

# Nextgeneration STEAM Academy

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Nextgeneration STEAM Academy
<b>Street</b>	18001 Commercial Street
<b>City, State, Zip</b>	Lathrop
<b>Phone Number</b>	2092294736
<b>Principal</b>	Angel Mendoza
<b>Email Address</b>	anmendoza@riacademies.net
<b>School Website</b>	<a href="https://www.riacademies.net/STEAM.aspx">https://www.riacademies.net/STEAM.aspx</a>
<b>County-District-School (CDS) Code</b>	39 77388 0131789

## 2022-23 District Contact Information

<b>District Name</b>	NextGeneration STEAM Academy
<b>Phone Number</b>	209-229-4700
<b>Superintendent</b>	Brenda Scholl
<b>Email Address</b>	bscholl@riacademies.net
<b>District Website Address</b>	<a href="https://www.riacademies.net/">https://www.riacademies.net/</a>

## 2022-23 School Overview

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.

## 2022-23 School Overview

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	66
Grade 2	84
Grade 3	77
Grade 4	85
Grade 5	92
Grade 6	101
Grade 7	99
Grade 8	63
<b>Total Enrollment</b>	<b>761</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.0
Male	49.0
Non-Binary	0
American Indian or Alaska Native	0.7
Asian	24.7
Black or African American	8.5
Filipino	15.0
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	7.9
White	12.0
English Learners	20.6
Foster Youth	0.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	41.9
Students with Disabilities	8.3

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	62.96	NA	NA	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	6.00	22.22	NA	NA	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.41	NA	NA	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	NA	NA	12115.80	4.41
<b>Unknown</b>	2.00	7.41	NA	NA	18854.30	6.86
<b>Total Teaching Positions</b>	27.00	100.00	NA	NA	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders and Study Sync/ McGraw Hill- 2018 NWEA MAP Assessment, 2020	Yes	0%
<b>Mathematics</b>	Go Math K-2 - 2019 Eureka Math 3-8th grade 2018 NWEA MAP Assessment, 2020 CPM, 2020	Yes	0%
<b>Science</b>	HMH Science K -8 -2018	Yes	0%
<b>History-Social Science</b>	Discovery Education 6-8, 2021 Studies Weekly 4-5 Scholastic Classroom K-3	Yes	0%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	Open Source Material		0%
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

## School Facility Conditions and Planned Improvements

The campus currently houses more than 806 students in five 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. 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.

Year and month of the most recent FIT report

April 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	51	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	32	N/A	39	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	549	542	98.72	1.28	50.92
<b>Female</b>	269	264	98.14	1.86	54.92
<b>Male</b>	280	278	99.29	0.71	47.12
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	135	134	99.26	0.74	59.70
<b>Black or African American</b>	48	46	95.83	4.17	47.83
<b>Filipino</b>	80	80	100.00	0.00	63.75
<b>Hispanic or Latino</b>	172	172	100.00	0.00	37.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	45	97.83	2.17	48.89
<b>White</b>	63	61	96.83	3.17	55.74
<b>English Learners</b>	97	96	98.97	1.03	22.92
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	209	206	98.56	1.44	45.15
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	52	52	100.00	0.00	9.62

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	549	543	98.91	1.09	32.23
<b>Female</b>	269	265	98.51	1.49	31.32
<b>Male</b>	280	278	99.29	0.71	33.09
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	135	133	98.52	1.48	47.37
<b>Black or African American</b>	48	47	97.92	2.08	19.15
<b>Filipino</b>	80	80	100.00	0.00	42.50
<b>Hispanic or Latino</b>	172	172	100.00	0.00	18.60
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	46	46	100.00	0.00	36.96
<b>White</b>	63	61	96.83	3.17	32.79
<b>English Learners</b>	97	96	98.97	1.03	13.54
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	209	208	99.52	0.48	26.44
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	52	52	100.00	0.00	5.77

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	24.59	24.34	7.41	6.38	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	154	152	98.7	1.3	24.34
<b>Female</b>	65	64	98.46	1.54	26.56
<b>Male</b>	89	88	98.88	1.12	22.73
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	42	42	100	0	35.71
<b>Black or African American</b>	15	15	100	0	6.67
<b>Filipino</b>	21	21	100	0	28.57
<b>Hispanic or Latino</b>	49	49	100	0	12.24
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	15	93.75	6.25	40
<b>English Learners</b>	26	25	96.15	3.85	4
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	56	55	98.21	1.79	18.18
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	20	100	0	5

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.03	99.03	99.03	99.03	99.03
Grade 7	96.21	96.21	96.21	96.21	96.21
Grade 9	0	0	0	0	0

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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, and a parent-teacher conference after the first academic trimester of the year. Our Parent-Teacher Organization (PTO) held monthly meetings to discuss various avenues in which to support our students. The PTO coordinates the opportunities for fundraising and community events and activities.

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 Angel Mendoza at (209) 229-4736.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	845	834	309	37.1
Female	433	429	164	38.2
Male	412	405	145	35.8
American Indian or Alaska Native	5	5	4	80.0
Asian	220	217	71	32.7
Black or African American	69	67	28	41.8
Filipino	127	124	35	28.2
Hispanic or Latino	257	255	111	43.5
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	62	62	18	29.0
White	96	95	36	37.9
English Learners	174	172	57	33.1
Foster Youth	4	3	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	344	341	131	38.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	32	40.5

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.51	NA	2.45
Expulsions	0.00	NA	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.15	1.54	NA	1.82	0.20	3.17
Expulsions	0.00	0.00	NA	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.54	0.00
Female	1.15	0.00
Male	1.94	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.91	0.00
Black or African American	5.80	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.61	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00



## 2022-23 School Safety Plan

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 2022. 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 Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	2	0
1	19	3	0	0
2	24	0	3	0
3	23	0	3	0
4	25	0	21	0
5	27	1	14	0
6	23	1	14	0
Other	12	16	1	0

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	0
1	22	0	3	0
2	21	2	1	0
3	26	0	3	0
4	26	0	3	0
5	26	0	3	0
6	34	0	0	1
Other	11	1	0	0

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	3	0
1	23	0	3	0
2	22	0	4	0
3	21	0	4	0
4	30	0	3	0
5	30	0	3	0
6	27	0	4	0
Other	10	1	0	0

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	.4
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	1.25
Other	0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9266	\$2049	\$7217	\$69566
District	N/A	N/A	\$11,262	NA
Percent Difference - School Site and District	N/A	N/A	-43.8	-14.1
State	N/A	N/A	\$6,594	NA
Percent Difference - School Site and State	N/A	N/A	9.0	-14.4

## 2021-22 Types of Services Funded

Services Funded:  
 Base program for all students  
 Induction  
 Special Education  
 Title 1  
 Title 3

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	NA	NA
<b>Mid-Range Teacher Salary</b>	NA	NA
<b>Highest Teacher Salary</b>	NA	NA
<b>Average Principal Salary (Elementary)</b>	NA	NA
<b>Average Principal Salary (Middle)</b>	NA	NA
<b>Average Principal Salary (High)</b>	NA	NA
<b>Superintendent Salary</b>	NA	NA
<b>Percent of Budget for Teacher Salaries</b>	NA	NA
<b>Percent of Budget for Administrative Salaries</b>	NA	NA

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	26	28	28.5