



# River Islands Technology Academy II

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### River Islands Technology Academy II

1175 Marina Dr.  
Lathrop  
209-229-4700  
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#### District Governing Board

Susan Dell'Oso  
**President**

Telka Walsler  
**Member**

Marilyn Maloney  
**Member**

#### District Administration

Brenda L. Scholl - Executive  
Director/Principal  
**Superintendent**

Michelle Crippen  
**Assistant Principal**

Angel Mendoza  
**Assistant Principal**

Kristen W. Condit  
**School Support Coordinator**

### School Description

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	105
Grade 2	92
Grade 3	89
Grade 4	101
Grade 5	102
Grade 6	96
Grade 7	79
Grade 8	93
<b>Total Enrollment</b>	<b>838</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.6
Asian	15.8
Filipino	12.8
Hispanic or Latino	37.4
Native Hawaiian or Pacific Islander	0.6
White	20.5
Two or More Races	6.2
Socioeconomically Disadvantaged	27.3
English Learners	13
Students with Disabilities	6.7
Foster Youth	0.8

## 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

Teacher Credentials for River Islands	17-18	18-19	19-20
With Full Credential	26	37	36
Without Full Credential	10	8	7
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for River Islands	17-18	18-19	19-20
With Full Credential	♦	♦	36
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at River Islands Technology Academy II

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	0

\* Note: "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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

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

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 May 8, 2018 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: April 2019

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

### 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. 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); 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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	65	35	38	50	50
Math	54	55	24	25	38	39

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students**

**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	34.3	30.4
7	21.5	21.5	31.6
9	NA	NA	NA

Note: 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.

**School Year 2018-19 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	562	558	99.29	64.52
Male	292	288	98.63	57.64
Female	270	270	100.00	71.85
Black or African American	34	33	97.06	69.70
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100.00	77.53
Filipino	72	72	100.00	69.44
Hispanic or Latino	210	210	100.00	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	110	99.10	61.82
Two or More Races	35	34	97.14	73.53
Socioeconomically Disadvantaged	167	163	97.60	51.53
English Learners	115	115	100.00	54.78
Students with Disabilities	44	44	100.00	31.82
Foster Youth	--	--	--	--

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 2018-19 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	562	558	99.29	55.02
Male	292	289	98.97	54.67
Female	270	269	99.63	55.39
Black or African American	34	34	100.00	58.82
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100.00	74.16
Filipino	72	72	100.00	63.89
Hispanic or Latino	210	209	99.52	46.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	110	99.10	50.91
Two or More Races	35	34	97.14	50.00
Socioeconomically Disadvantaged	167	164	98.20	41.46
English Learners	115	114	99.13	45.61
Students with Disabilities	44	44	100.00	25.00
Foster Youth	--	--	--	--

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 school site

#### Opportunities for Parental Involvement (School Year 2019-20)

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 October 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.7	2.8
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.0	9.4	6.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	NA

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3			23		3		25		3	
1	24		3		17	4			24		4	
2	20	2	1		20	2	2		22		4	
3	23		3		17	4			21	1	3	
4	20	1	3		20	3	1		23		4	
5	20	1	3		19	4			24		4	
6	22	3	11		16	17			20	2	16	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	44	44	44

Throughout the 2015-2020 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 2015-2019. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	NA	NA
Mid-Range Teacher Salary	NA	NA
Highest Teacher Salary	NA	NA
Average Principal Salary (ES)	NA	NA
Average Principal Salary (MS)	NA	NA
Average Principal Salary (HS)	NA	NA
Superintendent Salary	NA	NA

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	NA	NA
Administrative Salaries	NA	NA

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

### 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).

### 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8882.99	991.11	7891.87	54906.00
District	N/A	N/A	7891.87	54906.00
State	N/A	N/A	\$7,506.64	NA

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	5.0	-24.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.