

# Rio Valley Charter

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Rio Valley Charter
<b>Street</b>	1110 Kettlemen Ln, Ste. 10
<b>City, State, Zip</b>	Lodi, CA 95240
<b>Phone Number</b>	(209) 368-4934
<b>Principal</b>	Heather Marshall
<b>Email Address</b>	heather.marshall@pacificcharters.org
<b>School Website</b>	pacificcharters.org
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	39685850122580

### 2024-25 District Contact Information

<b>District Name</b>	Rio Valley Charter School
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Young, Neil
<b>Email Address</b>	nyoung@lodiUSD.net
<b>District Website</b>	www.lodiUSD.net

### 2024-25 School Description and Mission Statement

Rio Valley Charter School, an independent charter school established by the Pacific Charter Institute, a 501(c)(3) tax-exempt non-profit organization comprised of charter school leaders in Northern California, operates under the governance of the Pacific Charter Institute's Board of Directors, overseeing six public charter schools that collectively serve almost 3,500 students. Dedicated to providing a personalized learning experience for students in grades TK-12, Rio Valley Charter School is guided by the fundamental belief that education is most effective when tailored to individual strengths and needs. Our objective is to collaboratively engage with students, parents, and the broader community to unlock each student's maximum potential. Leveraging the flexibility of the independent study model, Rio Valley Charter School empowers its students to achieve their

## 2024-25 School Description and Mission Statement

educational goals.

Rio Valley Charter School is driven by a clearly defined vision and mission, grounded in the analysis of students' needs, current educational research, and the conviction that every student can attain the highest academic standards.

Vision: "Developing self-motivated, educated individuals who will disseminate knowledge globally in a meaningful way."

Mission: "Rio Valley Charter School empowers students to take charge of their education by aligning their individual needs and interests with a rigorous learning plan, fostering the development of responsible citizens, critical problem-solvers, and lifelong learners."

Central to Rio Valley's vision and mission is the Academic Triangle, symbolizing the interdependent relationship among the teacher, student, and parent. This framework empowers each element of the triangle to assume responsibility for the educational plan. The strength of the Academic Triangle lies in its ability to support students who may initially lack academic stamina or self-motivation. The teacher or parent may play a more significant role until the student progresses to expected levels.

Rio Valley Charter School consistently demonstrates its commitment to each student's educational pursuits through a diverse curriculum that caters to individual abilities and interests. The school administration routinely reviews student educational data to assess needs and ensure alignment with the vision and mission. Professional development initiatives are organized based on a thorough analysis of student educational data. The governing board actively reviews student educational data and approves policies that uphold schoolwide learner outcomes.

Rio Valley Charter School implements California State Standards-based curriculum and supplements it with standards-based supports for all students. Additionally, various online support programs aligned with California's Common Core Standards are utilized. The school is steadfast in its commitment to nurturing self-motivated students who cultivate a lifelong appreciation for learning.

To achieve this goal, Rio Valley Charter School offers four distinct programs across three sites:

1. Independent Study:

- Rio Valley Charter School operates as an independent study charter school, with curriculum delivered by a credentialed teacher. Students are expected to complete assigned work at home and return it for review during predetermined weekly meetings. The Lodi site provides a broad range of on-site courses, including science labs, math support, ELA classes, and more, accessible to both Independent Study and Homeschool students.

2. Home Based Independent Study:

- Rio Valley Charter School offers homeschooling, empowering families to be the primary teachers for their students. Families receive support through curriculum assistance, collaboration with external curriculum and enrichment vendors, on-site core and enrichment classes, and guidance from a credentialed teacher.

3. Hybrid Model:

- Rio Valley Elk Grove presents a hybrid model for K-12 students in the Elk Grove area. Students attend ELA, math, and science classes on-site twice per week and engage in at-home learning with their parents on the remaining three days.

4. Rio Valley Broadway:

- The Broadway site offers instruction for students 6-12, along with traditional college preparatory classes for 7th-12th graders. Students meet with teachers on-site twice weekly for curriculum work or tutoring sessions, and elective workshops are available for additional enrichment courses.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	39
Grade 2	48
Grade 3	40
Grade 4	50
Grade 5	40
Grade 6	53
Grade 7	55
Grade 8	73
Grade 9	59
Grade 10	55
Grade 11	86
Grade 12	84
<b>Total Enrollment</b>	<b>731</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	1.6
Asian	9.7
Black or African American	5.6
Filipino	1.6
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.8
White	40.6
English Learners	7.1
Homeless	2.7
Socioeconomically Disadvantaged	75.4
Students with Disabilities	16.3

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.90	17.54	1289.60	83.44	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	64.90	4.20	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	54.90	3.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	28.00	82.43	52.40	3.39	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	83.50	5.41	18854.30	6.86
<b>Total Teaching Positions</b>	34.00	100.00	1545.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.50	17.79	1281.60	82.81	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	60.60	3.92	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	83.10	5.38	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	22.30	71.34	49.60	3.21	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	3.30	10.81	72.50	4.69	15831.90	5.67
<b>Total Teaching Positions</b>	31.20	100.00	1547.60	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.30	17.16	1226.00	81.46	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.20	0.70	56.30	3.74	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	96.20	6.39	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	29.60	80.11	53.40	3.55	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.70	2.00	73.00	4.85	14303.80	5.15
<b>Total Teaching Positions</b>	37.00	100.00	1505.10	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.10	0.00	0
<b>Local Assignment Options</b>	27.90	22.20	29.6
<b>Total Out-of-Field Teachers</b>	28.00	22.30	29.6

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All instructional materials for core subjects at Rio Valley Charter School are chosen in accordance with the most recent list of standards-based materials approved by the State Board of Education, often in collaboration with the County Office of Education. During the current school year Wonders 2023 from McGraw Hill has been added for K-6 ELA. In previous years Rio Valley adopted MyAccess for language arts and Reveal Math for mathematics. In the 2020-2021 school year, RV added Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020, complementing our prior adoptions, including but not limited to Carolina Science. These latest adoptions are in addition to Journeys 2016 for English Language Arts, added in spring of 2019, and Go Math Houghton Mifflin added in the fall of 2017. Our commitment to staying current with educational resources is integral to our dedication to delivering a high-quality education to our students.

Year and month in which the data were collected

December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	My Access, Wonders 2023 McGraw Hill, Journeys Houghton Mifflin 2016, Edmentum 2015	Yes	0%
<b>Mathematics</b>	Reveal Math 2022, Go Math 2017 Houghton Mifflin Integrated Math Series 2016, Math in Focus 2016, Edmentum 2015	Yes	0%
<b>Science</b>	Glencoe/Holt/ 2013, Carolina Science, Edmentum 2015	Yes	0%
<b>History-Social Science</b>	Impact Social Studies 2020, Edmentum 2015	Yes	0%
<b>Foreign Language</b>	PLATO 2015, Rosetta Stone 2012, Edmentum 2015	Yes	0%
<b>Health</b>	McGraw Hill Health 2020, Edmentum 2015	Yes	0%
<b>Visual and Performing Arts</b>	PLATO 2015 Fine Arts, Edmentum 2015	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

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



## School Facility Conditions and Planned Improvements

Rio Valley Charter School leases learning centers in Lodi, our authorizing district as well as in Elk Grove and Sacramento. Site inspections and repairs are performed in conjunction with the current property management company. The sites were inspected in November of 2024, and a FIT report completed. Systems, interior, cleanliness, electrical, restrooms, safety, structural, and external areas were all rated at 100% which resulted in an overall rating of exemplary. Our school's insurance provider ensures that all civil and local safety codes are kept in accordance with local and county agencies standards.

**Year and month of the most recent FIT report** 11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	44	39	39	46	47
<b>Mathematics</b> (grades 3-8 and 11)	20	25	28	28	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	380	96.45	3.55	43.95
Female	206	200	97.09	2.91	42.50
Male	188	180	95.74	4.26	45.56
American Indian or Alaska Native	--	--	--	--	--
Asian	43	43	100.00	0.00	48.84
Black or African American	17	14	82.35	17.65	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	138	135	97.83	2.17	35.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	174	168	96.55	3.45	50.00
English Learners	35	35	100.00	0.00	17.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	298	285	95.64	4.36	39.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	64	98.46	1.54	20.31

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	394	381	96.70	3.30	25.46
<b>Female</b>	206	201	97.57	2.43	21.89
<b>Male</b>	188	180	95.74	4.26	29.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	43	43	100.00	0.00	27.91
<b>Black or African American</b>	17	14	82.35	17.65	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	138	135	97.83	2.17	18.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	10	83.33	16.67	--
<b>White</b>	174	169	97.13	2.87	32.54
<b>English Learners</b>	35	35	100.00	0.00	11.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	298	286	95.97	4.03	21.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	64	98.46	1.54	12.50

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	24.81	27.04	23.40	24.37	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	277	270	97.47	2.53	27.04
<b>Female</b>	146	143	97.95	2.05	25.87
<b>Male</b>	131	127	96.95	3.05	28.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	41	40	97.56	2.44	25.00
<b>Black or African American</b>	18	17	94.44	5.56	23.53
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	103	101	98.06	1.94	15.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	103	101	98.06	1.94	40.59
<b>English Learners</b>	27	26	96.30	3.70	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	221	215	97.29	2.71	22.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	37	100.00	0.00	2.70

## 2023-24 Career Technical Education Programs

Dan McLaughlin, dan.mcLaughlin@pacificcharters.org, (916) 616-3976 is the contact for RVCS CTE programs.

In regard to career and technical education, RVCS currently offers courses in the industry recognized pathway of Healthcare Administrative Services. The pathway consists of completing a Medical Terminology course (Concentrator) followed by a year-long course in either Medical Assisting or EKG Technician (Completer). At the conclusion of completing one of the pathways, eligible graduates have the option to participate in externships at local community healthcare clinics or hospitals. Students also have the opportunity to take the NCCT (National Center for Competency Testing) exam.

For online CTE options and to make available more broad content to students, RVCS adopted curriculum through iCEV. iCEV offers state-aligned courses and industry certifications to prepare students for college and career success. The iCEV catalogue allowed students to explore CTE clusters that match their interests. Sample clusters include Family & Consumer Sciences, Law, Public Safety, Corrections & Security, Business, Marketing, Finance & Media.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	80
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	94.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	94.01
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	25.29

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	97	97	97	95
Grade 7	97	98	98	97	98
Grade 9	94	96	96	96	96

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Rio Valley Charter School employs a comprehensive approach to information dissemination and seeks input from parents, fostering a collaborative environment for the development of our academic programs, Local Control Accountability Plan (LCAP), and initiatives supporting parents in their role as primary educators. We highly value the contributions of our parents and external stakeholders, actively engaging them to play an integral role in the overall success of our educational programs. Our commitment to personalized communication is exemplified by the accessibility of all staff who are equipped with cellular phones and email access. We uphold the expectation that every parent and student call or email receives a response within 24 hours, reinforcing the connections between teachers, students, and parents.

The establishment of a Site Council, convening regularly, enhances collaboration with parents, providing them an active role in decision-making processes related to student learning and associated programs.

The Academic Counseling team organizes annual parent academic and financial planning nights, offering comprehensive reviews of college-career planning, scholarship opportunities, and financial assistance options. These sessions cover post-secondary alternatives, scholarship details, and academic progress, providing valuable insights for attending parents.

An annual survey is conducted among parents and students to gauge satisfaction with Rio Valley Charter. The insights garnered from these reflective surveys guide program modifications, aligning them with the school's objectives. Faculty, administration, and the board review survey results, using this critical information to position Rio Valley Charter within the broader educational landscape. This feedback is integral to the ongoing development and alignment of our LCAP, adhering to the requirements of the Local Control Funding Formula, ensuring that the state's 8 Basic State Priorities are addressed, implemented, and revisited on an annual basis.

Parents actively participate in daily activities alongside their children, engaging in events at the school sites or academic-focused field trips. These activities, often directed by parents in collaboration with instructional faculty at Rio Valley Charter, further strengthen the bond between home and school, fostering a holistic educational experience for each student.



## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	3.1	3.2	5.2	7.1	7.0	5.5	7.8	8.2	8.9
<b>Graduation Rate</b>	94.9	96.8	94.8	89	87.3	90.3	87	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	96	91	94.8
<b>Female</b>	43	43	100.0
<b>Male</b>	53	48	90.6
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	13	12	92.3
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	41	38	92.7
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	31	31	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	75	70	93.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	14	14	100.0

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

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	863	815	35	4.3
Female	441	419	17	4.1
Male	422	396	18	4.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	12	0	0.0
Asian	87	83	3	3.6
Black or African American	47	44	4	9.1
Filipino	14	12	0	0.0
Hispanic or Latino	332	307	21	6.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	18	2	11.1
White	340	331	5	1.5
English Learners	63	62	2	3.2
Foster Youth	--	--	--	--
Homeless	31	29	3	10.3
Socioeconomically Disadvantaged	654	628	32	5.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	150	137	5	3.6

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

### C. Engagement

#### State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	5.83	6.06	5.2	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.26	0.27	0.23	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

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

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

## 2024-25 School Safety Plan

The comprehensive safety plan was updated in the fall of 2024. The plan was reviewed and approved by the PCI Board of Directors on December 12, 2024 during a public board meeting. Below is the table of contents of the safety plan highlighting the content. Key elements include:

## 2024-25 School Safety Plan

Mission Statement and School Description  
 Child Abuse Reporting Procedures  
 Disaster Response Procedures  
 Suspension & Expulsion Policies  
 Procedures for Notifying Teachers of Dangerous Pupils  
 Discrimination & Harassment Policy  
 School-wide Dress Code Prohibiting Gang Attire  
 Safe and Orderly Environment  
 Rules and Procedures on School Discipline  
 Emergency Response Guide  
 Emergency Actions  
 Emergency Responses  
 Site Specific Procedures and Emergency Guide  
 Site Safety Team Checklist  
 Incident Command Post  
 Situational Communication Plans  
 Site Emergency Procedures for Special Needs Students  
 Site Emergency Drill Report  
 PCI Administration/Site Leader Phone Numbers  
 Staff Phone List  
 Site Evacuation Map  
 Valve Shut-Off Location Map  
 Activity /Documentation Log  
 Student Emergency Evacuation Absence List  
 Student Release Sign Out Sheet

\* For security reasons, Sections J and K are confidential and will not be shared publicly.

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	2	144		
<b>1</b>	3	104		
<b>2</b>	3	115		
<b>3</b>	3	105		
<b>4</b>	3	98		
<b>5</b>	3	100		
<b>6</b>	2	113		
<b>Other</b>	7	10		

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	141		
1	2	116		
2	3	104		
3	3	119		
4	2	113		
5	3	107		
6	3	108		
Other	7	6		

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

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	90		
1	2	108		
2	3	114		
3	2	102		
4	2	126		
5	2	122		
6	3	116		
Other	15	1		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	97		
Mathematics	4	92	1	1
Science	5	75	2	1
Social Science	3	132		

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

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	119		
Mathematics	4	90	3	1
Science	4	75	3	
Social Science	3	159		

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

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	132		
Mathematics	4	88		3
Science	4	68	1	1
Social Science	3	149		

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	174.05

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4.2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	0.6
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,772	\$3079	\$9693	\$76,624
<b>District</b>	N/A	N/A	\$5,656.49	\$88,707
<b>Percent Difference - School Site and District</b>	N/A	N/A	52.6	-14.6
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-10.5	-21.0

## Fiscal Year 2023-24 Types of Services Funded

At Rio Valley Charter School our students complete local assessments twice annually to gauge their academic progress. In the 2022-2023 academic year, we implemented a proactive intervention approach, specifically targeting students who scored at or below 60% on the beginning-of-the-year metrics. Our primary focus was on the lowest-performing students, who received direct instructional support along with access to a range of independent online intervention programs.

Furthermore, we allocate instructional funds to provide students and their teachers with a diverse array of print and online intervention curriculum options. The teacher of record assumes the responsibility of crafting a personalized student success plan, inclusive of academic objectives and tailored support measures, all designed to assist the student in attaining their defined goals. To bolster our students' holistic development, our school also offers access to counselors and a wellness team, catering to their social-emotional well-being. Our comprehensive approach underscores our commitment to nurturing both academic and emotional growth.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,868	\$56,573
Mid-Range Teacher Salary	\$80,817	\$87,186
Highest Teacher Salary	\$113,140	\$119,665
Average Principal Salary (Elementary)	\$141,855	\$148,486
Average Principal Salary (Middle)	\$166,928	\$154,835
Average Principal Salary (High)	\$152,492	\$170,008
Superintendent Salary	\$310,183	\$338,699
Percent of Budget for Teacher Salaries	31.92	31.41
Percent of Budget for Administrative Salaries	4.74	4.86

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional Development at Rio Valley Charter School is designed to provide our teaching staff with comprehensive knowledge and skills in contemporary educational practices. Throughout the year, our focus centers on teaching strategies, data analysis, and the formulation of student learning plans. We have extended our efforts to deepen these thematic areas, enabling teachers to translate their professional development insights into tangible improvements in student achievement. Our commitment to the Common Core State Standards remains unwavering, and we are dedicated to ensuring that Professional Development remains pertinent and timely, ultimately benefiting our students through the implementation of these



## Professional Development

standards.

We have established an ongoing Professional Development Plan for our staff based on a three-tiered model encompassing District-Wide, Site-Wide, and Individual growth. This model equips our instructional staff with the versatility to attain competence through various pathways. The following focal points were developed collaboratively with input from all staff members via a district-wide survey:

1. Common Core Professional Development, which includes:

- My Access
- m-Class: Amplify
- Reveal Math
- Professional Learning Communities
- Data-Driven Dialogue

2. Induction Program, along with the opportunity for teachers to access County Office of Education Professional Development Opportunities.

3. Training on the use of Common Core Standards for writing across grade levels.

4. Utilization of additional online learning programs and support systems, in response to the adoption of a hybrid model of online learning platforms for student-teacher use.

5. Emphasis on instructional practices with an early literacy focus.

6. Incorporating data analysis to support learning and instruction.

7. Leveraging technology to enhance the learning process.

8. Engaging in Courageous Conversations with Parents and Students, along with the Productive Feedback Process.

9. Providing Diversity and Cultural Sensitivity training to foster an inclusive and equitable educational environment.

This comprehensive and structured approach to Professional Development at Rio Valley Charter School underscores our commitment to empowering our teaching staff with the knowledge and tools they need to excel in their roles, ultimately benefiting the educational journey of our students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	