

NextGeneration STEAM Academy

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	NextGeneration STEAM Academy
Street	18001 Commercial Street
City, State, Zip	Lathrop
Phone Number	2092294736
Principal	Angel Mendoza
Email Address	anmendoza@riacademies.net
School Website	https://www.riacademies.net/STEAM.aspx
Grade Span	K-8
County-District-School (CDS) Code	39 77388 0131789

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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, our school philosophy is:

- To Learn
- To Have Fun
- To Help Others
- To Make a Difference Today

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	63
Grade 2	65
Grade 3	70
Grade 4	76
Grade 5	77
Grade 6	95
Grade 7	88
Grade 8	93
Total Enrollment	726

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.7
Asian	29.1
Black or African American	7.4
Filipino	13.1
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.6
White	12
English Learners	17.2
Foster Youth	0.1
Socioeconomically Disadvantaged	47.5
Students with Disabilities	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	62.96			228366.10	83.12
Intern Credential Holders Properly Assigned	6.00	22.22			4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.41			11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00			12115.80	4.41
Unknown/Incomplete/NA	2.00	7.41			18854.30	6.86
Total Teaching Positions	27.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	45.45	63.00	69.23	234405.20	84.00
Intern Credential Holders Properly Assigned	10.00	30.30	14.00	15.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.00	21.21	11.60	12.82	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.60	0.76	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.03	1.60	1.79	15831.90	5.67
Total Teaching Positions	33.00	100.00	91.00	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	52.36	61.80	55.72	231142.40	100.00
Intern Credential Holders Properly Assigned	7.00	25.00	19.00	17.10	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.30	22.61	24.10	21.75	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.80	3.48	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.10	1.93	14303.80	5.15
Total Teaching Positions	28.00	100.00	111.00	100.00	277698	100

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	2022-23
Permits and Waivers	2.00	3.00	3
Misassignments	0.00	4.00	3.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	7.00	6.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	17	28.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	28.20	0	7.5

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

2024-25 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%
Mathematics	K-5 Illustrative Mathematics with Imagine Learning/ 2024 6-8 Desmos/ 2020 K-8 NWEA MAP Assessment/2019	Yes	0%
Science	K-8 TWIG Science/2023	Yes	0%
History-Social Science	K-5 Studies Weekly/ 2021 6-8 Discovery Education/ 2015 Open Source Material	Yes	0%
Foreign Language	N/A		0%
Health	Open Source Material	Yes	0%
Visual and Performing Arts	K-8 Quaver Music/ 2017 Artist in Residency K-8/ 2024 Open Source Material	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The FIT Tool was administered at STEAM Academy last in June 2024 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	June 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	56	56	61	46	47
Mathematics (grades 3-8 and 11)	39	45	47	53	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	559	555	99.28	0.72	55.50
Female	282	280	99.29	0.71	56.79
Male	277	275	99.28	0.72	54.18
American Indian or Alaska Native	--	--	--	--	--
Asian	185	183	98.92	1.08	65.03
Black or African American	41	41	100.00	0.00	46.34
Filipino	77	77	100.00	0.00	72.73
Hispanic or Latino	156	154	98.72	1.28	38.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	55.56
White	59	59	100.00	0.00	50.85
English Learners	83	80	96.39	3.61	15.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	266	99.25	0.75	46.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	58	96.67	3.33	13.79

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	559	556	99.46	0.54	45.32
Female	282	280	99.29	0.71	38.57
Male	277	276	99.64	0.36	52.17
American Indian or Alaska Native	--	--	--	--	--
Asian	185	183	98.92	1.08	63.39
Black or African American	41	41	100.00	0.00	21.95
Filipino	77	77	100.00	0.00	51.95
Hispanic or Latino	156	155	99.36	0.64	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	44.44
White	59	59	100.00	0.00	40.68
English Learners	83	81	97.59	2.41	17.28
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	268	267	99.63	0.37	35.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	58	96.67	3.33	10.34

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.34	28.11	21.74	14.29	30.29	30.73

2023-24 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
All Students	188	187	99.47	0.53	27.81
Female	94	93	98.94	1.06	26.88
Male	94	94	100.00	0.00	28.72
American Indian or Alaska Native	0	0	0	0	0
Asian	56	55	98.21	1.79	50.91
Black or African American	15	15	100.00	0.00	20.00
Filipino	25	25	100.00	0.00	32.00
Hispanic or Latino	58	58	100.00	0.00	12.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	22	22	100.00	0.00	18.18
English Learners	27	27	100.00	0.00	3.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	95	95	100.00	0.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

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.

2023-24 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 requires only participation results 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	100%	100%	100%	100%	100%
Grade 7	98%	98%	98%	98%	98%

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.

2024-25 Opportunities for Parental Involvement
<p>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.</p> <p>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.</p> <p>For more information on how to become involved, contact Principal Angel Mendoza at (209) 229-4736.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	838	823	142	17.3
Female	424	413	70	16.9
Male	414	410	72	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	278	269	44	16.4
Black or African American	58	57	14	24.6
Filipino	96	96	9	9.4
Hispanic or Latino	249	249	54	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	52	2	3.8
White	94	90	16	17.8
English Learners	153	149	29	19.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	390	385	78	20.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	91	14	15.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.54	2.78	1.55	1.82	2.35	2.28	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0.00
Female	0.71	0.00
Male	2.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.52	0.00
Black or African American	1.72	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.13	0.00
English Learners	1.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.28	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.23	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 Fire Departments, Parent Advisory Committee, and discussed with the school board and approved in the Fall of 2024. The approved plan was then shared with school faculty and

2024-25 School Safety Plan

student representatives with no changes needed after review. 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. New updates to the plan included a suicide prevention plan, the role of the Catapult EMS emergency response and reunification program we implemented this school year, our new K9 "Duke" who assists with contraband detection services, and changed verbiage to comply with state requirements. The staff has participated in monthly lockdown and fire drills, active shooter training, and scenario training using Catapult EMS.

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.

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	19	2	3	
1	22		3	
2	21	2	2	
3	19	3	1	
4	28		2	
5	29		3	
6	25		24	
Other	17	1	1	

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	22	2	2	
1	22		3	
2	20	2	1	
3	25		3	
4	24		3	
5	27		3	
6	28		18	
Other	9	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	1	2	
1	21	1	2	
2	22		3	
3	23		3	
4	25		3	
5	25		3	
6	30		18	
Other	8	1		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$8,846	\$1,608	\$7,237	\$61,601
District	N/A	N/A	\$7,237	\$79,199
Percent Difference - School Site and District	N/A	N/A	0.0	-25.0
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-39.2	-24.3

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$56,470	\$50,757
Mid-Range Teacher Salary	\$78,925	\$75,693
Highest Teacher Salary	\$109,158	\$105,687
Average Principal Salary (Elementary)	\$131,196	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$0	\$133,106
Superintendent Salary	\$192,668	\$167,660
Percent of Budget for Teacher Salaries	16%	26%
Percent of Budget for Administrative Salaries	10%	6%

Professional Development

Throughout the 2023-2024 school year teachers took part in professional development which included: ELA and Math Common Core and Curriculum Implementation, TWIG Science Implementation, 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 students. Every Wednesday is a minimum day designated for

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	28.5	29	29