

Rio Verde Academy (Cortez School)

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CORTEZ SC

The image shows the exterior of a school building. A prominent feature is a long, covered walkway with a ceiling made of parallel wooden slats. The walkway is supported by several light-colored columns. Above the walkway, the words "CORTEZ SC" are displayed in large, white, sans-serif capital letters. The building's facade is a light tan or beige color. To the left, there is a window with white horizontal blinds. In the background, there are green trees and a clear blue sky. The overall scene is brightly lit, suggesting a sunny day.

Rio Verde Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Rio Verde Academy
Street	2226 E. Rio Verde Drive
City, State, Zip	West Covina, CA 91791
Phone Number	(626) 332-0289
Principal	Mark Ware (Interim)
E-mail Address	mware@wvusd.org
Web Site	http://rioverde.wvusd.org/
CDS Code	19-65094-0130005

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles D. Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	www.wcusd.org

School Description and Mission Statement (School Year 2016-17)

Program Overview

Rio Verde Academy is a Special Education Alternative Education school that provides standards based/ Common Core academics and Educationally Related Mental Health (ERMH) services to students with emotional disabilities. Located in a residential community of West Covina, RVA opened August 2014 after taking over the program from the Los Angeles County Office of Education (LACOE) in the summer of 2014. Although the main location remains at 2226 E. Rio Verde Drive, West Covina, CA, Rio Verde Academy also operates several offsite campuses, which have been added to the program to increase the opportunity of moving a student to a less restrictive environment (LRE). Rio Verde Academy has five classes located at different sites. Two classes at Coronado Alternative High School, one 6th-8th grade classes on Edgewood Middle School and two, 9th-12th grade classroom at Edgewood High School all falling under the guidelines of the West Covina Unified School District (WCUSD) and East San Gabriel Special Education Local Plan Area.

Rio Verde Academy services 11 different school districts within the East San Gabriel Valley through a referral process within the East San Gabriel SELPA in which districts refer their student(s) who qualify for special education services, with a primary disability of emotional disturbance. RVA provides unique services such as satellite campuses to offer the least restrictive environment for students with emotional disturbance, nursing services/health services, behavioral and emotional support and intensive educationally related mental health services. The following are a brief description of the programs offered at RVA:

Behavioral and Emotional Support

Students come to Rio Verde Academy with a wide range of emotional problems. To address their needs, 90% of RVA students receive educationally related mental health services provided by the Educationally Related Mental Health Team. Students receive services, which include individual, group counseling as well as support from our clinical school psychologist and nurse for outside linkage and support systems. The clinical school psychologist and graduate level interns provide services to both our onsite and offsite campuses. In addition, all RVA students receive school counseling provided by the school psychologist and every student on the main campus have a positive behavior teaching/support plan to teach new coping skills and strategies.

In addition, every classroom is equipped with a positive behavioral approach to teaching replacement behaviors through comprehensive intensive classroom management designed for students with intensive behavioral needs. The Safe & Civil Schools research based classroom management plan addresses the sources of teachers' greatest power to motivate: through structuring for student success, teaching expectations, observing and monitoring student behavior, and above all positive interaction. The core belief of RVA and Safe & Civil Schools is that the best management model addresses five key areas: prevention, expectations, monitoring, encouragement, and correction, thus having a classroom that is STOIC for success. The acronym STOIC is: Structure for success; teach expectations: observe and monitor; interact positively and correct fluently. RVA's classroom management plan is to manage each classroom variable to maximize instructional time, you teach by example so that students understand that school has something to offer. Unique to our program is a full-time Board Certified Behavior Analysis (BCBA) that provides intensive behavioral services to those who qualify. The BCBA is responsible for supporting the classroom management plan implemented in each classroom and monitoring individual behavioral sheets that are provided daily to parents, staff and others as needed in increase communication from school to home and order to provide data related to the student's current status behaviorally.

Intensive Mental Health Services

Rio Verde Academy has embedded, within the school day, intensive services for those who qualify. Everyday, except Wednesday student(s) have the opportunity to participate in an enrichment activity that allows for one's own strength to be developed and nurtured in a nonacademic setting. Students who participate in these sessions are building the self-esteem and confidence necessary to embrace their own life challenges. Also included within the day are interventions. Interventions are broken into three different tiers with the 3rd tier being the most intensive services, which are provided by the ERMHS team either individually or within group settings. The amount of individual therapy for each student is determined at the IEP meeting and is based on the needs identified in the ERMHS assessment report. The amount varies from 30 minutes to 180 minutes a week. Since the therapists are located on the RVA campus, the sessions are spread out throughout the week not to impact the instructional minutes. In addition, all student(s) are assessed by the educationally related mental health team to determine the level of service(s) needed. Thus allowing for a wide array of services a student can access. A unique feature of the program is that students have immediate access to their therapist, a therapist and/or behavior support staff when needed. The ERMH team works closely with the parent/guardian, teacher, student and all support providers to ensure that our students are receiving the most appropriate education in the least restrictive environment.

Career Development

Rio Verde Academy provides a unique opportunity for students to have a work experience within their own district or work experiences provided through the transition specialist and job developer within WCUSD. RVA in its first year of induction provides services to seniors only, however in the future, as the program develops, RVA will be able to provide work experience to students 16 to 22 years of age. RVA provides pre-employment skills training and exploratory work experiences for 12th grade and adult transition students through the support and collaboration of the 11 districts. Each district has allocated WorkAbility funds (grant from CDE) to support the students work experience. The program offers assistance and subsidized wages for students in a variety of training and work experience settings through the school year. In addition, students are provided with links to community-based organizations and outside agencies for additional support including Employment Development Department, Regional Center, and adult service providers.

RVA students also benefit from the BRIDGES assessment that identifies their interest, skills and abilities, as well as providing ongoing career counselling and guidance. Students complete career/transition portfolios prior to their exit of school and many receive ongoing assistance in planning and accessing resources to pursue post-secondary options. The Work-Based Learning component provides a continuum of services ranging from career awareness activities such as instructional lessons and field trips to actual exploratory worksite learning experiences in a variety of settings. All work experience placements are in compliant with the Fair Labor Standards Act (FLSA) and when applicable, are paid at the prevailing minimum wage. The transition specialist and job developer provide pre-employment preparation, job search, job placement, job coaching, and retention services. Work-based monitoring, evaluation, and follow-up services are also provided. In addition, mobility training and the independent use of public transportation is also available.

As a Designated Instructional Service (DIS), Career Education provides a comprehensive array of services to RVA students based on their assessed needs and stated preferences. The services are driven by the Individual Education Plan and Transition Plan for each student and are focused on the desired future outcomes. The program promotes participation in community-based settings and fosters the acquisition of independent skills that are critical for students as they strive to achieve their goals, including a desirable quality of life as young adults.

Satellite Campuses

Rio Verde Academy offers a unique experience to students who have been removed from their comprehensive home school setting to a more restrictive environment. RVA offers five classrooms on comprehensive campuses with teachers who specialized in working with students with emotional disturbance. Once a student makes progress on the main campus of RVA the school site calls an IEP meeting to discuss moving the student to their LRE as determined by the IEP team. This LRE may be a half-day transition to a satellite campus or a full day transition. However, one of the unique things about this opportunity is that the supports of the ERMH team are available for students at the offsite campuses as well. This allows the student who still requires services to be supported on a comprehensive campus. In addition it affords the student an opportunity for mainstreaming, working and seeing with general education students.

Our program goals are to help students become independent, lifelong learners with the ultimate goal to successfully transition students back into the general education.

PROGRAM GOALS

Program goals include preparing the student to:

- Progress academically;
- Strong bonds between students and staff; Attain and sustain appropriate interpersonal relationships with peers and adults;
- Successfully access and participate in general education classes, as appropriate;
- Explicit social skills and anger management instruction

- Differentiated instructional practices to reduce anxiety
- Access, reflect and accept feelings and appropriately express them;
- Build on individual and group problem-solving and coping skills;
- Strengthen inner capacity and resources for becoming a productive, independent adult;
- Determine vocational skills and interests and post-secondary goals;
- Achieve age-appropriate independent living skills.
- CHAMPS, which controls antecedents and consequences to reduce problem behaviors

Program Structure:

- We provide flexible programming and customized curriculums to meet individual needs.
- We offer different sites to accommodate students as the need to be in their LRE (Least Restrictive Environment)
- We fulfill all requirements of each student's IDEA-mandated IEP (Individualized Educational Program).
- We maintain a structured, consistent environment that allows emotionally challenged and challenging students to thrive.
- We implement effective academic and behavioral interventions that point students toward success—in the classroom, at home, and in the community—and back to mainstream settings.
- Students with special needs—particularly students with emotional/behavioral disabilities—can reach their highest potential in safe and structured environments that afford them a strong sense of security, a positive attitude toward learning, and incentives for appropriate behavior.

Positive Environment:

- Safety First
- Ensuring a safe learning environment in which every child feels secure, nurtured, and supported
- Positive Reinforcement Techniques (CHAMPS)
- Using continual positive feedback from our staff as the primary tool for encouraging model behavior and goal attainment throughout the day; Our staff utilize CHAMPS within the academic setting to reinforce our students with at minimum of a 9:1 positive reinforcements; CHAMPS focuses on teaching behavioral expectations, limits, for all educational environments expectations.
- Positive Behavior (PBIS)
- Building Rapport and knowing a child's "story."
- Rewards-Based Incentive Programs
- Motivating students with behavior problems to display appropriate behaviors and eliminate inappropriate behaviors by rewarding them with tokens, school credits, and level systems of attainment that earn them on- and off-campus privileges they desire (like field trips, snacks, and school store items) and school jobs/roles to which they aspire
- Personal Accountability
- Instilling the value of personal responsibility over one's actions and the consequences of those actions
- Mutual Respect
- Prioritizing the importance of respect for self and others, honoring one's own and others' differences, and imparting an appreciation for obedience to rules and authority figures
- Individual Behavior Contracts
- Targeting specific areas for behavior modification so students with behavior problems can meet expectations and fulfill personalized objectives
- Students work with Board Certified Behavior Analyst to develop behavior goals and/or BIP/BTPs
- Consistency & Predictability
- Giving students the constancy, structure, rules, boundaries, and clear expectations they crave and require to focus their efforts and produce successful outcomes; We utilize researched based programs that focus on structure, routines and teaching "our students how to play the game."
- Strong Therapeutic Approach
- Delivering patient and compassionate guidance and counseling to teach self-soothing techniques, establish emotional balance, and create inner well-being

Our mission at Rio Verde Academy (RVA) is to create a positive learning environment that encourages students to be the best version of themselves. We pride ourselves in building rapport, creating a positive community and staff which engages learners and provides academic and social accountability to all stakeholders.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 3	2
Grade 4	4
Grade 5	6
Grade 6	4
Grade 7	10
Grade 8	6
Grade 9	5
Grade 10	5
Grade 11	20
Grade 12	17
Total Enrollment	79

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0
Asian	1.3
Filipino	0
Hispanic or Latino	72.2
Native Hawaiian or Pacific Islander	0
White	17.7
Two or More Races	0
Socioeconomically Disadvantaged	77.2
English Learners	17.7
Students with Disabilities	98.7
Foster Youth	10.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	11	9	433
Without Full Credential	1	1	2	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	2	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 2016-17)

Year and month in which data were collected: September 2016

The school ensures that all students participate in a rigorous, relevant, and coherent standards-based curriculum based on the Common Core Standards. They work collaboratively with other campuses to ensure the proper pacing plans, district guidelines, and supports are in place for students to not only meet their Individual Educational Plan goals and objectives but the state objectives as well. Secondary students participate in My Access, a computerized writing tool that allows teachers to input Common Core like prompts and have students respond and be evaluated accordingly. Teachers have learning objectives in their lesson plans and are working to meet the objectives laid out in their lesson plans that are turned in weekly. School wide learner outcomes are demonstrated and monitored on a daily basis as administrators move throughout classrooms monitoring the instructional practices, student engagement, and supports embedded in the lessons to increase academic achievement.

Instruction is offered in the Core Curriculum (English/language arts, history/social science, science, mathematics), as well as health, fine arts and physical education. Electives are offered in the areas of computer literacy, Art History, Art, Music History, and Math/ELA Prep. All students have access to the entire K-8th grade curriculum, which is aligned to the Common Core standards. Students in 9th-12th grade, participate in counseling academic review called AB 1802. This reviews a student's current credit count, Algebra I requirement and looks at post-secondary training (i.e. four-year college, vocational, two-year, military, etc.). Also embedded in the AB1802, are the University of California (UC) and Cal State University (CSU) A-G requirements. Once students participate in the AB1802, this may also be aligned with the Individual Transition Plan (ITP) within the IEP. If there isn't a class offered within the current program, RVA works to do concurrent enrollment either at the satellite campuses or the students' home district to have access to the A-G requirements. In the event that they are not ready for the LRE the students are afforded the opportunity to take online courses through Apex.

Across the curriculum, RVA students are engaged in a variety of learning strategies. Multiple modality instructional strategies such as debates, plays, oral reports, role-playing, and written work products are some examples of different instructional strategies. Students are made aware of what standards or activities they will participate in to achieve the learning objective. All grade levels have a common rubric, utilize CHAMPS to ensure students know exactly what they are doing and responsible for. Teachers are charged with giving access to the general education curriculum and giving students the tools to do so. Teachers tailor their curriculum to the students needs and learning styles, their instruction is designed to engage the learner so the learner can demonstrate knowledge gained by utilizing academic vocabulary. At least one-day out of the week is designed to specifically work on Individual Education Plans (IEPs) to ensure students make progress on their academic and behavioral goals. School wide, teachers are encouraged to utilize the four methods of understanding in which students are able to draw out the meaning of a concept, write out the meaning, solve for the answer, and describe how they derived the answer at hand. Students are encouraged to support their argument with evidence from primary or secondary sources.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts Reading & Writing (Glencoe: Adopted 2010-11): (SRA McGraw Hill: Adopted 2009-10): Each grade level focuses on the development of literacy through an integrated program of reading instruction (including both literature and expository texts); written expression, including grammar, punctuation and spelling; listening and speaking.</p> <p>Reading & Writing (McDougal Littell): Ninth and tenth grade English is an integrated study of the works of American and world authors; eleventh focus on classic and modern American literature, while seniors study primarily British literature. All students learn how to write research papers, and give formal presentations.</p>	Yes	0
Mathematics	<p>Mathematics Math (HOLT: Adopted 2009-10): (McGraw Hill: Adopted 2015-16): (Pearson Scott Foresman: Adopted 2009-10): Middle school math prepares students for Integrated Math I. Sixth and seventh grade content is aligned to the state content standards. In eighth grade all students are enrolled in Algebra I.</p> <p>Mathematics Integrated math by CPM for Algebra, Algebra II and Geometry</p> <p>Our mathematics instruction helps students gain the knowledge and skills needed to pass algebra.</p>	Yes	0
Science	<p>Science Science (Pearson/Prentice Hall: Adopted 2008-09):Sixth graders study earth science. Seventh graders study life science. Eighth graders study physical science. All science classes include hands-on activities and labs to supplement the coursework.</p> <p>Science (Holt Rinehart, McDougal Littell, Pearson Learning, Glencoe/McGraw Hill, Brooks/Cole Thompson, Wiley, Botkin): Science (Holt, D.C. Health, Glenco): We take pride in our rigorous science curriculum. We offer science courses at every grade level if a student chooses to take more than what is required.</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>Social Studies (Glencoe: Adopted 2007-08): Sixth graders study ancient civilizations. Seventh graders continue with ancient civilizations and segue to the middle ages. Eighth graders study American history. In alignment with the State of California Framework, the middle grades history-social studies program form the core of an integrated curriculum encompassing reading, writing, speaking, and listening skills; concepts from science, technology, and mathematics; art and music; economics; and education for citizenship.</p> <p>Social Studies (Prentice Hall, Holt Rinehart, Worth, Pearson Longman, Thomson South-Western, Houghton Mifflin): Our social studies curriculum is aligned to the state and district requirements for high school students. To graduate, every student must pass a course in World History, US History, Economics and American Government.</p>	Yes	0
Health	<p>Health (Glencoe - Adopted 2006-2007): Rio Verde Academy is proud of our strong Health curriculum, and the cross-curricular opportunities afforded by it. All students learn about five major areas: communicable/non-communicable diseases, heart disease, drugs and alcohol, tobacco, and health and safety. Within each category, life style choices such as diet and exercise, prevention and treatment, emotional health, and physiological effects are studied. These topics are then emphasized in science and physical education courses.</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>When choosing an elective, students have quite a few options at RVA. We offer the following electives:</p> <p>*6th grade students: art, directed studies, gardening, health/fitness, and technology.</p> <p>*7th grade students: art, directed studies, gardening, journalism, health/fitness, and technology,</p> <p>*8th grade students: art, band, journalism, gardening, and technology.</p> <p>These courses are either semester or year long. Art, gardening and music program courses do not require textbooks, but all students have access to the materials necessary for each program.</p> <p>9-12 ART Classes Meets UC/CSU entrance "f" requirement The introductory class focuses first on visual awareness, teaching students to see. The class concentrates on drawing skills during the first semester and move into color theory the second semester. Students develop skills based on the elements of art and principles of design using appropriate media for the concepts. The second year course is an intermediate art class which reinforces the concepts learned in Art I. In this course more emphasis is placed on creative thinking skills and visual problem solving. A greater range of media and methods are also explored. Students begin to use art as a vehicle of self expression. After the completion of Art II, students are encouraged to continue into Art III, IV and AP Studio Art. This advanced art class expands student skills in various media. Emphasis is placed on understanding and manipulating the elements of art and Principle of Design. Students will use art as visual communication and expression.</p> <p>We also offer Art History where the student will experience art history that will promote understanding of artistic historical growth, understanding of the artistic process and the influences that created the environment for change. This is not a studio art class, but a class that discovers the various styles of artistic expressions from Greek to Abstract Expression. This class completes RVA one-year requirement of Fine Arts class for graduation.</p>	<p>Yes</p>	<p>0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Verde Academy's modernization project revitalized our campus. We continue to have safe and orderly traffic flow due to the structure of the gates and doors. Our campus updated all rooms and buildings with new soap dispensers and hand sanitizer units. Our restrooms were also updated with new toilet paper dispensers. Our campus is safe, clean and a truly adequate school facility.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/1/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			M.P.R.: No heat/ no air.
Interior: Interior Surfaces	X			Room 1A-2B: Sink and cabinet removed, drinking fountain missing push button.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Room 12-14: Drinking fountain self adjusts, rooms 12, 13A and 14. Room 15-17: Drinking fountain self adjusts, leaks room 15, drinking fountain self adjusts, 16. Room 18-20: Drinking fountain self adjusts, rooms 18/19. Room 1A-2B: Sink and cabinet removed, drinking fountain missing push button. Room 6-8: Room 7 drinking fountain low pressure, room 8 drinking fountain off.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/1/2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	6	7	50	52	44	48
Mathematics	0	4	35	37	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	12	10	83.3	10.0
	11	18	17	94.4	17.6
Male	7	11	9	81.8	11.1
	11	12	11	91.7	18.2
Hispanic or Latino	11	14	13	92.9	23.1
Socioeconomically Disadvantaged	11	16	15	93.8	20.0
Students with Disabilities	7	12	10	83.3	10.0
	11	17	16	94.1	18.8

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 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.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	12	10	83.3	10.0
	8	12	10	83.3	10.0
	11	18	17	94.4	
Male	7	11	9	81.8	11.1
	8	11	9	81.8	11.1
	11	12	11	91.7	
Hispanic or Latino	11	14	13	92.9	
Socioeconomically Disadvantaged	11	16	15	93.8	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	7	12	10	83.3	10.0
	8	12	10	83.3	10.0
	11	17	16	94.1	

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)		--	11		62	54		56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	19	18	94.7	11.1
Male	16	15	93.8	13.3
Hispanic or Latino	11	10	90.9	20.0
Socioeconomically Disadvantaged	16	16	100.0	12.5
Students with Disabilities	18	17	94.4	11.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Rio Verde Academy services a small population of students and currently doesn't have access to the CTE programs. Students who are mainstreamed through the satellite campuses may have an opportunity to gain access to these programs but as of today they are not involved. However, students within the RVA program have an opportunity to gain work experience by obtaining a job. RVA currently has a transition specialist and job developer onsite that works with outside agencies and student to gain employment. Currently all 11th and 12th grade students have been afforded a work experience and have earned wages. It is the goal of RVA to have 100% of 11th and 12th graders earn a work experience within their academic career. This allows for students with disabilities to gain experience working with the public, managing money and learning job skills that will benefit them post-secondary.

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	34.74
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

There are numerous opportunities for parents to become involved in the RVA special education programs, including parent-teacher collaboration weekly; shared decision making within the IEP; We currently offer parent counseling which is in collaboration with outside agencies and parent workshops offered by RVA. Since last year RVA has made numerous efforts to involve not only the parent but the community. We also offer a wide range of strategies to encourage parental and community involvement, such as Coffee with the Principal, Open House, Back to School Night, IEP meetings, Open door policy, Point sheets/Behavior Sheets, Positive Friday Phone Calls home, Parent Liaison, Website which allows for grade tracking, Donuts with Dad, Transitional Services and an array of other opportunities for parents, foster parents and/or guardians to come into a non-threatening environment.

For more information on how to become involved, contact Mark Ware, Interim Principal, Rio Verde Academy, 626-332-0289 ext. 2226.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate			7.10			3.20	11.40	11.50	10.70
Graduation Rate			71.43			91.95	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	53	92	86
Black or African American	0	90	78
American Indian or Alaska Native	0	100	78
Asian	100	100	93
Filipino	0	100	93
Hispanic or Latino	48	89	83
Native Hawaiian/Pacific Islander	0	100	85
White	63	91	91
Two or More Races	0	88	89
Socioeconomically Disadvantaged	53	61	66
English Learners	50	55	54
Students with Disabilities	52	78	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	42.6	37.0	1.8	2.3	2.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A comprehensive site Safety Plan has been developed and implemented at Rio Verde Academy for the 2015-16 school year based off of input from the Safety Committee and recommendations from the district. The Committee was recently created in the fall of 2014 and is comprised of students, staff, faculty, and administration from both RVA, RVA-EMS, RVA-EHS, and RVA-Coronado. The site Safety Plan has been developed to ensure a safe and orderly learning environment to ensure that students will be focused on learning. The plan has been presented to all members of the staff and it is enforced by all members of the learning community. Students are familiar with the plan through beginning of the year safety and discipline assemblies and monthly practice with the evacuation features of it. The School Safety Plan was reviewed and shared with staff in September 2016 and approved by the staff.

Discipline and behavior standards will be adhered to by all students and enforced consistently by all staff and faculty members. Rio Verde Academy is trying to implement restorative justice with students and positive action to change behaviors. Two times a year (at the beginning and mid-point), discipline and safety assemblies are held to familiarize students with campus policies in this regard. Students are made aware of consequences if they violate these policies and rules, which are codified in the Student Agenda and posted on the school webpage. They are also made aware of positive incentives and rewards that are offered for exemplary/positive behavior. When students commit an offense it is the administrators job to use reflective positive strategies to get students to think, act and feel. These strategies allow for the student to look at the negative and positive behavior as a whole.

When serious transgressions occur in violation of the California Education Code, students may be given counseling, in-house suspension, or suspended. The principal shall suspend and recommend expulsion for a student who commits a violation involving weapons, controlled substances, and/or actions that threaten the safety and welfare of individual students, or the campus, as a whole.

We have two behavior technicians assigned to the main campus. They provide campus supervision, deter tardies and trancies, and patrol the perimeter of the school to prevent unauthorized individuals from entering campus.

We have a policy in place where ALL visitors must check-in to the front office and are issued a visitor's pass which must be worn at all times while on campus and be clearly visible.

We have fencing at the main entrance of campus and at the back of the school behind the gym for campus safety and to prevent unauthorized visitors from accessing the campus.

We have a clinical school psychologist, two school psychologist, and a LMFT that provide social emotional and mental health support.

The following also helps us achieve a safe and orderly campus/climate:

- Bullyproofing - Our counselors teach mini-lessons on the harmful consequences of student-to-student bullying and cyberbullying.
- Peer Mediation- Our counselors train students to become peer mediators to assist their fellow students with conflict resolution and mediate conflicts on campus between students.
- Character Counts, Behavior Charts, and LEAP Forward- Our behavior intervention support program for students who need additional social and emotional support to be successful student citizens.
- Communication system - Our public address (PA) system and classroom telephones can be used to apprise on-site and off-site personnel of emergency situations.
- Educationally Related Mental Health Services (ERMHS) - Counseling services are offered to students and families during the school day.
- Progressive Discipline Policy and the use of CHAMPS- Our discipline ladder highlights classroom management and interventions as well as parent inclusion to prevent the escalation of unproductive behavior.
- Registered Nurse - We have a full-time RN who tends to the medical needs of our students.
- Exterior Lighting-has recently been upgraded through modernization so that the campus is safe for evening events.

- Attendance and Positive Behavior Incentives - Students with exemplary attendance and/or who display positive behavior are recognized for their effort as well as receive prizes and privileges to attend special events
- Behavior Incentives- students receive a behavior chart daily of current goals and progress; following of classroom rules through the use of CHAMPS; daily buy-outs for positive behaviors and weekly/bi-weekly raffles.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5				6	1			6	1			
6				1	5			1	5			

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English				4	18			4	18			
Mathematics				3	19			3	19			
Science				4	14			4	14			
Social Science				4	15			4	15			

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	100
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	4	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$25,140	\$23,816	\$1,324	\$51,185
District	N/A	N/A	\$5,309	\$70,256
Percent Difference: School Site and District	N/A	N/A	-75.1	-27.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-76.7	-28.4

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

Types of Services Funded (Fiscal Year 2015-16)

All students have access to a system of personal support services by way of a clinical school psychologist, school psychologist, and/or graduate interning in the area of LMFT, MSW, or clinical psychology. The school site encourages outside collaboration and supports outside therapist coming in to provide services outside of the instructional minutes. Students have access to computers within the classroom for word processing and remediating math or English skills to support academic language. Teachers, psychologists, and administrators review each student's records and work as a team to modify students program to meet each student's needs. In the area of opportunities within the community our transitional specialist and job developer have made relationships with business within the community. We currently receive funding for the following services:

- Special Day Class
- Adapted Physical Education
- Audiology
- Assessments
- Career Education
- Autism
- Visually Impaired
- Psychological/Counseling Services
- Speech and Language
- School Health-
- Nutrition
- Positive Behavior Intervention Supports/ Behavioral Training

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,130	\$43,821
Mid-Range Teacher Salary	\$71,435	\$69,131
Highest Teacher Salary	\$88,386	\$89,259
Average Principal Salary (Elementary)	\$112,333	\$108,566
Average Principal Salary (Middle)	\$115,940	\$115,375
Average Principal Salary (High)	\$135,548	\$125,650
Superintendent Salary	\$230,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	3	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	3	1.8

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The school ensures that the leadership and staff are involved in ongoing professional development that focuses on student learning needs developed by the districts strategic plan and site based evidence. The administrator participates in professional development that focuses on identified student learning needs for students with disabilities and best instructional practices. The teachers participate in ongoing professional development to acquire the skills in teaching Common Core, student engagement, and the latest special education laws and updates. The ongoing professional development at the school site is driven by the teachers needs. Twice every month, the teachers meet in collaborative groups to discuss instruction, benchmarks, standards, curriculum, and/or classroom management. Once the teachers submit their discussion, then the administrative team reviews their discussions and develop the professional development based on the needs of the teachers which in turn impacts student learning and outcomes. We also utilize a survey called Seeds, Weeds, Needs. This survey is administered after every professional development or staff meeting and allows a teacher, instructional assistant and/or behavior interventionist the opportunity to share things that were planted/or learned (seeds), any misconceptions or things they need to pullout of their way of thinking (weeds), and what do they need from us (need). This survey helps us stay in close communication with the staff needs for professional development. Ongoing professional development is also provided for the behavior interventionist bi-weekly to help increase understanding of behaviors and the function of them.

In addition, teachers and administrators at RVA participate in a variety of staff development activities as we move toward implementation of the Common Core State Standards (CCSS) and SBAC (Smarter Balanced Assessment Consortium), teachers will need additional training to assist with the instructional shifts required to meet this new demand. The following will be implemented during the 2015-16 school year in order to address school wide systems for meeting all goals:

I. Instructional Program

- New implementation of California State Standards "instructional modules" and performance tasks
- Increased focus on higher level thinking skills and depth of knowledge in lesson planning and instructional delivery
- Increased incorporation of technology to enhance instructional delivery and opportunities for students to utilize technological resources during the instructional day

- Increased focus on the new California State Standards
- Increased focus on project based learning and opportunities for students to create/apply concepts to demonstrate mastery (at the offsite campuses)
- Implementation of Thinking Maps in all content areas
- CHAMPS- instructional strategies utilized to manage students with emotional disturbance. Continued development of attendance, behavioral, and academic incentives
- Capturing Kids' Hearts is a process to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants.
- Continued focus on test taking strategies in core content areas
- My ACCESS
- Apex online learning
- Project based learning

II. Professional Development/Collaboration in the following areas:

- "WCUSD Curriculum Development Team" participation
- Infusion of technology into the curriculum
- Monthly Data Analysis of behavior
- WASC Self-review
- Behavior Data Walks
- Writing an effective Behavior Intervention Plan (BIP)
- Writing legally compliant IEPs
- Providing 9:1 positive feedback
- CHAMPS classroom management and safe schools

III. Professional Development/Collaboration Opportunities:

- Teachers attend a full day staff development workshop in August and another full day workshop at mid-term in January
- Teachers attend weekly contently team/whole faculty collaboration meetings
- Teachers attend two (2) regularly scheduled faculty meetings monthly and (2) department/grade level meetings each month yearly. These meetings are forums for lesson planning, student performance data analysis, pacing guide alignment, and professional development.
- Teachers attend two (1) parent conferences throughout the school year as well as "Back to School Night" and "Open House."
- New teachers regularly attend Beginning Teacher Support and Assessment (BTSA) meetings on a monthly basis and meet weekly with their support provider.
- Special education instructional assistants attend workshops and training to maintain important certifications 2 times monthly; Three (3) times a month IA's/ Behavior are offered district wide for e.g., Crisis Prevention Institute (CPI) : Behavior Interventionist are given training two (2) times monthly on behavioral strategies, CHAMPS, DRO/DRA, etc.
- Pulmonary Resuscitation (CPR), and other training's as deemed necessary and helpful by the SELPA and the district.
- Bilingual and physical education instructional assistants also receive important training and information from the certificated teachers with whom they work and district personnel.
- Non-instructional support staff such as clerical and custodial staff receive monthly support from district office personnel in terms of updates on the student information system, safety and vendor relations.