

# River Islands Technology Academy II

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	River Islands Technology Academy II
<b>Street</b>	1175 Marina Drive
<b>City, State, Zip</b>	Lathrop, CA 95330
<b>Phone Number</b>	(209) 229-4700
<b>Principal</b>	Aaron Colburn
<b>Email Address</b>	acolburn@riacademies.net
<b>School Website</b>	www.riacademies.net
<b>County-District-School (CDS) Code</b>	39 77388 0127134

## 2023-24 District Contact Information

<b>District Name</b>	River Islands Technology Academy II
<b>Phone Number</b>	209-229-4700
<b>Superintendent</b>	Brenda L. Scholl - Executive Director
<b>Email Address</b>	bscholl@riacademies.net
<b>District Website</b>	www.riacademies.net

## 2023-24 School Description and Mission Statement

We Are College Bound!!!

### Mission

The mission of River Islands Academies is to provide students with a safe, supportive, character building, orderly educational environment in which each student can achieve his/her potential through specialized technology-based curriculum and experiential learning opportunities.

### Vision

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.

### We believe

- Each individual can learn
- Each individual has unique strengths and intelligences
- 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 challenge 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

## 2023-24 School Description and Mission Statement

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 individual needs of the students.

Students will have the opportunity to explore and experience numerous career pathways in technology. Example career pathways include, but are not limited to: information systems specialist; database administrator; software engineer applications; information technology manager, computer graphic artist, web designer, network engineer, programmer, software technician, and software applications support.

The “COLLEGE BOUND!” theme will be prominent throughout the Charter School. Students and staff will be encouraged to wear college logo shirts on Fridays. A COLLEGE BOUND! cheer will be shouted out by the students, parents and staff at the weekly Friday morning assembly. Communications, signage and website will display the motto. Teachers will use the theme as a basis for writing assignments and research.

The teachers collaborate in grade-level groups to develop an integrated curriculum aligned with the State Standards, and CTE Standards in the Information Technology Industry Sector. Using a variety of authentic assessment methods and standardized tests, students are evaluated to determine levels of competency and to measure progress.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	96
Grade 2	116
Grade 3	120
Grade 4	105
Grade 5	122
Grade 6	122
Grade 7	120
Grade 8	121
<b>Total Enrollment</b>	<b>993</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	0.4%
Asian	19.8%
Black or African American	5.4%
Filipino	14.3%
Hispanic or Latino	37%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	7.9%
White	14.5%
English Learners	12.9%
Foster Youth	0.2%
Socioeconomically Disadvantaged	34.4%
Students with Disabilities	9.9%

### 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>	34.00	87.18			228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	5.00	12.82			4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00			11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00			12115.80	4.41
<b>Unknown</b>	0.00	0.00			18854.30	6.86
<b>Total Teaching Positions</b>	39.00	100.00			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>	36.00	85.71	63.00	69.23	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	4.00	9.52	14.00	15.38	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	4.76	11.60	12.82	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.60	0.76	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.60	1.79	15831.90	5.67
<b>Total Teaching Positions</b>	42.00	100.00	91.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	1.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	1
<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)	10.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Reading Wonders, McGraw-Hill/2013 6-8 Study Sync, McGraw-Hill/2015 K-5 Accelerated Reader (Supplemental)/2013 K-8 NWEA MAP Assessment/2019	Yes	0

<b>Mathematics</b>	K-5 Eureka Math/ 2016 6-8 Desmos/ 2020 K-8 NWEA MAP Assessment/2019	Yes	0
<b>Science</b>	TWIG Science/2023 K-8 Discovery Education/2015 Mystery Science K-5/ 2021 Open Source Material	Yes	0
<b>History-Social Science</b>	6-8 Discovery Education/ 2015 Social Studies Weekly 3-5/ 2021 Open Source Material	Yes	0
<b>Foreign Language</b>	N/A		NA
<b>Health</b>	Open Source Material	Yes	0
<b>Visual and Performing Arts</b>	K-8 Quaver Music/ 2017 Art Docent K-8/ 2015 Open Source Material	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	NA

## School Facility Conditions and Planned Improvements

The Fit Tool was administered at River Islands Technology Academy last on May 8, 2018 and the facility was found to be in good repair. We received an overall rating of exemplary.

**Year and month of the most recent FIT report**

May 2023

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			

## 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 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	60	54	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	51	51	39	47	33	34



## 2022-23 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>	711	706	99.30	0.70	59.86
<b>Female</b>	361	359	99.45	0.55	64.53
<b>Male</b>	350	347	99.14	0.86	55.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	140	140	100.00	0.00	75.00
<b>Black or African American</b>	46	45	97.83	2.17	46.67
<b>Filipino</b>	95	95	100.00	0.00	78.72
<b>Hispanic or Latino</b>	260	256	98.46	1.54	50.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	59	59	100.00	0.00	54.24
<b>White</b>	102	102	100.00	0.00	57.84
<b>English Learners</b>	71	71	100.00	0.00	28.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	104	103	99.04	0.96	43.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	72	68	94.44	5.56	20.59

## 2022-23 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>	711	706	99.30	0.70	51.27
<b>Female</b>	361	359	99.45	0.55	50.42
<b>Male</b>	350	347	99.14	0.86	52.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	140	140	100.00	0.00	68.57
<b>Black or African American</b>	46	45	97.83	2.17	40.00
<b>Filipino</b>	95	95	100.00	0.00	72.63
<b>Hispanic or Latino</b>	260	256	98.46	1.54	36.72
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	59	59	100.00	0.00	50.85
<b>White</b>	102	102	100.00	0.00	51.96
<b>English Learners</b>	71	71	100.00	0.00	22.54
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	104	103	99.04	0.96	28.16
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	72	68	94.44	5.56	23.53

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	36.11	38.02	6.38	21.74	29.47	30.29

## 2022-23 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>	243	242	99.59	0.41	38.02
<b>Female</b>	131	131	100.00	0.00	39.69
<b>Male</b>	112	111	99.11	0.89	36.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	52	52	100.00	0.00	63.46
<b>Black or African American</b>	13	12	92.31	7.69	41.67
<b>Filipino</b>	33	33	100.00	0.00	57.58
<b>Hispanic or Latino</b>	92	92	100.00	0.00	20.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	15	15	100.00	0.00	33.33
<b>White</b>	34	34	100.00	0.00	32.35
<b>English Learners</b>	19	19	100.00	0.00	5.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	31	31	100.00	0.00	25.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	21	95.45	4.55	14.29

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%	99%	99%	99%	99%
Grade 7	98%	99%	99%	99%	99%
Grade 9	N/A	N/A	N/A	N/A	N/A

## 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.

#### 2023-24 Opportunities for Parental Involvement

Our school is dedicated to providing a quality and exceptional education, and in order to meet these expectations, it is essential for parents to support their child and the school in providing the quality education they deserve. It is paramount that parents become actively involved and aware of their child's learning process, as well as, partner with their child's teacher to help in achieving their full potential and capability. We invite and encourage parent participation at River Islands Technology Academy by providing opportunities for parents to become involved through a variety of activities, such as booster club, assisting teachers, volunteering in classrooms or as an art docent, field trips etc. River Islands Technology Academy parents are encouraged to volunteer 5 hours (per child) per month of service to the school or donate \$25.00 (per child) per month to support the enrichment of the school program, or arrange with their child's Teacher, or the Principal, another method of support. As a result, parents are very connected to our school. Refer to our Student Handbook for more information.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1026	1017	194	19.1
Female	519	516	102	19.8
Male	507	501	92	18.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	211	209	32	15.3
Black or African American	62	61	14	23.0
Filipino	144	143	23	16.1
Hispanic or Latino	371	368	83	22.6
Native Hawaiian or Pacific Islander	6	6	2	33.3
Two or More Races	82	82	10	12.2
White	146	144	30	20.8
English Learners	142	136	33	24.3
Foster Youth	6	6	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	367	366	89	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	107	29	27.1

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	1.41	1.17		1.82	2.35	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00		0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.17	0
Female	0.58	0
Male	1.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.95	0
Black or African American	3.23	0
Filipino	1.39	0
Hispanic or Latino	1.35	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.68	0
English Learners	1.41	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.85	0

## 2023-24 School Safety Plan

River Islands Technology Academy has a comprehensive School Safety Plan. It was originally approved by the School Site Council on November 22, 2016 and was approved by the school board on December 13, 2016. The School Safety Plan is updated and approved by the school board annually. The members of the local Fire Department and Police Department have worked with school staff to ensure that our school safety plan meets all requirements. The safety plan was approved by the Sheriff and Fire Departments, Parent Advisory Committee, and discussed with the school board and approved in the Fall of 2023. The approved plan was then shared with school faculty and student representatives with no changes needed after review.

The School Safety Plan includes complete strategies and direction in case of fire, earthquakes, floods, bomb threats, and other possible occurrences. Rules and procedures are outlined in the Plan and the staff reviews safety procedures at least annually. The staff is trained in CPR and First Aide. The full safety plan is available in the school office for review.

## 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.

## 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	24		4	
1	24		5	
2	21	3	2	
3	26		5	
4	30		4	
5	29		4	
6	30		4	

## 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	24		4	
1	19	6		
2	22		5	
3	21	2	3	
4	26		5	
5	24		5	
6	29		4	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	0	3	0
1	24	0	4	0
2	23	0	5	0
3	24	0	5	0
4	25	0	4	0
5	30	0	4	0
6	31	0	4	0
Other	0	0	0	0

## 2022-23 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
<b>Pupils to Academic Counselor</b>	0

## 2022-23 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	.7
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	.4
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	\$9,318	\$1,646	\$7,672	\$72,185
<b>District</b>	N/A	N/A	\$7,672	\$74,022
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-2.5
<b>State</b>	N/A	N/A	\$7,607	\$77,993
<b>Percent Difference - School Site and State</b>	N/A	N/A	0.9	-7.7



## Fiscal Year 2022-23 Types of Services Funded

Services Funded:  
 Base Program for all students  
 Induction  
 Special Education  
 Title 1  
 Intervention Program

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$52,287	\$47,616
<b>Mid-Range Teacher Salary</b>	\$73,079	\$75,580
<b>Highest Teacher Salary</b>	\$97,592	\$100,485
<b>Average Principal Salary (Elementary)</b>	\$132,742	\$114,067
<b>Average Principal Salary (Middle)</b>	\$0	\$123,622
<b>Average Principal Salary (High)</b>	\$0	\$125,386
<b>Superintendent Salary</b>	\$160,000	\$157,977
<b>Percent of Budget for Teacher Salaries</b>	18.87%	27.82%
<b>Percent of Budget for Administrative Salaries</b>	10.59%	5.78%

## Professional Development

Throughout the 2022-23 School year teachers took part in professional development which included: ELA and Math Common Core and Curriculum Implementation, Science, Social Studies, Infinite Campus-Student Information System, Student Intervention and Support, First Aid/CPR, and applied technology. Ten days of Professional Development took place outside of the 180 days of instruction for teachers. Every Wednesday is a minimum day designated for Professional Development which includes ongoing training in Math, ELA, Science, and effective teaching strategies. There has been in class coaching and lesson studies in Math, ELA, & ELD for teachers and induction support for first year teachers.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	28	28.5	29