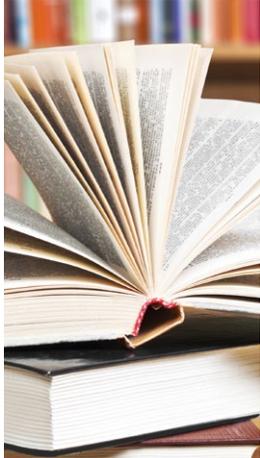


SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

River's Edge Community Day School

2014-15
School Accountability Report Card
Published in 2015-16

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CDS Code: 12-62901-0118182

SARC



Principal's Message

Two Rivers-River's Edge Community Day School provides a safe environment in which all students are given the opportunity and encouragement to prepare for a successful future as critical thinkers, productive citizens and lifelong learners. Through modeling and teaching personal responsibility, we strive to instill tolerance and empathy toward others. We continually strive to provide a student-centered educational program that promotes the intellectual, physical and emotional growth of our students that will lead to transition back to the comprehensive school sites within the Klamath-Trinity Joint Unified School District.

School Mission Statement

Our mission is to cultivate and maintain a nurturing environment, ensuring that every student reaches a strong social and emotional foundation. Our staff recognizes that each student is unique and special. Learning at Two Rivers-River's Edge Community Day School is a combined effort involving students, family, community and school. We expect positive progress of academic achievement from all students as measured by district and state standards. Our staff is committed to providing a comprehensive system of support and enrichment to attain these goals.

Parental Involvement

Parents are an important part of a student's learning process and are encouraged to volunteer in the school and to be active participants with school activities. Parents are invited on numerous occasions to participate in a variety of school activities and service projects. Any parents interested in volunteering or becoming more involved may contact the principal, Craig A. Kimball, at (530) 625-5600, ext. 4827.

School Safety

We have a comprehensive plan designated to address the safety of every student in many possible circumstances that may occur. Our school safety plan is based on four components: Personal Characteristics of Students and Staff, Physical Environment, Social Environment, and Culture. Our mission is to ensure each student and staff member a safe and productive environment to teach and learn. Native American culture, tribal education assistance and interaction with tribal entities are encouraged. Emergency drills, including fire drills that are conducted once a month, are included in the program.

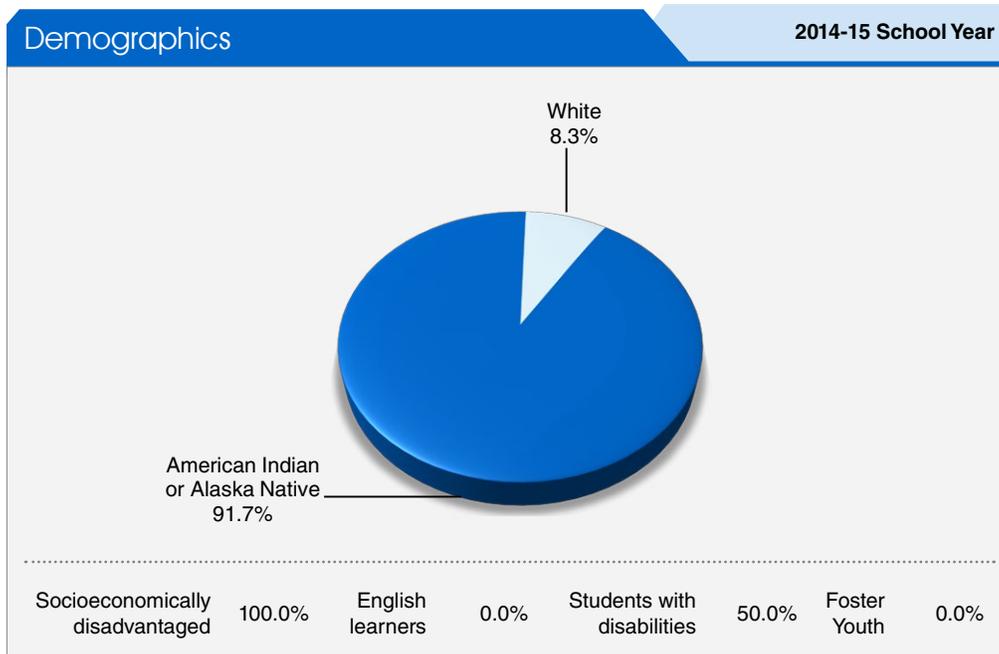
The school safety plan was last reviewed, updated and discussed with the school faculty in September 2015.

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

Enrollment by Student Group

The total enrollment at the school was 12 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Board of Trustees

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District Mission Statement

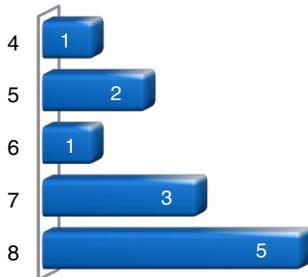
The Klamath-Trinity Joint Unified School District values quality education that nurtures student self-knowledge, fosters intellectual and emotional growth, promotes physical well-being, and cultivates lifelong learning.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Class Size Distribution

Due to low enrollment class size data is not available.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria

2014-15 School Year

	River's Edge CDS	KTJUSD	California
Met overall AYP	Yes	No	Yes
Met participation rate:			
English language arts	Yes	No	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	*	Yes	Yes
Met graduation rate	○	Yes	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2015-16 School Year

	River's Edge CDS	KTJUSD
Program Improvement status	In PI	In PI
First year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 1	Year 3
Number of Title I schools currently in Program Improvement		8
Percentage of Title I schools currently in Program Improvement		88.90%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Subject	Students Scoring at Proficient or Advanced Levels									Three-Year Data		
	River's Edge CDS			KTJUSD			California					
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15			
Science	❖	❖	❖	32%	31%	17%	59%	60%	56%			

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Group	Students Scoring at Proficient or Advanced Levels		2014-15 School Year	
			Science	
All students in the district			17%	
All students at the school			❖	
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			❖	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Subject	Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
	River's Edge CDS	KTJUSD	California	
English language arts/literacy	❖	9%	44%	
Mathematics	❖	8%	33%	

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	No *
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes
* Our current math curriculum in grades TK-5, are not part of the most recent State Approved List. We are currently piloting several programs with a pending adoption in 2016-17.	



Professional Development

The focus for staff development includes the workshops and conferences that will improve student achievement. The district participates in professional learning communities (PLCs) designed to support teachers with in-class coaching, collaboration and analysis of student-performance data.

Professional-development opportunities are provided with organized trainings ranging from one to five days, plus individual in-services. A district professional development committee assists in planning and organizing the opportunities.

Professional Development Days	
2013-14	5 days
2014-15	5 days
2015-16	3 days

Textbooks and Instructional Materials

All textbooks are adopted from the previously state-approved or local governing-board-approved list. Every student, including English learners, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
Reading language arts	Reading: Medallion edition, Houghton Mifflin (K-5)	2003
Reading language arts	<i>The Language of Literature</i> , McDougal Littell (6-8)	2003
Mathematics	<i>Mathematics</i> , Macmillan/McGraw-Hill (K-3)	2009
Mathematics	<i>EnVisionMath</i> , Scott Foresman (4-5)	2009
Mathematics	Carnegie Learning Course 1, Course 2 and Course 3 (6-8)	2015
Science	<i>California Science</i> , Houghton Mifflin (K-5)	2007
Science	<i>Focus on Science</i> , Glencoe (6-8)	2007
History/social science	Scott Foresman History-Social Science for California (K-5)	2005
History/social science	<i>History Alive!</i> , TCI (6-8)	2005

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data		2015-16 School Year
Data collection date	10/2015	

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
River's Edge CDS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	◇	
Health	0%	

◇ Not applicable.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/10/2015
Date of the most recent completion of the inspection form			8/10/2015

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Staffroom/Kitchen: Fire alarm serviced by provider to remove frequent error codes in September 2015.	
Interior	Classroom #1: Repair damage to ceiling tiles. The maintenance crew has been notified. Classroom # 2: Declutter and remove nonschool-related items; repair damage to ceiling tiles. Teacher has been notified to remedy situation immediately. Repairs completed: September 2015.	
External	Repainted exterior doors to remove graffiti in October 2015.	

School Facilities

Two Rivers-River's Edge Community Day School is a new school, as it was built within the past eight years. It consists of two portable classrooms, a portable for a kitchen, and bathrooms for both boys and girls. Two other portables help to surround the basketball court and are used for board meetings, office space, and district curriculum and textbook storage. The condition of the school is good. Rooms are cleaned nightly, and the district maintenance crew quickly fixes things that break. There is a parking lot in front, and it is fenced on the sides and back. We are bordered by a community garden, a residential property and the Neighborhood Facilities—tribal offices and gym facility.

Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I
- Special Education
- Improving Teacher Quality
- Rural and Low-Income School Program
- Indian Education/American Indian Early Childhood Education
- Enhancing Education Through Technology
- Lottery funds
- Art and Music Block Grant
- Economic Impact Aid (EIA)
- School and Libraries Improvement Block Grant
- Peer Assistance and Review (PAR)
- Professional Development Block Grant
- Pupil Retention Block Grant
- California High School Exit Examination (CAHSEE) Intervention
- Youth Services (A-Step Program)

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
River's Edge CDS			
	12-13	13-14	14-15
Suspension rates	42.9%	70.0%	64.7%
Expulsion rates	0.0%	0.0%	0.0%
KTJUSD			
	12-13	13-14	14-15
Suspension rates	7.1%	10.4%	3.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%



“Our mission is to cultivate and maintain a nurturing environment, ensuring that every student reaches a strong social and emotional foundation.”

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral or career development counselors	0.01
Library media teacher (librarian)	◇
Library media services staff (paraprofessional)	◇
Psychologist	0.15
Social worker	◇
Nurse	0.15
Speech/language/hearing specialist	0.15
Resource specialist (nonteaching)	0.25

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	KTJUSD	River's Edge CDS		
Teachers	15-16	13-14	14-15	15-16
With full credential	68	1	1	1
Without full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	River's Edge CDS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by “highly qualified” teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
River's Edge CDS	100.00%	0.00%
All schools in district	97.96%	2.04%
High-poverty schools in district	97.96%	2.04%
Low-poverty schools in district	◇	◇

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	KTJUSD	Similar Sized District
Beginning teacher salary	\$39,332	\$38,953
Midrange teacher salary	\$58,224	\$57,103
Highest teacher salary	\$70,702	\$74,127
Average elementary school principal salary	\$74,062	\$90,225
Average high school principal salary	\$80,167	\$97,758
Superintendent salary	\$120,000	\$117,803
Teacher salaries: percentage of budget	30%	34%
Administrative salaries: percentage of budget	9%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
River's Edge CDS	\$6,239	\$52,840
KTJUSD	\$3,295	\$56,662
California	\$5,348	\$59,460
School and district: percentage difference	+89.3%	-6.7%
School and California: percentage difference	+16.7%	-11.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$13,723
Expenditures per pupil from restricted sources	\$7,484
Expenditures per pupil from unrestricted sources	\$6,239
Annual average teacher salary	\$52,840



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.