



River Islands Technology Academy #2

1175 Marina Drive • Lathrop, CA 95330 • (209) 229-4700 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



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209-229-4700

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District Governing Board

Susan Dell'Osso - President
Gene Neely - Vice President
Telka Walser - Member

District Administration

Brenda L. Scholl - Executive
Director/Principal
Superintendent
Michelle Crippen
Assistant Principal
Kristen W. Condit
School Support Coordinator
Angel Mendoza
Assistant Principal

We Are College Bound!!!

We are a K-8, uniform academy where students understand the expectation that all of our students are COLLEGE BOUND! Technology has been beautifully integrated into the education process and every student has been issued a device to use daily in school and for homework. Technology enhances their educational experience and helps to open their minds to new experiences that could never have been introduced to them under a traditional learning experience.

We are all on a journey to increase communication skills, creativity, content knowledge, and exposure to a variety of technologies. The goal is that our students will be well equipped to use these skills as young adults, throughout College, and even further when they take on successful careers.

Our MISSION

The School will provide each student 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.

Our VISION

- Successful integration of technology into all aspect of the educational processes administratively, pedagogically and scholastically.
- Mastery of academic standards via enhanced education through technology applications
- Universal adoption of technology into the culture of the community.
- Staff and students develop the skills needed to enable them to address, use and process information using the most up-to-date technologies available.
- Staff and students develop the skills needed to install and maintain these up-to-date technologies. Involving students in the development of technology is a win-win situation.
- Technology to develop efficient communications for interactions: a) within our school; b) between school and home and c) between our school and community.
- Technology planning that will take into account the most cost effective means of introducing new technologies and developing plans for upgrading into newer technologies as they unfold.
- Teachers to use technology to improve teaching and enhance student learning.
- Administrators to use technology to improve management functions, support decision making and increase organizational efficiency.
- Technology to be used to enable students to meet state-approved academic standards.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	52
Grade 1	72
Grade 2	61
Grade 3	70
Grade 4	72
Grade 5	70
Grade 6	79
Grade 7	70
Grade 8	57
Total Enrollment	603

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.8
Asian	14.8
Filipino	11.9
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.5
White	21.4
Two or More Races	5.5
Socioeconomically Disadvantaged	28.4
English Learners	15.4
Students with Disabilities	6.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
River Islands Technology Academy #2	15-16	16-17	17-18
With Full Credential	17	22	26
Without Full Credential	5	7	10
Teaching Outside Subject Area of Competence	0	0	2
River Islands Technology Academy #2	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
River Islands Technology	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	2
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Reading Wonders, McGraw-Hill/2013 6-8 Study Sync, McGraw-Hill/2015 K-8 Step Up 2 Writing, 2015 4-5 Read 180 (Supplemental), 2015 K-8 Accelerated Reader (Supplemental), 2013 K-7 Edmentum Reading (Supplemental), 2015 K-8 STAR Early Literature, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 Eureka Math, 2016 6-8 CPM, 2015 K-5 ST Math (Supplemental), 2015 6-8 Aleks (Supplemental), 2015 K-5 My Math, 2013 K-8 STAR 360 Math, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-8 Discovery Education, 2015 Open Source Material The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	6-8 Discovery Education, 2015 Open Source Material The textbooks listed are from most recent adoption: Yes
Foreign Language	N/A
Health	Open Source Material The textbooks listed are from most recent adoption: Yes
Visual and Performing Arts	K-8 Art Docent, 2013 Open Source Material The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Fit Tool was administered at River Islands Technology Academy last on January 25, 2017 and the facility was found to be in good repair. We received an overall rating of exemplary.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 01/25/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	62	63	50	33	48	48
Math	45	53	36	22	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	61	74	26	59	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	32.9	21.4	18.6
7	17.6	27.9	32.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	117	116	99.2	74.1
Male	66	65	98.5	73.9
Female	51	51	100.0	74.5
Black or African American	11	11	100.0	63.6
Asian	16	16	100.0	93.8
Filipino	12	12	100.0	75.0
Hispanic or Latino	49	49	100.0	63.3
White	23	22	95.7	86.4
Socioeconomically Disadvantaged	44	44	100.0	68.2
English Learners	15	15	100.0	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	422	98.6	62.95
Male	225	223	99.11	59.01
Female	203	199	98.03	67.34
Black or African American	30	30	100	53.33
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100	80.65
Filipino	53	53	100	73.58
Hispanic or Latino	159	154	96.86	56.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	89	100	57.3
Two or More Races	25	25	100	72
Socioeconomically Disadvantaged	146	144	98.63	54.55
English Learners	93	92	98.92	57.14
Students with Disabilities	27	26	96.3	38.46

Note: 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.

-Note: 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.

-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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	422	98.6	52.61
Male	225	223	99.11	55.16
Female	203	199	98.03	49.75
Black or African American	30	30	100	53.33
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100	61.9
Filipino	53	53	100	69.81
Hispanic or Latino	159	154	96.86	40.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	89	100	57.3
Two or More Races	25	25	100	44
Socioeconomically Disadvantaged	146	144	98.63	38.19
English Learners	93	92	98.92	40.22
Students with Disabilities	27	26	96.3	26.92

Note: 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.

-Note: 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.

-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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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.

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.

School Safety Plan

River Islands Technology Academy has a comprehensive School Safety Plan. It was approved by the School Site Council on November 22, 2016 and was approved by the school board on December 13, 2016. The current School Safety Plan was updated in December 2017. 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 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			2.1
Expulsions Rate			0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	14.4	9.2	7.0
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.80
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.40
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	29	18			3	2	2				
1	26	19	24		3		2		3			
2	26	21	20		1	2	2	2	1			
3	26	31	23				2	2	3			
4	31	23	20		1	1	2	2	3			
5	31	26	20		1	1	2		3		2	
6	30	25	22		2	3	14	5	11		3	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	19	17		3	8	4	3	1			
Mathematics		11	5		1	1						
Science	29	19	20		3	5	3	3	2			
Social Science	29	26	21		1	4	2	3	2			

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Throughout the 2015-2018 School Years teachers took part in professional development which included: ELA and Math Common Core and Curriculum Implementation, Science (NGSS & Robotics), Social Studies, Illuminate-Student Information System, Student Intervention and Support, First Aid/CPR, and applied technology. Eighteen days of Professional Development took place in the summers of 2015-2018. 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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	NA	
Mid-Range Teacher Salary	NA	
Highest Teacher Salary	NA	
Average Principal Salary (ES)	NA	
Average Principal Salary (MS)	NA	
Average Principal Salary (HS)	NA	
Superintendent Salary	NA	
Percent of District Budget		
Teacher Salaries	NA	
Administrative Salaries	NA	

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Base Program for all students
 Induction
 Special Education
 Title 1
 Intervention Aide

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7888	\$446	\$7442	\$49765
District	♦	♦	\$7442	
State	♦	♦	\$6,574	
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			-2.9	-24.7

* Cells with ♦ do not require data.