodi Unified School District's Lincoln Tech (CTE) program. RVCS began offering internal limited CTE options in 2014-15. Those classes articulated with Delta Community College include Graphic Design, Web Design, Video & Film Production, and Motion Graphics. Currently we are also offering Medical Terminology, Medical Assisting which are in process of dual enrollment articulation with Delta Community College. AS RVCS staff worked with the CDE's Arts Media & Entertainment staff (SSP/CTE) and the UCCI (University of California Curriculum Integration) to create new performing arts courses, Performing Art (also AME) have been added as a pathway. (Stage Cosmetology has been articulated in this pathway with Delta College, and all additional courses in the pathway are UC-approved.) RVCS students frequently participate in internships through Sacramento City College and the Sacramento Shakespeare Festival, and may also enroll in other community colleges in their areas individually.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	104
% of pupils completing a CTE program and earning a high school diploma	63%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	23.96
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.3	28.6	7.1
9	34.3	22.9	5.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Academic Triangle (c) is a powerful and unique feature to Rio Valley Charter in which the three major stakeholders; the teacher, the student, and the parent work together to develop solid academic plans for the student based on various criteria. The criteria include the student's past academic performance, personal direction in education, home life, personal life, affiliations and relationships, and current status. Based on these criteria, the Academic Triangle (c) is best able to determine the intensity of the educational experience and the right combination of opportunities.

All staff will have cellular phones and email access with the expectation that they return all calls and emails within 24 hours to their students. This availability of each teacher reinforces the one-on-one connection with the teacher after which the Academic Triangle © is modeled.

Parents and students are surveyed annually to determine their satisfaction with Rio Valley Charter. This reflective survey is used annually to assist the school in making and aligning program modifications to better serve our students. The faculty, administration, and the board review the results of the surveys to determine how Rio Valley Charter compares to other schools in the region. We now use this critical information in developing and aligning our Local Control Accountability Plan in accordance with the Local Control Funding Formula that is required of the state in assuring that our 8 Basic State Priorities are addressed, implemented and revisited annually.

The use of a Site Council increase the opportunities for parents to be actively involved in the decision making process of students learning and the programs associated to student learning.

Our parents often participate through their daily activities with their children, which will also include opportunities and events at the school site. These are often directed by the parents in coordination with instructional faculty at Rio Valley.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	27.8	15.6	18	12.3	7.9	9.4	11.5	10.7	9.7
Graduation Rate	51.85	37.5	50.82	80.58	85.38	84.94	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	65.22	82.03	87.11
Black or African American	0	60.26	79.19
American Indian or Alaska Native	0	87.5	80.17
Asian	0	84.81	94.42
Filipino	0	89.66	93.76
Hispanic or Latino	59.57	79.85	84.58
Native Hawaiian/Pacific Islander	0	76	86.57
White	85	87.34	90.99
Two or More Races	0	93.33	90.59
Socioeconomically Disadvantaged	60	80.86	85.45
English Learners	42.86	49.69	55.44
Students with Disabilities	100	36.65	63.9
Foster Youth	0	50	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	5.6	5.5	5.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.3	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Rio Valley Charter School safety plan is developed in collaboration with the school's insurance company for best practices. All learning centers have local safety plans that comply with expectations by the State of California and expected by the insurance carrier for the school. Safety plans for each learning center include but are not limited to sign in and out for guests and students, Earthquake, Stranger/Suspicious person, egress plan for fire and emergencies, lock down plans, chemical accident, and fire and bomb threat.*

*All Site Safety plans are scheduled to be updated in spring 2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	67.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29	2	4	6	16	21	9		15	25	6	
5	5	1										
6	1	1							2	6		
Other									21		2	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4	60			6	47			3	55		
Mathematics	4	60			4	46		1	5	44	1	
Science	4	41			5	35			3	40		
Social Science	5	52			5	57			3	64		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.8	681
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	4	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,773	\$791	\$8,982	\$57,200
District	N/A	N/A	\$5,656.49	\$70,254
Percent Difference: School Site and District	N/A	N/A	58.8	-14.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	58.2	-24.6

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

Types of Services Funded (Fiscal Year 2016-17)

Rio Valley Charter School’s goal is to provide quality instruction for all students. Teacher and administrative training has focused on ‘Best Practice’s’ Instruction techniques for all staff members. In addition to improving instructional practice, staff development has also focused on developing an understanding with lesson planning associated to specific contents and Common Core State Standards. This includes textbook adoptions for Math and program shifts for our English Language Arts. Our school offers tutoring supports to all students with the availability of additional tech lab times. Our school provides on-line and direct instruction. We support students that are identified as needing Special Education, Language supports or additional interventions to ensure success academically and socio-behaviorally.

Rio Valley Charter School receives state and federal funding to provide additional services for our students. Our method of funding is in transition. RVCS budgeting now utilizes the new Local Control Funding Formula model. Rio Valley Charter School will continue to utilize all available funding it receives to help our students achieve academic success. Those students that are identified as Title 1 or designated as Limited English Proficient receive a variety of instructional supports that include 1-1, small group instruction and tutoring. Federal or State revenues associated to these students have a specific budget coupled to academic supports. All budgets and academic plans are reviewed and must meet approval of the school’s site council.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,781	\$47,808
Mid-Range Teacher Salary	\$64,791	\$73,555
Highest Teacher Salary	\$88,064	\$95,850
Average Principal Salary (Elementary)	\$117,196	\$120,448
Average Principal Salary (Middle)	\$128,029	\$125,592
Average Principal Salary (High)	\$128,461	\$138,175
Superintendent Salary	\$248,676	\$264,457
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Rio Valley Charter School conducts 2 days of in-service training at the beginning of each school year. However, an ongoing Professional development plan is in place for our staff based on a three-tiered model. Pacific Charter Institute-Wide, Site-Wide, and Individual growth model. This allows our instructional staff to achieve competency in multiple paths. With the use of our Common Core monies in addition to our general fund, the following focuses were developed with input from all staff members via a district-wide survey:

- Common Core Professional Development
- BTSA (as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities)
- Additional Online Learning Programs and Supports as a result of use of a hybrid model of online learning platforms for student-teacher use
- Instructional Practices with an emphasis on EL strategy instruction
- Using Data to Support Learning and Instruction (NWEA MAP assessment training)
- ALL RVCS teaching staff attended the Independent Study Consortium Conference in 2018.
- ALL RVCS staff have had the opportunity to attend a two-day diversity training provided by the Museum of Tolerance.
- Pacific Charter Institute holds an additional and specific all day professional development annually for all staff at "PCI Day" since the 2017-18 school year.