

# River Islands High School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	River Islands High School
<b>Street</b>	2760 Penrose Lane
<b>City, State, Zip</b>	Lathrop, CA 95330
<b>Phone Number</b>	209-717-6715
<b>Principal</b>	Carey Simoni
<b>Email Address</b>	csimoni@riacademies.net
<b>School Website</b>	riacademies.net
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	39 77388 0141242

2024-25 District Contact Information	
<b>District Name</b>	River Islands High School
<b>Phone Number</b>	209-717-6700
<b>Superintendent</b>	Brenda L. Scholl
<b>Email Address</b>	bscholl@riacademies.net
<b>District Website</b>	riacademies.net

2024-25 School Description and Mission Statement
<p><b>RIHS Mission</b> River Islands High School is committed to preparing our students to be college and career ready as we strive to create a learning experience that is highly personalized, filled with rigor, relevance and is driven by student interest.</p> <p>We believe</p> <ul style="list-style-type: none"> <li>• Each individual can learn</li> <li>• Each individual has unique strengths and intelligences</li> </ul>

2024-25 School Description and Mission Statement

- 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.

**RIHS Vision**  
River Islands High School cultivates a safe and supportive learning environment that promotes academic excellence and strives to help students discover their unique talents and passions. We seek to empower lifelong learners who will become productive and contributing leaders in their local and global communities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	159
Grade 10	119
Total Enrollment	278

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.7
American Indian or Alaska Native	1.1
Asian	20.5
Black or African American	7.6
Filipino	18.7
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	1.8
Two or More Races	6.8
White	10.8
English Learners	9
Socioeconomically Disadvantaged	43.5
Students with Disabilities	10.8

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)					228366.10	83.12
Intern Credential Holders Properly Assigned					4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					12115.80	4.41
Unknown/Incomplete/NA					18854.30	6.86
Total Teaching Positions					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)			63.00	69.23	234405.20	84.00
Intern Credential Holders Properly Assigned			14.00	15.38	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			11.60	12.82	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			0.60	0.76	11953.10	4.28
Unknown/Incomplete/NA			1.60	1.79	15831.90	5.67
Total Teaching Positions			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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.80	63.53	61.80	55.72	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	10.82	19.00	17.10	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	10.82	24.10	21.75	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	4.00	3.80	3.48	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.90	10.71	2.10	1.93	14303.80	5.15
<b>Total Teaching Positions</b>	9.20	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
<b>Permits and Waivers</b>			1
<b>Misassignments</b>			0
<b>Vacant Positions</b>			0
<b>Total Teachers Without Credentials and</b>			1

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>			0
<b>Local Assignment Options</b>			0.3
<b>Total Out-of-Field Teachers</b>			0.3

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)			0
<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)			0

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		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>	ConnectEd StudySync/McGraw Hill/2022 NWEA MAP Assessment/ 2022 Lit Charts/2024 College Board- Pre AP English 2/2023	Yes	0
<b>Mathematics</b>	Reveal Algebra 1 + Workbooks/McGraw Hill/2022 Reveal Geometry + Workbooks/McGraw Hill/2023 Reveal Algebra 2 + Workbooks/McGraw Hill/2023 Reveal Focus on Personal Financial Literacy/McGraw Hill/2024 Precalculus and Calculus AP Edition/Cengage/2024 College Board Pre AP Algebra 2/2023 NWEA Map Assessment, 2022	Yes	0
<b>Science</b>	Miller and Levine Biology 2019/Pearson-Savvas Learning/ 2022 Chemistry: ModMastChem/ Pearson-Savvas Learning/ 2023 Campbell Biology 12th Edition AP/ Pearson-Savvas Learning/ 2024 Fundamentals of Anatomy & Physiology/ Pearson-Savvas Learning/ 2024 Physics in the Universe/Accelerate Learning- STEMscope/ 2024 College Board Pre AP Biology/ 2023	Yes	0
<b>History-Social Science</b>	World History Alive Textbook/TCI/ 2023 AP World History/ TCI/ 2024 Pursuing American Ideals Textbook TCI/2024 The American Pageant AP Textbook/Cengage/2024 Myer's AP Psychology/Bedford, Freeman, and Worth (MPS)/ 2024	Yes	0

<b>Foreign Language</b>	Descubre Level 1 and 2/Vista Higher Learning/ 2022	Yes	0
<b>Health</b>	Essential Health/ G-W Publisher/2024	Yes	0
<b>Visual and Performing Arts</b>	BTT Package for Band and Orchestra Directors/Breezin Thru Inc./2024 Performance License/Concord Theatricals Corp/2024 Project Lead The Way, Carnegie Mellon University Robotics Academy, 2022	Yes	0

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

## School Facility Conditions and Planned Improvements

The new high school facility opened in August 2024. The FIT Tool will be used to assess the facility in June 2025.

Year and month of the most recent FIT report

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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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)					46	
Mathematics (grades 3-8 and 11)					34	

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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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)		20.83	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	120	120	100.00	0.00	20.83
Female	51	51	100.00	0.00	23.53
Male	69	69	100.00	0.00	18.84
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	27	27	100.00	0.00	25.93
Hispanic or Latino	34	34	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	8.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	54	100.00	0.00	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	0.00

2023-24 Career Technical Education Programs

Currently, River Islands High School is offering the following CTE programs:

- Robotics
- Engineering and Design
- Video Production

All programs utilize a curriculum aligned to the standards adopted by the state of California. The Robotics class is using the Carnegie Mellon University Robotics Academy Curriculum and we subscribe to the CS2N Premium Access. The Engineering and Design program uses the Project Lead The Way Curriculum. The Video Production program utilizes the Goodheart Willcox Publisher Video Digital Comm TX/LM.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	118
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 9	94%	96%	100%	95%	100%

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

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 High School by

2024-25 Opportunities for Parental Involvement

providing opportunities for parents to become involved through a variety of activities, such as booster club, assisting the Leadership class in student body events, or participating in our Parent Advisory Committee.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	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
Dropout Rate							7.8	8.2	8.9
Graduation Rate							87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <a href="http://www.cde.ca.gov/ds/ad/acgrinfo.asp">www.cde.ca.gov/ds/ad/acgrinfo.asp</a> .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0
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.			



2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	291	287	32	11.1
Female	131	129	14	10.9
Male	160	158	18	11.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	59	3	5.1
Black or African American	23	22	3	13.6
Filipino	52	52	2	3.8
Hispanic or Latino	96	96	20	20.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	1	5.0
White	31	30	2	6.7
English Learners	27	27	7	25.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	132	129	19	14.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	31	10	32.3

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
	3.17	8.25	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	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.25	0.00
Female	4.58	0.00
Male	11.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.67	0.00
Black or African American	8.70	0.00
Filipino	3.85	0.00
Hispanic or Latino	11.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	28.57	0.00
White	3.23	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.90	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 RiTechA 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 student

2024-25 School Safety Plan

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.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	7	
Mathematics	24	5	8	
Science	23	4	7	
Social Science	24	2	3	

## 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	278

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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	n/a	n/a	n/a	n/a
District	N/A	N/A		\$79,199
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2023-24 Types of Services Funded

Services Funded:  
Base program for all students  
Induction

## Fiscal Year 2023-24 Types of Services Funded

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/csl/>.

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%

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	28.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

During the 2023-2024 school year RIHS staff participated in 10 full days of professional development in addition to Wednesday early release days so teachers can meet as a Professional Learning Community. This time was dedicated to creating and communicating school-wide learner outcomes, expectations training from Solution Tree, social and emotional training along with implementing the Professional Learning Community process where staff continually focuses on learning, collaboration, and results. Staff utilizes the four questions of a PLC: 1. What do we want students to know and be able to do? 2. How will we know if they have learned it? 3. How will we respond when learning has not occurred? 4. How will we respond when learning has already occurred? With these guiding questions staff utilized the professional development times to determine essential standards and learning targets, develop common formative assessments, assess data, create specific interventions and enrichment opportunities for students.

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	22	22	28