

Rio Valley Charter

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| 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 2018-19)

Rio Valley Charter School is an independent charter school founded by Pacific Charter Institute, a 501 (c) 3 tax exempt non-profit organization of charter school leaders in the Northern California area. Currently, Pacific Charter Institute's Board of Directors governs four public charter schools serving over 3,000 students.

Rio Valley Charter School offers K-12 students a personalized learning program. Every RVCS student has access to one-to-one teaching through student-tailored, standards-based curriculum. Rio Valley was founded on the principle that education works best when it is tailored to student's individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student's greatest potential. We leverage the flexibility of the independent study model to empower RVCS students to meet their educational goals.

Rio Valley has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve the highest academic standards.

Vision - "Developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way."
 Mission - "Rio Valley Charter School empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem- solvers, and lifelong learners."

Central to Rio Valley's vision and mission is the Academic Triangle, defined by the interdependent relationship of the teacher, the student, and the parent. The dynamics surrounding this vital geometry assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops personal learning tools to successfully complete the curriculum. The Academic Triangle is the symbol for what is expected for each student in that it empowers each agent of the triangle to take charge of the educational plan, regardless of the stability of all of the legs.

Both the Mission Statement and Vision present clear expectations that students become active participants in their own education and their future. The strength of the Academic Triangle lies in its essential ability to support students who may not have sufficient academic stamina or self-motivation at the time of enrollment. The teacher or parent may have to take on the greater role until the student progresses to expected levels. Further, the school's commitment to the educational pursuits of each student is evident in the variety of curriculum provided to match a student's abilities and interests.

The vision and mission for Rio Valley Charter School work in concert to ensure that the school continues to strive for high academic results for every student. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development organized in concert with and as a result of the review of student educational data. The governing board additionally reviews student educational data and approves policies that support schoolwide learner outcomes.

Academic Standards are central to schoolwide learner outcomes. RVCS implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all 9-12th grade students. We also utilize a variety of online support programs that are now aligned to Common Core Standards and are California specific.

Additionally, RVCS addresses its schoolwide learner outcomes and academic standards through the implementation of the Academic Triangle model which ensure the fidelity of our Mission and Vision. This includes students that are socio-economically disadvantaged, English learners, foster/homeless youth, credit deficient, or academically challenged. We are committed to producing self- motivated students who develop an appreciation for lifelong learning. To accomplish this goal RVCS offers four different programs at three sites.

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.

Hybrid Model: Rio Valley Elk Grove offers a hybrid model for our K-12 students. Students attend academic classes on-site twice per week, and work at home with their parents on the other three days. ELA, math, and science classes are offered on-site, as well as electives such as choir, drama, art, and guitar.

Credit Recovery: Rio Valley Broadway offers credit recovery classes for credit deficient 11th and 12th graders, as well as for a small number of struggling 9th and 10th graders. Students work through online curriculum at the site twice weekly.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 23 |
| Grade 1 | 29 |
| Grade 2 | 31 |
| Grade 3 | 21 |
| Grade 4 | 32 |
| Grade 5 | 26 |
| Grade 6 | 34 |
| Grade 7 | 46 |
| Grade 8 | 35 |
| Grade 9 | 45 |
| Grade 10 | 67 |
| Grade 11 | 107 |
| Grade 12 | 110 |
| Total Enrollment | 606 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.9 |
| American Indian or Alaska Native | 0.8 |
| Asian | 6.1 |
| Filipino | 0.7 |
| Hispanic or Latino | 33.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 41.7 |
| Socioeconomically Disadvantaged | 64.2 |
| English Learners | 8.3 |
| Students with Disabilities | 7.9 |
| Foster Youth | 0.2 |

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 |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 16 | 33 | 47 | |
| Without Full Credential | 1 | 1 | 1 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: January 2019

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 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. 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 |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Fair | City of Lodi occupancy inspection for students passed Fall 2017. |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |

| 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 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: January 2018 | |
|--|-----------|
| Overall Rating | Exemplary |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

CAASPP Test Results in 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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 29.0 | 34.0 | 43.0 | 44.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 14.0 | 14.0 | 33.0 | 33.0 | 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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 358 | 339 | 94.69 | 34.03 |
| Male | 171 | 165 | 96.49 | 29.01 |
| Female | 187 | 174 | 93.05 | 38.73 |
| Black or African American | 28 | 25 | 89.29 | 20.00 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 16 | 13 | 81.25 | 46.15 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 127 | 123 | 96.85 | 26.83 |
| White | 150 | 142 | 94.67 | 37.14 |
| Two or More Races | 20 | 19 | 95.00 | 63.16 |
| Socioeconomically Disadvantaged | 228 | 214 | 93.86 | 26.89 |
| English Learners | 35 | 33 | 94.29 | 12.12 |
| Students with Disabilities | 54 | 50 | 92.59 | 16.33 |
| 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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 358 | 339 | 94.69 | 14.33 |
| Male | 171 | 165 | 96.49 | 16.05 |
| Female | 187 | 174 | 93.05 | 12.72 |
| Black or African American | 28 | 25 | 89.29 | 8 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 16 | 13 | 81.25 | 15.38 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 127 | 123 | 96.85 | 12.3 |
| White | 150 | 142 | 94.67 | 15.6 |
| Two or More Races | 20 | 19 | 95 | 26.32 |
| Socioeconomically Disadvantaged | 228 | 214 | 93.86 | 7.55 |
| English Learners | 35 | 33 | 94.29 | 0 |
| Students with Disabilities | 54 | 50 | 92.59 | 6 |
| 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.

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

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | 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.

Career Technical Education Programs (School Year 2017-18)

RVCS students interested in taking CTE courses have access to local programs through Lodi Unified School District's Lincoln Tech Academy (CTE) program. RVCS began offering internal limited CTE options in 2014-15. Those classes are articulated with American River College and include Medical Terminology. RVCS also offers a Medical Assisting program and an EKG Technician program. Upon completion of these courses, students are set-up with a local externship and are given the opportunity to take the NCCT exam. RVCS has expanded CTE options to include a Career Exploration CTE course and an option to complete industry certifications through the ICEV program. The industry certifications allow students to explore CTE courses that match their interests. These courses give students real-world examples of career possibilities and enhance their career training. RVCS students frequently participate in internships through Sacramento City College and the Sacramento Shakespeare Festival. Students also have the opportunity to enroll/participate in courses at their local community colleges on an individual basis.

Career Technical Education Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 186 |
| % of pupils completing a CTE program and earning a high school diploma | 66.7% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 38% |

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

| UC/CSU Course Measure | Percent |
|--|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 22.2 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 26.7 | 20.0 | 6.7 |
| 7 | 29.2 | 20.8 | 33.3 |
| 9 | 26.7 | 10.0 | 16.7 |

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The Academic Triangle 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 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 increases 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 | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 15.6 | 18.0 | 10.9 | 7.9 | 9.4 | 9.0 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 37.5 | 50.8 | 71.7 | 85.4 | 84.9 | 84.1 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|---|--------------------------|----------|-------|
| | School | District | State |
| All Students | 87.7 | 82.1 | 88.7 |
| Black or African American | 0.0 | 65.2 | 82.2 |
| American Indian or Alaska Native | 0.0 | 88.9 | 82.8 |
| Asian | 100.0 | 86.5 | 94.9 |
| Filipino | 0.0 | 89.7 | 93.5 |
| Hispanic or Latino | 93.1 | 80.8 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 73.1 | 88.6 |
| White | 80.8 | 84.9 | 92.1 |
| Two or More Races | 0.0 | 88.2 | 91.2 |
| Socioeconomically Disadvantaged | 84.8 | 85.0 | 88.6 |
| English Learners | 75.0 | 45.7 | 56.7 |
| Students with Disabilities | 100.0 | 39.6 | 67.1 |
| Foster Youth | 0.0 | 41.7 | 74.1 |

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.0 | 0.0 | 5.5 | 5.1 | 4.6 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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:

- Seismic safety (structural integrity and earthquake preparedness)
- Natural disasters and emergencies
- Immunizations, health screenings, administration of medications
- Zero tolerance for use of drugs and tobacco
- Staff training on emergency and first aid response
- A detailed set of health and safety related policies/procedures

*All Site Safety plans are scheduled to be updated in spring 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 16 | 21 | 9 | | 15 | 25 | 6 | | 25 | 12 | 17 | 12 |
| 2 | | | | | | | | | 17 | 6 | | |
| 4 | | | | | | | | | 9 | 3 | | |
| 6 | | | | | 2 | 6 | | | 3 | 6 | | |
| Other | | | | | 21 | | 2 | | | | | |

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 6.0 | 47 | | | 3.0 | 55 | | | 5.0 | 79 | | 1 |
| Mathematics | 4.0 | 46 | | 1 | 5.0 | 44 | 1 | | 6.0 | 51 | 1 | 2 |
| Science | 5.0 | 35 | | | 3.0 | 40 | | | 4.0 | 49 | | 1 |
| Social Science | 5.0 | 57 | | | 3.0 | 64 | | | 4.0 | 94 | 1 | |

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 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 2.0 | 420 |
| 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 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.1 | N/A |
| Resource Specialist (non-teaching) | 0 | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$10,975 | \$1422 | \$9553 | \$51,840 |
| District | N/A | N/A | \$5,656.49 | \$71,664 |
| Percent Difference: School Site and District | N/A | N/A | 51.2 | -32.1 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | 29.1 | -43.6 |

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,597 | \$47,903 |
| Mid-Range Teacher Salary | \$66,087 | \$74,481 |
| Highest Teacher Salary | \$89,825 | \$98,269 |
| Average Principal Salary (Elementary) | \$118,104 | \$123,495 |
| Average Principal Salary (Middle) | \$125,927 | \$129,482 |
| Average Principal Salary (High) | \$129,133 | \$142,414 |
| Superintendent Salary | \$248,676 | \$271,429 |
| Percent of Budget for Teacher Salaries | 36.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 4.0 | 5.0 |

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

Advanced Placement (AP) Courses (School Year 2017-18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All courses | 0 | .0 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Rio Valley Charter School conducts two days of in-service training at the beginning of each school year. In addition, two hours per week are reserved for professional development activities which focus on the three-tiered model of growth as an employee of Pacific Charter Institute, growth as a Rio Valley Charter employee, and growth as an individual teacher. Individual teacher goals are discussed twice yearly with the school director, and modified as necessary. This three-tiered model 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
- New teacher induction (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)
- Many of the RVCS staff have had the opportunity to attend a two-day diversity training provided by the Museum of Tolerance, and this program will be offered again in the 2019-2020 school year.
- Content specialization for individual career goals
- Project Lead the Way conference, Asilomar math conference, and UC Davis math instruction workshops
- Technology skills as a tool to increase efficiency
- Pacific Charter Institute holds an additional and specific all day professional development annually for all staff at "PCI Day".