

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20

River Delta High/Elementary (Alternative)

Address: 500 Elm Way Rio Vista, CA 95615-1304

Principal: Nicolas Casey, Principal

Phone: (707) 374-1719

Email: ncasey@rdusd.org

Web Site:

CDS Code: 34674133430469



River Delta Joint Unified

Superintendent: Katherine Wright

Phone: (707) 374-1700

Email: kwright@rdusd.org

Web Site: www.riverdelta.org



I DATA AND ACCESS

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: River Delta Joint Unified
 Phone Number: (707) 374-1700
 Superintendent: Katherine Wright
 E-mail Address: kwright@rdsd.org
 Web Site: www.riverdelta.org

School Contact Information Most Recent Year

School Name: River Delta High/Elementary (Alternative)
 Street: 500 Elm Way
 City, State, Zip: Rio Vista, CA 95615-1304
 Phone Number: (707) 374-1719
 Principal: Nicolas Casey, Principal
 E-mail Address: ncasey@rdsd.org
 Web Site:
 County-District-School
 (CDS) Code: 34674133430469

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

The River Delta Elementary/High School was established in November 1989 as an alternative diploma program. The program serves students in grades 4-12. Our school program is designed to provide Independent Study for students who need an alternative to the traditional elementary and high school setting. The school is located in the southern (Rio Vista) areas of the district. The staff of River Delta Elementary/High School consists of an administrator, one full time teacher, and a part-time secretary. Student/teacher ratio for the high school and elementary school programs is 18 to 1. Students meet weekly for approximately one hour with their teacher; during this time, the students work is evaluated and assignments are made for the following week. This time is also used for counseling and assessment.

The staff at River Delta Elementary/High School believes all students have the ability and right to learn based on varied styles, rates and modes. We endeavor to provide alternative educational experiences that are designed to build positive character traits in an environment that is tailored to address learning needs and styles that may be outside traditional educational formats. Our ultimate goal is to provide all students the necessary tools to become successful and productive citizens in our learning communities.

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	1
Grade 9	0
Grade 10	3
Grade 11	6
Grade 12	8
Total Enrollment	18

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

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	5.6%
Asian	
Filipino	
Hispanic or Latino	22.2%
Native Hawaiian/Pacific Islander	
White	72.2%
Two or More Races	
Socioeconomically Disadvantaged	55.6%
English Learners	
Students with Disabilities	11.1%
Foster Youth	
Homeless	11.1%

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	1	1	1	103
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	www.odysseyware.com	www.odysseyware.com	0%
Mathematics	www.odysseyware.com	www.odysseyware.com	0%
Science	www.odysseyware.com	www.odysseyware.com	0%
History-Social Science	www.odysseyware.com	www.odysseyware.com	0%
Foreign Language	www.odysseyware.com	www.odysseyware.com	0%
Health	www.odysseyware.com	www.odysseyware.com	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	River Delta High/Elementary does not offer a science lab class	River Delta High/Elementary does not offer a science lab class	0%

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

School Facility Conditions and Planned Improvements

The River Delta High/Elementary School is located on the D.H. White Elementary school campus. This provides a safe, clean and supportive learning environment for students and staff. Students are seen weekly for at least one hour. These individual sessions provide multiple opportunities for students and teacher to review student work, discuss future assignments and provide tutoring, as well as other support services when necessary. These appointments offer students supportive learning opportunities through the one-to-one ratio.

Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

School Facility Good Repair Status

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 rate for each system inspected
- The Overall Rating

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

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

Overall Facility Rate

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

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	—	10%	44%	45%	50%	50%
Mathematics (grades 3-8 and 11)	—	0%	32%	35%	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	13	10	76.92%	23.08%	10.00%
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
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	13	10	76.92%	23.08%	0.00%
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
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 High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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 (CTE) Programs (School Year 2018-19)

The River Delta High/Elementary School program does not offer CTE classes. Students are encouraged to attend courses offered through our comprehensive high school programs. Presently, we do not have students who are participating in CTE programs.

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

Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	38.89%
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

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.

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			
7			
9			

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)

Parental involvement is a cornerstone of our independent study program. Parent are required to accompany students to their education meeting, support student learning in their homes, and participate in school functions and activities. Parents are informed of student progress through report cards as well as frequent communication with the teacher. Parents are encouraged to participate in the school's advisory program and accompany students on field trips. Parents area also frequently notified about student progress, as well as in the event that a student falls behind on an assignment.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Dropout Rate	–	–	–	5.2%	5.4%	7.6%	9.7%	9.1%	9.6%
Graduation Rate	–	–	–	91.9%	90.8%	89.0%	83.8%	82.7%	83.0%

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 <http://www.cde.ca.gov/ta/ac/sal/>.

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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	0.0	0.0	0.0	5.9	4.2	4.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

In 2016-2017, the River Delta High/Elementary School was moved from a portable building on DH White School's campus to a classroom in one of the permanent building on DH White School's campus. Students are seen once a week for approximately one hour to review prior assignments, receive assignments for the following week and discuss any problems with the work. This provides a safe and nurturing learning environment through one-on-one instructional support. Due of the nature of our program, discipline is minimal and suspensions are non-existent. Disciplinary action typically results in a student returning to their seat school or residence. The school follows the safety plan of D.H. White Elementary and participates in all safety trainings, drills, etc. We also use a district-wide emergency management system.

The site safety plan was reviewed, revised, and approved on 9/16/19.

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	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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 (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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 (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	4	4		
Mathematics	6	2		
Science	3	3		
Social Science	4	6		

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	2	11		
Mathematics	2	7		
Science	1	9		
Social Science	3	8		

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2018-19 Number of Classes*		
		1-22	23-32	33+
English	2	10		
Mathematics	2	7		
Science	2	4		
Social Science	2	16		

* 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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.31
Social Worker	.11
Nurse	.2
Speech/Language/Hearing Specialist	.2
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	\$9,940	\$1,079	\$8,861	\$88,355
District	N/A	N/A	\$7,755	\$61,590
Percent Difference – School Site and District	N/A	N/A	13.31%	35.70%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	16.56%	19.10%

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

Types of Services Funded (Fiscal Year 2018-19)

Our program does not receive categorical funding. The district does, however, support our program by providing district personnel as well as support staff and facilities. Students have access to the district counseling services as well as the ability to meet with the high school guidance counselors located at Rio Vista High School and Delta High School. Staff is also required to attend professional development activities which occur throughout the school year at all of our school programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45601	\$46208
Mid-Range Teacher Salary	\$61431	\$72218
Highest Teacher Salary	\$81218	\$92742
Average Principal Salary (Elementary)	\$106906	\$134864
Average Principal Salary (Middle)	\$104012	\$118220
Average Principal Salary (High)	\$121662	\$127356
Superintendent Salary	\$165187	\$186823
Percent of Budget for Teacher Salaries	30%	33%
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 2018-19)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0%

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

* Where there are student course enrollments.

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	1.5