

Rio Valley Charter

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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
Email Address	leslie.leedy@pacificcharters.org
School Website	pacificcharters.org
County-District-School (CDS) Code	39685850122580

2021-22 District Contact Information

District Name	Rio Valley Charter School
Phone Number	(209) 331-7000
Superintendent	Washer, Cathy
Email Address	Cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2021-22 School Overview

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 students' 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.

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. The school's commitment to the educational pursuits of each student is consistently 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, review of student educational data. The governing board additionally reviews student educational data and approves policies that support schoolwide learner outcomes.

2021-22 School Overview

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, ELA classes, and more. Students participating in the independent study model rely on their teachers to choose and assign curriculum and have full access to our on-site courses and student assistance.

Home School: Rio Valley Charter School offers homeschooling for families seeking the option to be the primary teacher for their students. Families are supported with curriculum assistance, outside curriculum and enrichment vendors, and online courses to allow for a robust set of educational options. Our families may utilize on-site core and enrichment classes as well as online or text-based curriculum, all with the support of a credentialed teacher.

Hybrid Model: Rio Valley Elk Grove offers a hybrid model for K-12 students in the Elk Grove area. 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 all offered on-site.

Rio Valley Broadway: The Broadway site offers credit recovery classes for credit deficient 11th and 12th graders, as well as more traditional, college prep classes for 7th-12th graders. Students meet with their teachers on-site twice weekly to work on curriculum or participate in tutoring sessions. Elective workshops such as Art are also offered as additional enrichment courses.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	45
Grade 2	58
Grade 3	46
Grade 4	54
Grade 5	47
Grade 6	59
Grade 7	68
Grade 8	62
Grade 9	85
Grade 10	77
Grade 11	90
Grade 12	95
Total Enrollment	837

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	2.3
Asian	5.5
Black or African American	8.2
Filipino	1.7
Hispanic or Latino	33.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.9
White	45.6
English Learners	4.4
Foster Youth	0.4
Homeless	3.1
Socioeconomically Disadvantaged	58.5
Students with Disabilities	13.9

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.1
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	36.1

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and instructional materials for the core subjects were selected from the most recent list of standards-based materials adopted by the State Board of Education or in conjunction with the Sacramento County Office of Education. For the 2020-2021 school year, we adopted Impact Social Studies/McGraw Hill 2020 and McGraw Hill Health 2020 to complement adoptions made in previous years including, but not limited to Carolina Science in Spring of 2019, Journeys 2016 English Language Arts and Go Math Houghton Mifflin in the Fall of 2017.

Year and month in which the data were collected

January 2022

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

School Facility Conditions and Planned Improvements

Rio Valley Charter School leases learning centers in Lodi, our authorizing district. Site inspections and repairs are performed in conjunction with the current property management company. The site was inspected in January of 2022, and a FIT reports 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

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	434	6	1.38	98.62	--
Female	234	2	0.85	99.15	--
Male	200	4	2	98	--
American Indian or Alaska Native	--	--	--	--	--
Asian	19	0	0	100	--
Black or African American	35	0	0	100	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	4	2.94	97.06	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	0	0	100	--
White	210	2	0.95	99.05	--
English Learners	15	2	13.33	86.67	--
Foster Youth	--	--	--	--	--
Homeless	22	0	0	100	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	228	5	2.19	97.81	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	0	0	100	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	434	7	1.61	98.39	--
Female	234	2	0.85	99.15	--
Male	200	5	2.50	97.50	--
American Indian or Alaska Native	--	--	--	--	--
Asian	19	0	0.00	100.00	--
Black or African American	35	0	0.00	100.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	136	4	2.94	97.06	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	0	0.00	100.00	--
White	210	3	1.43	98.57	--
English Learners	15	2	13.33	86.67	--
Foster Youth	--	--	--	--	--
Homeless	22	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	228	6	2.63	97.37	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	0	0.00	100.00	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	440	429	98	2	56
Female	235	229	97	3	62
Male	205	200	98	2	54
American Indian or Alaska Native	10	10	100	0	50
Asian	20	19	95	5	74
Black or African American	35	35	100	0	43
Filipino	6	6	100	0	33
Hispanic or Latino	139	135	97	3	51

Native Hawaiian or Pacific Islander	3	1	33	67	33
Two or More Races	14	13	93	7	54
White	213	210	98	2	65
English Learners	15	15	100	0	13
Foster Youth	1	1	100	0	0
Homeless	8	7	88	12	71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	223	96	4	50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	67	96	4	27

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	440	427	97	3	53
Female	235	227	96	4	53
Male	205	200	98	2	53
American Indian or Alaska Native	10	10	100	0	30
Asian	20	19	95	5	85
Black or African American	35	35	100	0	60
Filipino	6	6	100	0	33
Hispanic or Latino	139	134	96	4	45
Native Hawaiian or Pacific Islander	3	1	33	67	33
Two or More Races	14	13	93	7	61
White	213	209	98	2	54
English Learners	15	15	100	0	6
Foster Youth	1	1	100	0	0
Homeless	8	7	87	13	28
Military	0	0	0	0	0
Socioeconomically Disadvantaged	232	222	96	4	47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	67	96	4	18

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	21.45	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	239	NT	NT	NT	NT
Female	136	NT	NT	NT	NT
Male	103	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	87	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	94	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The primary representatives of Rio Valley Charter Schools CTE committee are Dan McLaughlin
 Dan.McLaughlin@pacificcharters.org
 (916) 616-3976

Jessie Nguyen
 Jessie.Nguyen@pacificcharters.org
 (916) 335-5954

RVCS students interested in taking CTE courses have access to local programs through Lodi Unified School District's Lincoln Tech Academy (CTE) program. In addition RVCS began offering internal 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 participate in a local externships and are given the opportunity to take the NCCT exam. RVCS has expanded CTE options to include 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 established an ongoing partnership with Delta Community College, to offer dual enrollment classes starting fall of the 2019-2020 school year. These are Delta College classes, taught by Delta College professors at the RVCS campus or utilizing Delta's online platform for RVCS only students. Students also have the opportunity to enroll/participate in courses at their local community colleges on an individual basis.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	104
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	88.08
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Rio Valley Charter uses a range of methods to provide and seek input from parents regarding the development of our academic programs, our Local Control Accountability Plan, and our efforts to assist a parent's ability to be their student's primary educator.

The Academic Triangle (c) is a powerful and unique feature to Rio Valley Charter in which the three major stakeholders, which includes 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 that the Academic Triangle © is modeled after.

The use of a Site Council that meets regularly increases the opportunities for collaboration with parents to be actively involved in the decision-making process of students' learning and our programs associated to student learning.

Our Academic Counseling team holds annual parent academic and financial planning nights to review college-career planning, scholarship opportunities and financial assistance opportunities. Post-secondary options, scholarship information and academic progress are reviewed with all attending parents.

Parents and students are surveyed annually to determine their satisfaction with Rio Valley Charter. This reflective survey is used 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 then 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.

2021-22 Opportunities for Parental Involvement

Our parents participate in daily activities with their children, which can include events at the school site or academic-focused field trips. These are often directed by the parents in coordination with instructional faculty at Rio Valley Charter.

Overall, we highly value our parents and outside stakeholders and work diligently to make parents an essential part of the success of our program.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	7.7	5.6	7.5	5.3	6.1	6.3	9.0	8.9	9.4
Graduation Rate	90.8	90.8	89.6	89.4	87.6	86.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	95	89.6
Female	55	52	94.5
Male	51	43	84.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	14	13	92.9
Filipino	--	--	--
Hispanic or Latino	44	42	95.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	28	23	82.1
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0

Homeless	11	9	81.8
Socioeconomically Disadvantaged	90	80	88.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	21	15	71.4

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	872	870	0	0.0
Female	451	449	0	0.0
Male	421	421	0	0.0
American Indian or Alaska Native	19	19	0	0.0
Asian	48	47	0	0.0
Black or African American	70	70	0	0.0
Filipino	14	14	0	0.0
Hispanic or Latino	293	293	0	0.0
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	25	25	0	0.0
White	399	398	0	0.0
English Learners	39	39	0	0.0
Foster Youth	3	3	0	0.0
Homeless	31	31	0	0.0
Socioeconomically Disadvantaged	509	508	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	133	0	0.0

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	5.05	0.94	3.47	0.20
Expulsions	0.00	0.00	0.15	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.45	2.45
Expulsions	0.00	0.12	0.05

2020-21 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
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

2021-22 School Safety Plan

The comprehensive safety plan was updated and reviewed at a PCI public board meeting in September 2021 and approved by the PCI Board of Directors on September 9, 2021. Below is the table of contents of the safety plan highlighting the content. Key elements include 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, and a 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	17	57	20	6
1				
2				
3				
4	12	1		
5				
6	18	3		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	143		
1	2	104		
2	3	101		
3	2	126		
4	2	98		
5	3	108		
6	2	127		
Other	11	4		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	136		
1	3	104		
2	3	120		
3	3	108		
4	3	124		
5	3	111		
6	3	119		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	104	3	1
Mathematics	5	75		2
Science	4	68	1	
Social Science	4	114	1	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	118	1	
Mathematics	4	108		2
Science	3	96	2	
Social Science	3	161		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	125	1	
Mathematics	4	99	2	1
Science	4	84	3	
Social Science	3	170		

2020-21 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	209.3

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.53
Social Worker	0
Nurse	.34
Speech/Language/Hearing Specialist	1.05
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
School Site	\$11,131	\$2089	\$9042	\$61,452.63
District	N/A	N/A	\$5,656.49	\$76,073
Percent Difference - School Site and District	N/A	N/A	46.1	-21.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	6.8	-31.8

2020-21 Types of Services Funded

Rio Valley Charter School's goal is to provide quality instruction for all students. Teacher and administrative training is 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 both academically and socio-behaviorally.

Rio Valley Charter School receives state and federal funding to provide additional services for our students. RVCS utilizes the 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$43,999	\$50,897
Mid-Range Teacher Salary	\$69,903	\$78,461
Highest Teacher Salary	\$97,861	\$104,322
Average Principal Salary (Elementary)	\$124,825	\$131,863
Average Principal Salary (Middle)	\$139,252	\$137,086
Average Principal Salary (High)	\$128,359	\$151,143
Superintendent Salary	\$268,296	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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
Total AP Courses Offered	0

Professional Development

Professional Development at Rio Valley Charter School provides both breadth and depth on current topics in education. We continue to focus on teaching strategies and mental health. These topics are chosen from the student learning plans as identified by the student's master course list, benchmark and cumulative testing and/or counselor recommendations to support student mental health.

We are continuing to embrace the Common Core State Standards and implementing them in core, supplemental curriculum, and interventions. Our commitment is to make professional development relevant and timely so that our students benefit from what the teachers learn.

- Rio Valley conducts 5 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. District Wide, Site-Wide and Individual growth model. This allows our instructional staff to achieve competency in multiple paths. With the use of our LCAP 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 which included the following: Beginning 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 and teacher use. Using Data to Support Learning and Instruction Using Technology to Support Learning

In the most recent year, teachers received training on NWEA/MAP, Exact Path intervention programs and curriculum support. Teachers have access to additional monthly training from the district EL support provider to focus on the best practices and supports for our English learners. Finally, all teachers are invited to attend monthly Early Literacy support trainings.

All areas of PD are designed to support staff while they support students with the greatest academic need. Our CAASPP indicates that the majority of our students need help with reading and mathematics, grades 3-8 & 11. Staff are available weekly either in person or online. It is during these meetings that staff are provided training for online academic support programs, data-based instruction and the use of technology for instruction and intervention. Trainings that exceed two hours are done in person at one of Rio Valley's three sites or the district office. Follow up training is supported through mentoring by a lead or expert teacher, trainers or school director. Student data is frequently reviewed to support teacher implementation as well as to define the need for additional supports or program adjustments.

In addition to program planning aligned to Local Control Accountability Planning, the following are also provided to staff based on instructional content, job requirements, or focused on professional growth to support advanced student achievement:

- Annual Mandated Training (Ex. Mandated Reporting, CPR)
- Technology and Productivity (Ex. PowerSchool University, Cal-Pads, U-C Doorways, CASSPP, MSOffice 365)
- Annual Conferences that support School Mission and Vision (Ex. California Charter Schools Association, Charter Schools Development Center, California Educators Technology Association, State or National Title 1 Conference, National Association for Foster-Homeless Youth, NWEA Fusion)
- Curriculum (District-wide Writing Improvement Initiative, New Adoptions Training)

Individual teacher goals are discussed and modified as necessary three times each year with the teacher's direct supervisor. With the use of our Common Core monies in addition to our general fund, the following Professional Development opportunities were developed with input from all staff members via a district-wide survey:

- 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 resulting from the 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 (Exact Path Diagnostic and Learning Path)
- Content specialization for individual career goals

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	6	6

