

# Rio Valley Charter

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Rio Valley Charter
<b>Street</b>	1110 Kettlemen Ln, Ste. 10
<b>City, State, Zip</b>	Lodi, CA 95240
<b>Phone Number</b>	(209) 368-4934
<b>Principal</b>	Leslie Leedy
<b>Email Address</b>	leslie.leedy@pacificcharters.org
<b>Website</b>	www.riovalley.org
<b>County-District-School (CDS) Code</b>	39685850122580

Entity	Contact Information
District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Washer, Cathy
Email Address	Cwasher@lodiUSD.net
Website	www.lodiUSD.net

## School Description and Mission Statement (School Year 2019-20)

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

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

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

Vision - "Developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way."

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

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

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

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

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

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

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

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

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

**Credit Recovery:** Rio Valley Broadway offers credit recovery classes for credit deficient 11th and 12th graders, as well as for a small number of struggling 9th and 10th graders. Students work through online curriculum at the site twice weekly. During the 2019-2020 school year enrollment at RVCS-Broadway was expanded to 7th and 8th graders, as well as students enrolled in a college prep track.

**Student Enrollment by Grade Level (School Year 2018-19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	39
<b>Grade 1</b>	44
<b>Grade 2</b>	44
<b>Grade 3</b>	46
<b>Grade 4</b>	37
<b>Grade 5</b>	44
<b>Grade 6</b>	41
<b>Grade 7</b>	62
<b>Grade 8</b>	76
<b>Grade 9</b>	60
<b>Grade 10</b>	77
<b>Grade 11</b>	127
<b>Grade 12</b>	136
<b>Total Enrollment</b>	833

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	1
Asian	6.7
Filipino	1.1
Hispanic or Latino	32.5
White	43.8
Two or More Races	5.2
Socioeconomically Disadvantaged	58.2
English Learners	7.7
Students with Disabilities	13.6
Foster Youth	0.5
Homeless	2.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	47	40	
Without Full Credential	1	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** January 2020

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin/Glencoe/Prentice Hall/Hampton Brown/2006 UCCI AME StudySync adopted for 2016-17 HMH Journeys (K-5)	Yes	0%
<b>Mathematics</b>	Holt/PLATO/2015 Houghton Mifflin 2015 Integrated Math I & II-HMH 2015	Yes	0%
<b>Science</b>	Glencoe/Holt/ 2013	Yes	0%
<b>History-Social Science</b>	Glencoe/Holt/ 2010	Yes	0%
<b>Foreign Language</b>	PLATO/Rosetta Stone/Glencoe/2012	Yes	0%
<b>Health</b>	Glencoe	Yes	0%
<b>Visual and Performing Arts</b>	Plato Fine Arts	No	n/a
<b>Science Laboratory Equipment (grades 9-12)</b>	PLTW (Annually)	No	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Valley Charter School leases learning centers in Lodi, Elk Grove, and Broadway. Site inspections and repairs are performed in conjunction with the current property management company(s). All three sites were inspected in January of 2020, and FIT reports completed for each. Broadway and Lodi had an overall score of "good", while Elk Grove earned an "exemplary". Our school's insurance provider ensures that all civil and local safety codes are kept in accordance to standards from local and county agencies.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Front office lighting at the Lodi site not working at the time of the inspection, scheduled to be repaired by 1/31/20.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Safety at Elk Grove and Lodi rated as good, safety ratings at Broadway rated as poor due to missing smoke detector batteries. The batteries have all been replaced as of this writing (1/30/20), and regular checks and replacement scheduled with the janitorial company.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	36	44	45	50	50
Mathematics (grades 3-8 and 11)	14	18	33	34	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	435	431	99.08	0.92	36.19
Male	199	197	98.99	1.01	35.53
Female	236	234	99.15	0.85	36.75
Black or African American	28	28	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	52.17
Filipino	--	--	--	--	--
Hispanic or Latino	134	134	100.00	0.00	29.10
Native Hawaiian or Pacific Islander					
White	209	206	98.56	1.44	37.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	29	29	100.00	0.00	48.28
Socioeconomically Disadvantaged	240	238	99.17	0.83	26.05
English Learners	43	43	100.00	0.00	13.95
Students with Disabilities	69	69	100.00	0.00	5.80
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	435	430	98.85	1.15	17.52
Male	199	197	98.99	1.01	19.90
Female	236	233	98.73	1.27	15.52
Black or African American	28	28	100.00	0.00	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	24	22	91.67	8.33	31.82
Filipino	--	--	--	--	--
Hispanic or Latino	134	134	100.00	0.00	15.67
Native Hawaiian or Pacific Islander					
White	209	206	98.56	1.44	15.69
Two or More Races	29	29	100.00	0.00	24.14
Socioeconomically Disadvantaged	240	237	98.75	1.25	9.79
English Learners	43	43	100.00	0.00	4.65
Students with Disabilities	69	69	100.00	0.00	4.41
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

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, an In Home Support Service program, and an EKG Technician program. Upon completion of these courses, students participate in a local externship and are given the opportunity to take the NCCT exam. RVCS has expanded CTE options to include a Career Exploration CTE course and an option to complete industry certifications through the iCEV program. The industry certifications allow students to explore CTE courses that match their interests. These courses give students real-world examples of career possibilities and enhance their career training. This year, in conjunction with Delta Community College, RVCS offered a dual enrollment class at the Lodi site. Students also have the opportunity to enroll/participate in courses at their local community colleges on an individual basis.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	237
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	11.3

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	22.09
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.96

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

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
5	20.8	29.2	22.9
7	17.9	20.9	20.9
9	23.0	19.7	18.0

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Rio Valley Charter uses a range of methods to provide and seek input from parents in regards to developing 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; the teacher, the student, and the parent work together to develop solid academic plans for the student based on various criteria. The criteria include the student's past academic performance, personal direction in education, home life, personal life, affiliations and relationships, and current status. Based on these criteria, the Academic Triangle (c) is best able to determine the intensity of the educational experience and the right combination of opportunities.

All staff will have cellular phones and email access with the expectation that they return all calls and emails within 24 hours to their students. This availability of each teacher reinforces the one-on-one connection with the teacher 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 annually to assist the school in making and aligning program modifications to better serve our students. The faculty, administration, and the board review the results of the surveys to determine how Rio Valley Charter compares to other schools in the region. We now use this critical information in developing and aligning our Local Control Accountability Plan in accordance with the Local Control Funding Formula that is required of the state in assuring that our 8 Basic State Priorities are addressed, implemented and revisited annually.

Our Parents often participate through their daily activities with their children, which will also include opportunities with 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.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	18	10.9	9	9.4	9	8.5	9.7	9.1	9.6
<b>Graduation Rate</b>	50.8	71.7	86.5	84.9	84.1	85.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	5.1	4.6	5.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The comprehensive safety plan was last reviewed and updated in May 2019. It was included under the public hearing section at the PCI board meeting on June 13, 2019. On June 17, 2019 the PCI Board of Directors voted and approved the safety plan. 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

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

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	25	6		25	12	17	12	17	57	20	6
2					17	6						
4					9	3			12	1		
6	2	6			3	6			18	3		
Other**	21		2									

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

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

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	3	55			5	79		1	5	104	3	1
Mathematics	5	44	1		6	51	1	2	5	75		2
Science	3	40			4	49		1	4	68	1	
Social Science	3	64			4	94	1		4	114	1	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	833.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,050	\$1058	\$8992	\$56,848.32
District	N/A	N/A	\$5,656.49	\$73,304.00
Percent Difference - School Site and District	N/A	N/A	45.5	-25.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	18.0	-36.7

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

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

## Types of Services Funded (Fiscal Year 2018-19)

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

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

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$42,429	\$48,612
<b>Mid-Range Teacher Salary</b>	\$67,409	\$74,676
<b>Highest Teacher Salary</b>	\$94,369	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$126,817	\$125,830
<b>Average Principal Salary (Middle)</b>	\$134,286	\$131,167
<b>Average Principal Salary (High)</b>	\$147,458	\$144,822
<b>Superintendent Salary</b>	\$258,723	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

## Professional Development (Most Recent Three Years)

Rio Valley Charter School conducts two days of in-service training at the beginning of each school year. In addition, two hours per week are reserved for professional development activities which focus on the three-tiered model of growth as an employee of Pacific Charter Institute, growth as a Rio Valley Charter employee, and growth as an individual teacher. Individual teacher goals are discussed three times each year with the teacher's direct supervisor, and modified as necessary. This three-tiered model allows our instructional staff to achieve competency in multiple paths. With the use of our Common Core monies in addition to our general fund, the following focuses were developed with input from all staff members via a district-wide survey:

- Common Core Professional Development
- New teacher induction (as well as the opportunity for teachers to access all County Office of Education Professional Development Opportunities)
- Additional Online Learning Programs and Supports as a result of use of a hybrid model of online learning platforms for student-teacher use
- Instructional Practices with an emphasis on EL strategy instruction
- Using Data to Support Learning and Instruction (NWEA MAP assessment training)
- Many of the RVCS staff have had the opportunity to attend a two-day diversity training provided by the Museum of Tolerance.
- Content specialization for individual career goals
- Project Lead the Way conference and Asilomar math conference.
- Technology skills as a tool to increase efficiency
- AVID training for approximately half of the teaching staff in the summer of 2019. Additional staff training to take place during the summer of 2020.
- Pacific Charter Institute holds an additional and specific all day professional development annually for all staff at "PCI Day".