

Rio Valley Charter

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 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

2022-23 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

2022-23 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 Northern California. Currently, Pacific Charter Institute's Board of Directors governs five public charter schools serving over 3,000 students.

Rio Valley Charter School offers K-12 students a personalized learning program 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 students' 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 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. 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. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development is 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. RVCS implements and uses appropriate California State Standards-based curriculum along with standards based supplemental supports for all students. We also utilize a variety of online support programs that are aligned to California specific Common Core Standards. 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. Curriculum is provided to students through a credentialed teacher with the expectation that assigned work is completed at home and returned for review at a pre-

2022-23 School Overview

determined weekly meeting. Additionally, our Lodi site offers a wide range of courses including science labs, math support, ELA classes, and more. Both Independent Study and Homeschool students have access to these on-site classes.

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, on-site core and enrichment classes, and 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 ELA, math, and science classes on-site twice per week, and work at home with their parents on the other three days.

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 are also offered as additional enrichment courses.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	49
Grade 2	52
Grade 3	47
Grade 4	46
Grade 5	51
Grade 6	45
Grade 7	62
Grade 8	74
Grade 9	57
Grade 10	78
Grade 11	87
Grade 12	86
Total Enrollment	779

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.4
American Indian or Alaska Native	1.4
Asian	6.7
Black or African American	8.0
Filipino	1.5
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.2
White	44.9
English Learners	5.5
Foster Youth	0.1
Homeless	2.7
Migrant	0.0
Socioeconomically Disadvantaged	60.3
Students with Disabilities	13.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.90	17.54	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	28.00	82.43	52.40	3.39	12115.80	4.41
Unknown	0.00	0.00	83.50	5.41	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	
Local Assignment Options	27.90	
Total Out-of-Field Teachers	28.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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. During the 2022-2023 school year Reveal Math 2022 and My Access for writing were added to our list of district approved texts. 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

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Access, Study Sync McGraw Hill 2016, Journeys Houghton Mifflin 2016, Edmentum 2015	Yes	0%
Mathematics	Reveal Math 2022, 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 November of 2022, 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

10/26/22

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:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	35	N/A	39	N/A	47
Mathematics (grades 3-8 and 11)	N/A	18	N/A	27	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	434	423	97.47	2.53	34.75
Female	219	215	98.17	1.83	38.14
Male	215	208	96.74	3.26	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	51.43
Black or African American	30	30	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	137	135	98.54	1.46	29.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	46.67
White	204	195	95.59	4.41	36.41
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	244	239	97.95	2.05	27.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	57	96.61	3.39	12.28

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	434	424	97.70	2.30	17.86
Female	219	215	98.17	1.83	14.88
Male	215	209	97.21	2.79	20.98
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	34.29
Black or African American	30	30	100.00	0.00	10.00
Filipino	--	--	--	--	--
Hispanic or Latino	137	135	98.54	1.46	11.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	13.33
White	204	196	96.08	3.92	20.31
English Learners	23	23	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	244	240	98.36	1.64	10.59
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	59	58	98.31	1.69	5.56

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	25.76	21.45	22.47	28.5	29.47

2021-22 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
All Students	341	331	97.07	2.93	25.76
Female	187	184	98.4	1.6	24.04
Male	154	147	95.45	4.55	27.89
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100	0	31.25
Black or African American	34	33	97.06	2.94	12.12
Filipino	--	--	--	--	--
Hispanic or Latino	117	115	98.29	1.71	14.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	141	135	95.74	4.26	37.04
English Learners	23	23	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	208	97.65	2.35	18.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	6.98

2021-22 Career Technical Education Programs

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

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 opportunities to enroll/participate in courses at their local community colleges on an individual basis.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	72
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	91.23
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	5.26

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	98.2	98.2	98.2	98.2	98.2
Grade 7	100	100	100	100	100
Grade 9	97	97	97	97	97

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.

2022-23 Opportunities for Parental Involvement

Rio Valley Charter uses a range of methods to provide information 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. We value our parents and outside stakeholders and work diligently to make parents an essential part of the success of our program.

The Academic Triangle (c) is a powerful and unique feature to Rio Valley Charter in which the three major stakeholders, teacher, student, and 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 parent and student calls and emails within 24 hours. 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 the 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.

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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.6	3.1		6.1	7.1		8.9	7.8
Graduation Rate		90.8	94.9		87.6	89		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	98	93	94.9
Female	62	61	98.4
Male	36	32	88.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	19	16	84.2
Filipino	--	--	--
Hispanic or Latino	38	37	97.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	30	30	100.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	85	80	94.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	20	16	80.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	892	882	0	0.0
Female	458	455	0	0.0
Male	434	427	0	0.0
American Indian or Alaska Native	11	11	0	0.0
Asian	58	57	0	0.0
Black or African American	76	76	0	0.0
Filipino	12	12	0	0.0
Hispanic or Latino	316	311	0	0.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	22	22	0	0.0
White	388	384	0	0.0
English Learners	51	51	0	0.0
Foster Youth	2	2	0	0.0
Homeless	23	23	0	0.0
Socioeconomically Disadvantaged	541	536	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	141	140	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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.94	5.83	0.20	3.17
Expulsions	0.00	0.00	0.01	0.26	0.00	0.07

2021-22 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

2022-23 School Safety Plan

The comprehensive safety plan was updated and reviewed at a PCI public board meeting in December 2022 and approved by the PCI Board of Directors on December 8, 2022. 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.

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		

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
K	2	144		
1	3	104		
2	3	115		
3	3	105		
4	3	98		
5	3	100		
6	2	113		
Other	7	10		

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		

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		

2021-22 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	259.67

2021-22 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
School Site	\$11,131	\$2089	\$9042	\$61,452.63
District	N/A	N/A	\$5,656.49	\$78,335
Percent Difference - School Site and District	N/A	N/A	46.1	-24.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	31.3	-32.6

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$45,433	\$51,081
Mid-Range Teacher Salary	\$72,182	\$77,514
Highest Teacher Salary	\$101,051	\$105,764
Average Principal Salary (Elementary)	\$130,451	\$133,421
Average Principal Salary (Middle)	\$140,556	\$138,594
Average Principal Salary (High)	\$149,093	\$153,392
Superintendent Salary	\$268,296	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 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
Total AP Courses Offered Where there are student course enrollments of at least one student.	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 implement them in core and supplemental curriculum, as well as in interventions. Our commitment is to make professional development relevant and timely so that our students benefit from what the teacher's professional development.

Rio Valley conducts 5 days of in-service training at the beginning of each school year. In addition an ongoing professional development plan is in place which is based on a three-tiered model which includes a district, site, and individual growth model which allows our instructional staff to achieve competency in multiple paths. The following training topics were offered on a district or site wide basis:

- 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
- My Access training
- m Class for early math literacy

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	8