

Nextgeneration STEAM Academy

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Nextgeneration STEAM Academy
Street	18001 Commercial Street
City, State, Zip	Lathrop
Phone Number	2092294736
Principal	Rechelle Pearlman
Email Address	rpearlman@riacademies.net
Website	https://www.steamacademyatriverislands.com/
County-District-School (CDS) Code	39 68486 0131789

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	NextGeneration STEAM Academy
Phone Number	209-229-4700
Superintendent	Brenda Scholl
Email Address	bscholl@riacademies.net
Website	https://www.riacademies.net/

School Description and Mission Statement (School Year 2020-2021)

STEAM Academy at River Islands (AKA Nextgeneration STEAM Academy) is a school of the River Islands Academies (RIA). At RIA our mission statement states that we will provide students with a safe, supportive, character building, educational environment in which each student can achieve his/her potential through a specialized technology-based curriculum and experiential learning opportunities. The Vision for River Islands Academies will be a high-quality educational program for all students including all student subgroups, unduplicated students, and students with exceptional needs. The Charter School will educate the whole student through a curriculum that integrates technology with core academics, and Career and Technical Education opportunities in a positive learning environment. Students will complete a rigorous course of study enabling them to have educational and career choices beyond high school. Our student motto will be COLLEGE BOUND! Students will receive a rigorous instructional program preparing them for the pathway to college and career.

At River Islands Academies we believe:

- Each individual can learn
- Each individual has unique strengths and intelligence
- Each individual is important and can make a difference in the world
- Each individual should be an active participant in his/her community
- Education empowers individuals
- Individuals learn best in a nurturing, non-threatening, respect-filled environment Technology is critical to the learning process
- Learning involves embracing challenges and being willing to risk
- Education is a team effort involving students, families, teachers, and the community Real-world connections and relevancy enhance the learning experience
- Learning is lifelong

We believe students learn best in educational environments providing real-life opportunities to explore, understand, and apply the concepts and skills necessary to become independent problem solvers. The optimal learning environment is physically and emotionally safe; the teacher is compassionate, supportive, and trusted; the curriculum is based in reality and presented in one-on-one or small group settings; the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on the individual needs of the students.

We are committed to preparing all of our students to lead happy, healthy, and productive lives at the STEAM Academy. Our goal is to encourage all students to strive to become informed citizens who are prepared to participate in a culturally diverse society. Our school’s mission statement is one that all staff members take to heart each and every day: With integrity and compassion, the STEAM Academy promotes a commitment to excellence, while empowering each individual to strive for the character, knowledge, and skills necessary to make a positive difference in our world.

At the STEAM Academy, we strive to provide students with a safe learning environment where they are supported and challenged academically. Our very dedicated and highly qualified staff uses Common Core, STEM, and NGSS standards and curriculum combined with effective instructional strategies to meet the needs of our student population. We use continuous assessment and data to inform our instruction and develop learning goals for our students.

At the STEAM Academy, we want all of our students to have good values and a strong character. But good character doesn’t just happen. We believe that it is up to each of us to lay a solid foundation for character development by teaching children right from wrong and by acting as positive role models. STEAM uses the Character Counts program to instill the character traits of Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, Integrity, Perseverance, Determination, and Excellence. At STEAM, we believe

School Philosophy

To Learn

To Have Fun

To Help Others

To Make a Difference Today

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	88
Grade 1	56
Grade 2	71
Grade 3	68
Grade 4	74
Grade 5	56
Grade 6	49
Grade 7	57
Grade 8	47
Total Enrollment	566

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.5
Asian	33.6
Filipino	9.2
Hispanic or Latino	28.3
Native Hawaiian or Pacific Islander	0.9
White	13.4
Two or More Races	7.2
Socioeconomically Disadvantaged	35
English Learners	29.9
Students with Disabilities	6.4
Foster Youth	0.5
Homeless	0.2

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	22	17	17
Without Full Credential	7	6	13	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 2020-2021)

Year and month in which data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders and Study Sync/ McGraw Hill- 2018	Yes	0%
Mathematics	Go Math K-2 - 2019 Eureka Math 3-8th grade 2018	Yes	0%
Science	HMH Science K -8 -2018	Yes	0%
History-Social Science	California Education & the Environment Initiative, Studies Weekly/ TCI- 2018	Yes	0%

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

School Facility Conditions and Planned Improvements

The campus currently houses more than 575 students in four permanent wings. The campus sits on nearly 25 acres, which provides ample space for athletics, physical education and recess. The campus also includes additional portables for the preschool program. Currently, there is an allotted space behind the gym for ten new classroom buildings, which will break ground in early November 2019. The library is updated on a yearly basis, providing new materials for students. A library expansion is also planned for 2019, in addition to a new staff workroom, specialist offices, and a teacher lunchroom. The campus grounds are kept in good condition by our custodian, cleaning staff and maintenance/ groundskeeper. Maintenance projects currently include touching up paint, installing 4 tetherball poles, fixing fields and lawns due to gopher infestation.

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: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	This year the school septic system was abandoned and we were able to connect to the city sewer system. This year we were also able to connect to reclaimed water for the landscaping and fields.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Sink sensors were replaced this past year.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	10 new classrooms, and a library/staff building were completed this year.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	53	N/A	42	N/A	50	N/A
Mathematics (grades 3-8 and 11)	46	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents at STEAM Academy support our students in several direct ways. We encourage parent helpers in all of our classrooms and ask all of our parents to attend Meet the Teacher night in the fall, a parent-teacher conference after the first academic trimester of the year, and an open house in the spring. Our Parent-Teacher Organization (PTO) holds monthly meetings to discuss various avenues in which to support our students. The PTO coordinates the annual Harvest festival—a major fundraising event for our school every October, monthly movie nights, mother/son and father/daughter dances, as well as school spirit wear, staff luncheons, and fundraising efforts.

Parent and community involvement play an integral role in the success of our school. Our Parent Teacher Organization (PTO) works closely with staff to support and enrich our school programs. We also work directly with outside community groups in providing our students with links to real life experiences. We are proud of the commitment from our students, staff, families, and community members in making the STEAM Academy a place where children thrive and are given every opportunity to succeed.

For more information on how to become involved, contact Principal Rechelle Pearlman at (209) 229-4736.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	2.2	2.0	2.4	3.5	3.5
Expulsions	0.2	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.005	1.8	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The STEAM Academy Safety Plan was developed in conjunction with the San Joaquin County Sheriff's Office, and the Lathrop Fire Department. The safety plan was approved by the sheriff and School Site Council and discussed with the school staff and school board and approved in the Fall of 2020. The school safety plan includes full strategies and direction in case of a fire, earthquake, flood, bomb threat, chemical accident, shooting, a hostage crisis, kidnapping, terrorist threat, and other possible occurrences. Rules and procedures are outlined in the plan. The staff has participated in lockdown drills, active shooter training, and monthly fire drills. This year new locking systems for the school were purchased and installed on each classroom doorway.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	1	3		26		3		18	3	2	
1	22		3		20	2	1		19	3		
2	23		3		22		3		24		3	
3	18	1	2		27		3		23		3	
4	25		12		19	5	10		25		21	
5	29		12		26		10		27	1	14	
6	51		2	5	29		10		23	1	14	
Other**					6	1			12	16	1	

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,159	\$409	\$9,750	\$61,855.92
District	N/A	N/A	\$11,262	\$71,229
Percent Difference - School Site and District	N/A	N/A	-14.4	-14.1
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	22.9	-14.4

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

Types of Services Funded (Fiscal Year 2019-2020)

English learners and students performing below grade level are supported through the “Imagine Learning” program by an instructional aide trained to implement this program. After school tutoring is offered by grade level teachers for students performing below grade level. Homework help is also offered in the afterschool program for children who enroll in GECAC. Student Success Team supports students and families in need of additional academic support. Kindergarten teachers work with upper grade students to offer 1:1 and small group intervention and tutoring for skill remediation.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,525	\$46,965
Mid-Range Teacher Salary	\$69,219	\$67,638
Highest Teacher Salary	\$89,501	\$88,785
Average Principal Salary (Elementary)	\$111,767	\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$150,000	\$128,853
Percent of Budget for Teacher Salaries	26.0	30.0
Percent of Budget for Administrative Salaries	14.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	8	26